

Ms. Mary A. Manning
Mr. Manny Cruz
Ms. Amanda Campbell



Ms. Beth Anne Cornell
AJ Hoffman
Ms. Veronica Miranda

Mayor Dominick Pangallo, Chair

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

DATE POSTED: February 22, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on February 26, 2024 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

https://us06web.zoom.us/j/83614671186?pwd=FC2GIBfr8vkQYvmg0tE-kE0Q5Y_Rw.5bX0PeflqwV597He

Passcode: 748454

I. Call of Meeting to Order


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

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

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.

B. 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**.

C. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the following link to sign up and submit your comment electronically: <https://forms.gle/EXhWBdWH8A1VJY857>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- A. Approval of minutes of Regular SC meeting held on February 5, 2024
- B. Approval of Warrants: **2/8/24** - \$240,597.58; **2/15/24** - \$602,897.47; **2/22/24** - \$420,605.38
- C. Approval of Salem High School CTE to Keene State College, Keene, NH on March 22, 2024

IV. Public Comment

See above instructions for participating in public comment.

V. Moment of Silence

VI. Superintendent's Report

- A. Superintendent's Evaluation (Strategy 2.3)
- B. New Liberty Program of Study (Strategy 1.4)
- C. Chronic Absenteeism discussion (Strategy 3.2)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

- A. Deliberation and vote on approval of Superintendent's evaluation.
- B. Deliberation and vote on Superintendent's annual goals
- C. Deliberation and vote on 2024-2025 enrollment targets for student assignment
- D. Deliberation and vote on New Liberty Program of Study
- E. Deliberation and vote to authorize Superintendent to file a Statement of Interest with MSBA for the Bates Elementary School
- F. Deliberation and vote on Carlton Innovation School SY 24-25 calendar

X. Finance & Operations Report

XI. Subcommittee Reports

- A. Policies for first reading
 - Policy 5416 Use of Physical Restraint
 - Policy 2107 Decisions in Absence of Committee Policy
 - Policy 2108 Publication of School Committee Rules and Regulations
Relative to the Conduct of Teachers and Students
- B. Policies for second reading
 - Policy 2102 Organization
 - Policy 2103 Qualifications, Duties and Responsibilities
- C. Policy with no substantial changes
 - Policy 2106 Policy Implementation

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & 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.”

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Alcalde Dominick Pangallo, Preside

“Conozca sus Derechos según la Ley de Reuniones Abiertas, M.G.L. c.30A § 18-25 y Secciones de Ordenanzas de la Ciudad 2-2028 hasta 2-2033”

FECHA DE PUBLICACIÓN 22 de febrero de 2024

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 26 de febrero de 2024 a las 7:00 p.m.** Esta reunión se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA. También puede unirse a través de Zoom utilizando el enlace a continuación.

Haga clic en el enlace a continuación para unirse al seminario web:

https://us06web.zoom.us/j/83614671186?pwd=FC2GIBfr8vkQYvmg0tE-kE0Q5Y_Rw.5bX0PeflqwY597He

Contraseña:[748454](#)


I. Convocatoria a la Sesión Abierta

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

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

b. Interpretación al español en vivo

La interpretación al español se provee en todas las reuniones del Consejo Escolar Regular. Para escuchar estas reuniones con la interpretación al español, por favor vea las instrucciones de abajo:

1. Pulse en **Interpretation** .
2. Pulse en **Spanish**
3. (Opcional) Para escuchar la lengua interpretada solamente, pulse **Mute Original Audio**.

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/EXhWBdWH8A1VJY857>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de

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finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Krista Perry en kperry@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

- A. Aprobación del acta de la reunión regular del SC celebrada el 5 de febrero de 2024
- B. Aprobación de las órdenes de pago: 8-feb-24 - \$240,597.58; 15-feb-24 - \$602,897.47; 22-feb-24 - \$420,605.38
- C. Aprobación de Salem High School CTE a Keene State College, Keene, NH el 22 de marzo de 2024

IV. Comentario Público

Favor de ver arriba para instrucciones sobre cómo participar en los comentarios públicos.

V. Momento de silencio

VI. Reporte del Superintendente

- A. Evaluación del Superintendente (Estrategia 2.3)
- B. Programa de Estudio de New Liberty (Estrategia 1.4)
- C. Debate sobre el absentismo crónico (Estrategia 3.2)

VII. Reporte de la Representante Estudiantil

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- A. Deliberación y votación sobre la aprobación de la evaluación del Superintendente.
- B. Deliberación y votación sobre los objetivos anuales del Superintendente.
- C. Deliberación y votación sobre los objetivos de matrícula 2024-2025 para la asignación de estudiantes
- D. Deliberación y votación sobre el Programa de Estudio de New Liberty
- E. Deliberación y votación para autorizar Superintendente para presentar una declaración de interés con MSBA para la Escuela Primaria Bates

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F. Deliberacion y votacion sobre Carlton Innovation School SY 24-25 calendario

X. Reporte de Finanzas y Operaciones

A. Transferencias presupuestarias

XI. Reportes de los Subcomités

A. Políticas para primera lectura

Política 5416 Uso de la restricción física

Política 2107 Decisiones en ausencia de la política del Comité

Política 2108 Publicación de las normas y reglamentos del Comité Escolar
Relativas a la Conducta de Profesores y Estudiantes

B. Políticas para segunda lectura

Política 2102 Organización

Política 2103 Calificaciones, deberes y responsabilidades

C. Política sin cambios sustanciales

Política 2106 Aplicación de la política

XII. Inquietudes y Resoluciones del Comité Escolar

XIII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

“Las personas que requieran ayuda auxiliar y servicios para una comunicación eficiente tal como un intérprete de lenguaje de señas, un dispositivo asistente para escuchar, o material impreso en formato digital o una modificación razonable de programas, servicios, políticas, o actividades, puede ponerse en contacto con el Coordinador ADA de la Ciudad de Salem al (978) 619-5630 a la brevedad y no más de 2 días laborales antes de la reunión, programa o evento.”

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DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
February 5, 2024

On February 5, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Ms. Mary Manning, Mr. Manny Cruz, Ms. Beth Anne Cornell, Ms. Amanda Campbell, Ms. Veronica Miranda, and AJ Hoffman

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Ms. Elizabeth Pauley, Ms. Natalia Feliz, Ms. Ellen Wingard, Dr. Kimberly Talbot, and Mr. Christopher O'Donnell

Others in Attendance Virtually: Ms. Laura Assade

Call of Meeting to Order

Mayor Pangallo calls the meeting to order at 7:00 p.m. and requests a call of attendance. He explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

Attendance

Mayor Pangallo recognizes the attendance with members. Ms. Cornell motions for approval and seconded by Mr. Cruz.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Ms. Manning	Present
AJ Hoffman	Present
Ms. Miranda	Present
Mayor Pangallo	Present

Approval of Agenda

Mayor Pangallo requested a motion to approve the Agenda. Ms. Cornell motions for approval and seconded by Mr. Cruz . A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes

Mayor Pangallo Yes
Motion Carries 7-0

Approval of Consent Agenda

Mayor Pangallo requested a motion to approve the Agenda. Ms. Cornell motions for approval and seconded by Ms. Miranda . A roll call vote is taken.

Mr. Cruz Yes
Ms. Manning Yes
Ms. Cornell Yes
Ms. Miranda Yes
Ms. Campbell Yes
AJ Hoffman Yes
Mayor Pangallo Yes
Motion Carries 7-0

Public Comment

Ms. Kerry Neenan, 330 Lafayette Street, "My name is Kerry Neenan. I'm here in support of the teachers and staff at Horace Mann Laboratory School who are here tonight to talk about inclusion efforts they've made at the school. I'm the mother of Maeve Neenan, a third grader at Horace Mann who was born with Down syndrome. Maeve is a happy, feisty, stubborn ball of personality in a tiny package. I think everyone at Horace Mann probably knows her and I've heard her referred to as "The Mayor" more than once. She loves going to school. She loves her friends, she loves working on her reading skills at school and at home, she loves art, music, and especially her PE class. A couple of weeks ago, she was so proud to show me the Husky Hero award she received at school that now has a prominent place on our wall at home. We are truly grateful that Horace Mann has created an environment where Maeve feels happy, welcome, safe, and excited to learn. The Individuals with Disabilities Education Act (IDEA), first passed in 1975, created the statutes and regulations that gave children with disabilities the right to a free and appropriate public education. Many people have probably not read the entire act, but I think the introduction summary should be read by all teachers, staff, administrators, and committee members. IDEA says: "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. ... Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this chapter has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities. However, the implementation of this chapter has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities. Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by— (A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to— (i) meet developmental

goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible; (B) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home; (C) coordinating this chapter with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.], in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent; (D) providing appropriate special education and related services, and aids and supports in the regular classroom, to such children, whenever appropriate; (E) supporting high-quality, intensive preservice preparation and professional development for all personnel who work with children with disabilities in order to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible;” Since Maeve was in preschool, we’ve always pushed to have her included with her typical peers as much as possible. Maeve’s delays don’t mean that she should be denied the opportunity to develop natural friendships with her disabled AND non-disabled peers. Even though she is not completing grade level work, it does not mean that she should not have the opportunity to learn alongside her typical peers with modified lessons. Special education is a service, NOT a place. IDEA says that the general education classroom should be the default learning environment. My full time job is working with Northeast Arc and the Northshore office of the Department of Developmental Services. I see how things are changing for adults with disabilities in regards to expectations of employment and independence, self-directed services, and creating a meaningful life. But I also still see many adults who are placed in day programs that do not push for any kind of independence. Adults who sometimes volunteer their time to keep busy because there’s an assumption they can’t maintain paid employment. And adults who still make less than minimum wage at jobs created specifically for disabled people (also called sheltered workshops) and whose families sometimes don’t want them to be paid properly because it would mean their benefits would decrease. I want Maeve to have a life that is meaningful to her. I want her to have a job she loves where she is paid and recognized appropriately. I want her to be able to live on her own if she chooses. I want her to do what makes her happy. Isn’t that what we all ultimately want for our children? Having that life requires a world that is accepting of her and that understands her strengths may not be the same as others’ but that she has value, that everyone has value in the world. And that world starts in school. The more kids are separated in school, the more it creates a divide between disabled and non-disabled kids early on. Kids are taught to be kind, to be accepting, but they often do not see how others learn differently from them. Since Maeve started Kindergarten at Horace Mann, I’ve sometimes been a broken record that creating an inclusive school community is not the same as inclusive education to me. It’s not enough that Maeve has recess and art class with non disabled peers. I want her to learn alongside them. I want her peers to see how Maeve learns differently and also to see her accomplishments. I want to limit the ways that she is “othered” or separated as much as possible. Because othering her now lays the groundwork for othering and separating her in the future and assuming she can’t accomplish

the same things, that she can't handle responsibility, she can't be independent. And this sets her up for a life as an adult where independence and responsibility are not expected of her. Where people expect her to lead a separate, less than, life. At Horace Mann, Maeve is welcomed into class with her general education peers. She has formed some friendships that I like to think benefit the other kids as much as it benefits Maeve. The teachers and therapists have been receptive to our push for inclusion and creative in the ways they've accomplished it. Her special education teacher Rachel Ellyson told us she always tells Maeve that she's in third grade now, she's a big kid and can do things herself which has helped her understand that there are the same high expectations for her as there is for everyone else. We mentioned earlier this year that we really wanted to push her reading skills and her team has included Maeve in a reading skills group that she's having great success with. She has some of her speech services pushed into the general education classroom. And Maeve LOVES her PE classes with Ann Marie O'Connor, who has worked hard to make physical education accessible for every student. I appreciate that our district administration has pushed for more education for general education teachers on inclusion. Truly inclusive education requires the general education and special education teachers to work together to modify lessons and see how kids with IEPs can still access the general education curriculum standards. I appreciate how accessible Jen Doucette-Ly is when I have questions. And I appreciate Dr. Zrike's commitment to furthering inclusion and the quality of special education services in our district. Thank you to everyone on Maeve's team at Horace Mann and to the school committee today for taking the time to let me speak about our experiences with Salem Public Schools and our hopes for Maeve's future.`

Student Showcase - Horace Mann Laboratory School

Horace Mann Laboratory School discusses the meaning of inclusion in the classroom noting that all students, no matter their race, culture, ability, gender, or learning style, are given equal access to educational opportunities where they are supported, and feel safe, valued, and respected. Such benefits of inclusion are teachers and administration seeing less absences and disruptive behaviors. For parents, they are seeing their children learning and spending much of their time in a safe and nurturing environment. Reverse inclusion is discussed as well noting this is selected students participating in lessons in substantially separate education classrooms. Effective instruction provides the students with disabilities opportunities to practice their individualized learning goals with the support of a peer model. Additional benefits include helping all students develop and practice positive interactions and develop meaningful relationships in a structured environment. This also shows students that they are all part of a community and all parts of the school are accessible to everyone. Horace Mann's vision is that with authentic inclusive education students do not have to "fit into" the preexisting conditions of the class. Rather, environments are designed to provide the support and structure that every student needs to succeed.

Superintendent's Report

- A. Recognition of SPS' representative to Project 351 (Strategy 3.4)
- B. Superintendent's Evaluation (Strategy 2.3)
- C. Superintendent's Goals for 2024-25 (Strategy 2.3)

D. Updated data for 2024-2025 Enrollment Targets for Student Assignment (Strategy 4.1)

Dr. Zrike begins by recognizing the SPS representative to Project 351. Project 351 is a nonprofit organization that develops a new generation of community-first service leaders through the yearlong engagement of an eighth grade Ambassador from each of the 351 cities and towns in Massachusetts.

Dr. Zrike reviews his Goals for the 2024/2025 school year. Goal #1 will be to build and maintain a district-wide culture of universally high academic expectations for every learner. Goal #2 will be to elevate the voices of students and parents to tap in their funds of knowledge and prepare them to take action and lead.

Dr. Zrike reviews goal #3 to fully implement and report on the district's progress toward its strategic priorities, initiatives and goals.

Dr. Zrike discusses the updated data for 2024-2025 Enrollment Targets for Student Assignments. A review of the Carlton Kindergarten Trimester Enrollment Breakdown Based on Low-Income Status is discussed. Important notes were Salem did see a slight increase in low-income students in the last year. Available seats for our pre-kindergarten program will be assigned to the ratio that we established in advance of the 23-24 school year.

Student Representative Report

Ms. Natalia Feliz notes there still is a challenge for student engagement and is open to any and all suggestions from School Committee members moving forward.

Old Business

none

New Business

A. Deliberation and vote on approval of superintendent's evaluation

B. Deliberate and vote on 2024-2025 enrollment targets for student assignment - A motion is made to schedule a Committee of the Whole meeting to further discuss. Motion made by Mr. Cruz and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion Carries 7-0	

C. Deliberate and vote on approval of SY24-25 calendars. Motion made by Mr. Cruz and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

D. Deliberation and vote on approval to accept the donation from Pabich Family to the CTE program at Salem High School. Motion made by Mr. Cruz and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Finance & Operations Report

Ms. Pauley notes that the Saltonstall School has requested several transfers from an unused personnel line. Each transfer included in the packet for review is within the same cost center and is less than \$15,000 (the threshold for School Committee approval). However, the total being transferred out of a single budget line is \$25,000; because this exceeds the threshold, this suggests the need for School Committee approval.

Subcommittee Reports

A. Policies for first reading

Policy 2102 Organization

Policy 2103 Qualifications, Duties and Responsibilities

Ms. Cornell makes a motion to accept policies 2102 and 2103 for a first reading. Ms. Campbell seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes

Mayor Pangallo Yes
Motion Carries 7-0
B. Policy with no substantial changes
Policy 2105 Evaluation of the Superintendent

Ms. Cornell makes a motion to accept policy 2105 with no substantial changes. Ms. Campbell seconded. A roll call vote is taken.

Mr. Cruz Yes
Ms. Manning Yes
Ms. Cornell Yes
Ms. Miranda Yes
Ms. Campbell Yes
AJ Hoffman Yes
Mayor Pangallo Yes
Motion Carries 7-0

School Committee Concerns and Resolutions

none

Adjournment

Ms. Cornell motions to adjourn and seconded by Ms. Campbell. A roll call vote is taken.

Ms. Cornell Yes
Mr. Cruz Yes
Ms. Manning Yes
AJ Hoffman Yes
Ms. Miranda Yes
Ms. Campbell Yes
Mayor Pangallo Yes
Motion Carries 7-0

Meeting adjourned at 8:45PM.

Respectfully submitted by,
Krista Perry
Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information

School	Salem High School	Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	Mario Sousa / Raehael Kozlowski	10-12	2/16/24	3/22/2024
Contact Info	Phone: 978-617-642-4193	# of Students:	40	Depart: 8:00 PM
	Email: msousa@salemk12.org			Return: 3:30 PM
Destination	Name: Keene State College	Location and Duration		
Destination Address	229 Main Street Keene, NH 03435	<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state		
Funding Source	For Bus: CTE Department - No Student Cost	<input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

II. Learning and Accessibility

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

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

Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>K. Patino, RN</i>		Date: 2/24/24

IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> At school <input checked="" type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: Lunch provided by college		

V. Transportation

Transportation needed:	<input type="checkbox"/> Bus (Complete <i>Transportation Request Form</i> and send to dbido@salemk12.org and vfaundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: private Bus
If traveling by bus:	Pick Up Time: 7:45am Pick Up Location: SHS	Return Time: 3:30pm Return Location: SHS

VI. Parent Involvement & Background Checks

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

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

School Principal Signature: <i>[Signature]</i>	Date: 2/16/24
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Mario Sousa
CTE Director & Co-Op Coordinator
Salem High School
77 Willson Street
Salem, MA 01970
Tel: 978-745-9300 Ext: 655545
Email: MSousa@Salemk12.org



To: Salem High School School Committee
From Mario Sousa, CTE Director
RE: Out-of-State Field Trip

Dear Members of the School Committee,

We are interested in organizing a campus visit to Keene State College on March 22nd for a group of 40 scholars from Salem High School. This visit aims to provide our students an invaluable opportunity to explore the campus firsthand, learn about the academic programs offered, and gain insights into the college experience.

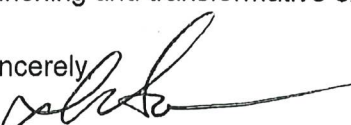
One of the primary objectives of this visit is to highlight the articulation agreement between Salem High School and Keene State College. This agreement ensures that all Salem High School scholars who graduate from a Career and Technical Education (CTE) program with a certificate of attainment and their OSHA safety certification will be awarded 12 college credits for their Keene College education. This significant partnership underscores our commitment to providing our students with seamless pathways to post-secondary education and career success.

Furthermore, this visit will emphasize the importance of CTE programs in facilitating post-secondary transitions. By showcasing the various articulation agreements tied to individual or all programs, we aim to demonstrate to our students and the broader community that CTE offers a viable pathway to higher education and diverse career opportunities.

Exposing our students to college campuses and the opportunities available through CTE programs is essential for their academic and personal development. Participating in this college visit will empower our scholars to make informed decisions about their future educational and career pathways.

We kindly request your approval to facilitate this college campus visit for our students. Your endorsement of this initiative would significantly contribute to its success and further demonstrate our school district's commitment to providing comprehensive educational opportunities for all students.

Thank you for considering our request. We look forward to your positive response and providing our scholars with this enriching and transformative experience.

Sincerely

Mario Sousa - CTE Director



Welcome all. Challenge yourself. Create a positive impact.

Program of Study

New Liberty Innovation School
Different by Design

New Liberty Innovation School ~ Different by Design

New Liberty Innovation School is a high school that responds to the needs of students and families looking for an educational experience different from the traditional model. New Liberty was created to give students in Salem and the surrounding towns a high school capable of not only reducing student drop-out rates, but also of truly engaging them in their education and in their community. Being different by design, we wholeheartedly believe in the mantra, “*reach while you teach.*” As trust builds between staff and students, relationships deepen and so does our ability to leverage that connection to raise expectations for all of our students.

Anchored in three pillars:

- **Academic:** competency-based model, blended and project-based learning and personalized pathways to graduation
- **Student Support:** trauma-informed counseling and social-emotional learning learning focus
- **College and Career Readiness:** community-based internships and the creation of individual post-secondary plans

New Liberty is intentionally different from a traditional high school. We are designed to address the needs of students at high risk of dropping out of high school. By re-engaging students into a learning experience tailored to their strengths, interests and post high school goals we can re-ignite the desire to learn and finish high school. We focus on the whole student and their social emotional needs through on-site counseling and by explicitly teaching social emotional and executive functioning skills. Finally, we have an employment and post graduate planning specialist who works to ensure that every student has real-world job and/or internship experiences to be exposed to a variety of career pathways, providing students first hand knowledge of the world of work.

Our Mission:

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

Our Vision of Excellent Instruction:

Learning at NLIS is anchored in culturally and community responsive models of instruction with a focus on equity, independence and high expectations for all. We do this by creating authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection.

What is “competency-based” education?

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

In traditional schools, students are grouped based on their age, and they progress through school based on *time* (the “school year”). In competency-based schools, students progress through school based on their *learning*. A student’s age will never hold them back, and they don’t have to wait for the next school year to begin before they can move on to the next level. Students can advance to the next level - and earn “competencies” toward graduation - as soon as they show mastery of skills!

Our school is a place where students can learn at their own pace, explore their interests, and prepare for their future, all while getting the individual support needed. Everything students are expected to do has one main purpose: *to help prepare them for their future.*

At New Liberty we are different by design! Our goal is that students will graduate from high school fully prepared for the next step in life!

Why Competency-Based Education (CBE)?

The goal of competency-based education is to transform our education system from a time-based system to a learning-based system. Instead of awarding credits based on how much time students spend learning, **this model awards credits based on whether students have mastered competencies—the skills, abilities, and knowledge required in an area of study.** Put simply, competency-based education is not about time—it’s about what you know and are able to do.

Our [New Liberty Competency Curriculum Framework](#) is a competency-based framework structured to replace time-based, age-based, and course-based structures with one that focuses on learning, growth, and readiness. Our framework defines the competencies, skills, and experiences students will need to master and/or complete in order to demonstrate readiness, earn credit, and graduate from high school. Competencies are created with a developmental continuum that shows how learning progresses and becomes more complex.

- Each skill of each competency has a rubric, which we call a **continua**, that transparently details for students what learning looks like at each level.
- Competencies are grouped into sets (such as Humanities) and each competency set has a portfolio that students need to complete to earn credit.

- Performance-based assessments are required for students to demonstrate their learning through the application of skills, knowledge, and strategies to construct an answer, produce a product, or perform an activity.
- Performance-based assessments are rated using the continua, and revision occurs through continua-based feedback.
- One portfolio = credit: When students complete each portfolio at the minimum growth or performance level, they receive credit, regardless of seat time.
- Learning can occur and be assessed in multiple contexts and experiences both within and beyond the walls of the school building.

Each content area has sets of competencies or experiences that students are required to complete to earn credit and graduate from high school.

- **Core Content Area Competencies (Humanities, Math and Science):** These competency sets are aligned to national and state standards and focus on the application of knowledge in multiple ways through multiple experiences. Math and Science have specific concept lists (standards) students must show proficiency in along with the competency and skills.
- **Habits of Success Competencies:** These competencies focus on developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggests are essential to success in learning, self-direction, goal setting and well-being.
- **Portrait of Graduate Competency:** This competency focuses on a set of skills developing their strengths in creative problem solving, critical thinking, communication, collaboration, self awareness and cultural humility all important skills beyond high school. These skills are transferable in the world of work.
- **Wayfinding Experiences:** These experiences focus on developing and identifying interests and passions, navigating transitions, learning from failure, and building social capital culminating in a postsecondary plan upon graduation.
- **Health & Wellness:** In addition to physical education, NLIS also requires students to learn about and practice social emotional health concepts and skills for responsible decision-making and healthy relationships. These concepts are aligned with the Massachusetts Comprehensive Health and Physical Education framework.

How are Massachusetts and national standards incorporated into our Curriculum Frameworks?

Our curriculum competency framework includes both state and national standards that are linked to our competencies and skills. Students take courses and are rated depending on the portfolio in which they are enrolled. See below for portfolio description.

- In our **Humanities Courses** the Massachusetts Framework for English Language Arts and Social Studies are built into our competency framework and graded on the learning continua.
- For **Math Courses** in the Discovery (Integrated Math I) and Action (Integrated Math II) portfolios, content is backwards mapped with priority standards in order to ensure students are ready to be successful on the math MCAS. Students in the Impact portfolio will be required to complete Personal Finance along with an entrepreneurship course while demonstrating skills in mathematical problem solving.
- In our **Science Courses** students in the Discovery portfolio focus on specific Massachusetts Frameworks for biology to ensure readiness for the biology MCAS. In addition we focus on the biomedical pathway with Project Lead The Way (PLTW).

At NLIS we have our [New Liberty Competency Curriculum Framework](#) that represents our entire program of study with discrete competencies, skills and concepts taught. These are all aligned with the state and national standards.

See the example below for ONE Humanities Competency and Skills:

HUM.2 = Competency “Make Arguments”

HUM.2.2 = Skill (aligned to standard) CCSS.ELA-LITERACY.W.1.B

Level 2 - 12 = Learning Continua students earn ratings on (NOT GRADE LEVELS)

HUM.2 Make Arguments

[back to overview](#)

I can compose evidence-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

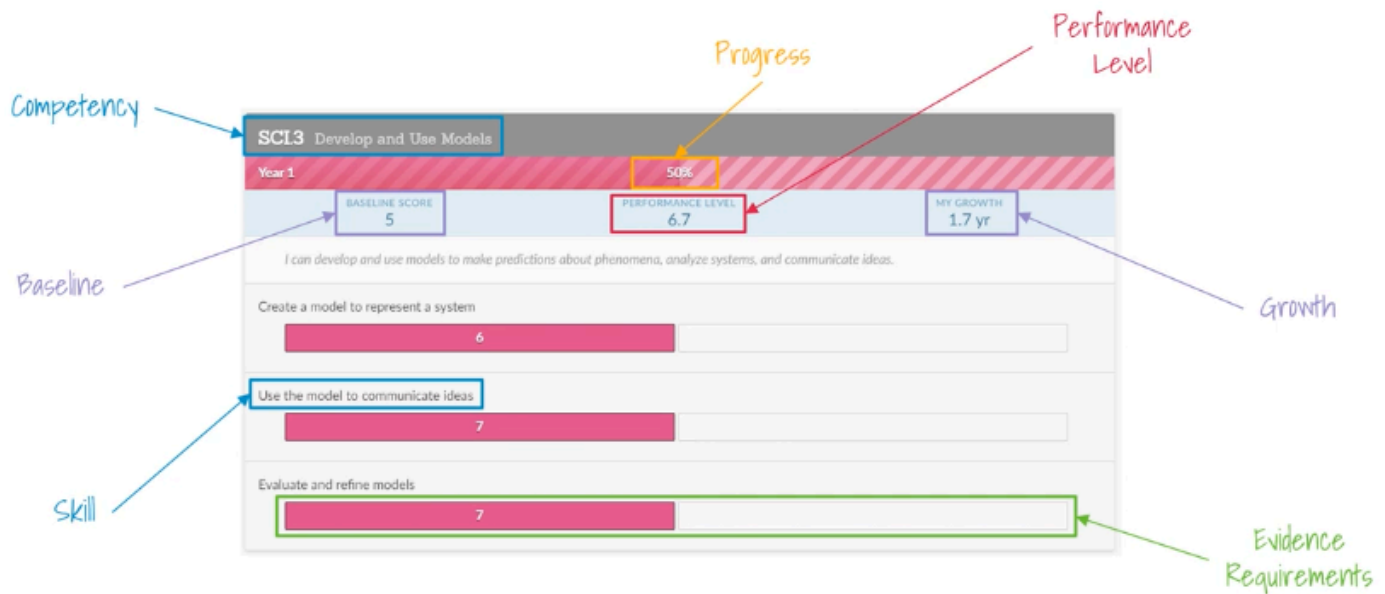
	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
HUM.2.2 Develop my claim and counterclaims	I can include reasons to support my opinion.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can include several logical reasons to support my opinion or claim.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can include several logical reasons that support my claim. I can support each reason with relevant evidence from credible sources. I can briefly mention one or more counterclaims.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can include several logical reasons that directly support my claim. I can support each reason by citing two or more relevant and convincing pieces of evidence from credible sources. I can use evidence to refute or disprove the counterclaim.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can compose a cohesive argument that follows a logical progression in the format that is most appropriate for the task (e.g., 5 paragraph essay, editorial, debate, speech). I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason. I can fairly and thoroughly develop and refute counterclaims.	I can compose a cohesive argument that follows a logical progression in the format that is most appropriate for the task. I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason. I can attend to the knowledge level, concerns, values, and/or possible biases of my audience throughout my argument. I can fairly and thoroughly develop and refute counterclaims, using evidence and logic to critique the strengths and limitations of the counterargument (e.g., reasons, sources, and/or supporting evidence).

Portfolio System:

Credits are awarded to students via a portfolio system. Instead of grade levels, we track progress of individual competencies across all experiences through multiple portfolios. A portfolio is a body of work that demonstrates a student's level of mastery of a set of competencies. **Competencies and skills remain the same throughout the different portfolios, but the performance level expectations increase as students move through the NLIS curriculum.** At New Liberty we have three portfolios that students must complete to graduate.



Anatomy of Portfolio



“Mastery” is defined as demonstrating proficiency of a skill multiple times in multiple ways.

Meeting the requirements of a portfolio

Progress is measured on how much of a portfolio a student has completed. A student must complete all evidence requirements in a portfolio with high enough ratings to reach the minimum performance level required to complete their portfolio. When this happens we call it *“flipping”* their portfolio. At New Liberty,

portfolios can “flip” at any time during the school year. Therefore at a given moment, a NLIS student might be working in the Action portfolio in one area of study, but have already flipped to the Impact portfolio in another area.

Beacon: Student-Centered Platform & Dashboard

Beacon is our unique platform designed to help easily report and track progress aligned to the competencies. In partnership with Building 21 this student-centered platform and dashboard helps us track students’ progress and growth across all experiences both within and outside of the school .

Personalized Learning Plans (PLP)

Students at New Liberty all have **Personalized Learning Plans (PLP)** which are customized to meet the needs of the individual students. Certain components of the PLPs are personalized by the student and their advisor. Student PLPs are the tool in which students track their progress through the portfolios and set goals for their learning and post secondary plans.

Components of PLP:

- **My Profile:** snapshot of student’s learning journey, support network and learning preferences
- **My Progress:** real time view of student progress through portfolios, performance levels and pacing toward graduation. This replaces the traditional report card with one that is competency based. *(This is tracked via Beacon and updated daily.)*
- **My Goals:** student sets and tracks goals in academics, personal life and career; students then reflect on these goals periodically
- **My Personal Development:** self reflection component where students rate themselves on *effective effort (growth mindset) , self management and social skills*
- **My Plan:** tracking of post secondary plans, planning for students future!
- **My Experiences:** Learning happens anywhere and anytime. Here, students track their experiences inside and outside of school and reflect on them; these may include, but are not limited to field trips, college tours, and program presentations, including post graduation options.

NLIS GRADING

CHART 1: ALL COMPETENCY PORTFOLIOS: GRADE CONVERSIONS

To meet the graduation requirement for each portfolio, you must complete 100% of your portfolio at or above the required performance level or growth level.

Portfolio Status	Credit Status	Grade Conversion	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	IMPACT PORTFOLIO
			Performance Level	Performance Level	Performance Level
Portfolio Complete	Credit Earned	A	8.0 or higher	9.0 or higher	10.5 or higher
Portfolio Complete	Credit Earned	B	7.5-7.9 Made 2 or more levels of Growth	8.5-8.9 Made 2 or more levels of Growth	10.0-10.4 Made 2 or more levels of Growth
Portfolio Complete	Credit Earned	C	7.0-7.4 Made 1.25 levels of Growth	8.0-8.4 Made 1.25 levels of Growth	9.5-9.9 Made 1.25 levels of Growth
Portfolio Complete	Did Not Meet Requirements	DNM (Did Not Meet)	Below 7.0 and Did Not Meet Growth Target	Below 8.0 and Did Not Meet Growth Target	Below 9.5 and Did Not Meet Growth Target
Portfolio Not Complete	Did Not Complete Requirements	NC (Not Complete)	If you have any M ratings in your portfolio at the end of the year or if your Performance Level or Growth is too low, you will remain in this portfolio until you complete all of the requirements. You must complete your portfolios to graduate.		

NLIS GRADING

CHART 2: HONORS CONVERSIONS

You can earn Honors credit in any of your competency portfolios by completing 100% of your portfolio at or above the Honors levels in the chart below.

Portfolio Status	Credit Status	HONORS CONVERSION	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	IMPACT PORTFOLIO
			Performance Level	Performance Level	Performance Level
Portfolio Complete	Honors Credit Earned	Honors A	8.5 or higher	9.5 or higher	11.1 or higher
Portfolio Complete	Honors Credit Earned	Honors B	8.1-8.4	9.1-9.4	10.6-11.0

NLIS GRADUATION REQUIREMENTS

Competency Area	Required Portfolios	Credits Earned	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	IMPACT PORTFOLIO
Humanities (HUM)	3	4	Required for Graduation Humanities 1	Required for Graduation Humanities 2	Required for Graduation Humanities 3 and 4
Math (MATH) Competencies and Concepts	3	3	Required for Graduation Integrated Math 1	Required for Graduation Integrated Math 2	Required for Graduation Entrepreneurship
Personal Finance Concepts (PF)	1	1			Required for Graduation Personal Finance
Science (SCI)	3	3	Required for Graduation Principles of Biomedical Science (PLTW)	Required for Graduation Human Body Systems (PLTW)	Required for Graduation Medical Intervention (PLTW) or Physics
Habits of Success (HOS)	3	3	Required for Graduation Habits of Success 1	Required for Graduation Habits of Success 2	Required for Graduation Habits of Success 3
Health and Wellness Concepts (PE and HW)	1	2			Required for Graduation Health/PE
Portrait of a Graduate (POG)	3	3	Required for Graduation Design Lab or CTE	Required for Graduation Design Lab or Internships	Required for Graduation Design Labs or Internships
Capstone (CAP)	1	1			Required for Graduation Capstone
Wayfinding (WF)	1	1	Required for Graduation Basic Technology / CTE	Required for Graduation Career Exploration / Internships / Professional Toolkit	Required for Graduation Career Exploration / Internships / Professional Toolkit
Total Credits		21			

New Liberty Course Descriptions

Content Area	Graduation Requirements
<p>Humanities</p>	<p>NLIS students must demonstrate increasing levels of proficiency in areas such as reading critically, writing, historical analysis, discussion, and presentation. These skills are included in each humanities portfolio, and are also frequently integrated into other areas of study.</p> <p>Students in the <i>Discovery</i> and <i>Action</i> portfolios are enrolled in Humanities 1 and Humanities 2 respectively. In both courses, students use literature as a springboard for analyses of social issues and historical events that have shaped society. Students respond and reflect through creative projects, extend their knowledge with research, and practice writing and presenting evidence-based arguments.</p> <p>Students in the <i>Impact</i> portfolio are enrolled in Humanities 3 and Humanities 4. In Humanities 3, students expand their understanding of global historical events and patterns through units looking deeply at the history and literature of the Caribbean and Africa. In Humanities 4, our focus returns to the U.S. with a focus on civic issues that affect our community, such as housing policy and policing practices.</p> <p>Students must pass the English Language Arts MCAS in order to earn a high school diploma.</p>
<p>Math</p>	<p>Students in the <i>Discovery and Action portfolios</i> are enrolled in Integrated Math I and Integrated Math II respectively. These courses use patterns, models, and conjectures to build mathematical understanding. Students taking these courses will extend their knowledge in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability and apply them to real world scenarios.</p> <p>Students in the <i>Impact portfolio</i> will engage in An Entrepreneurship course in which they have an empowering experience of running a real business. Students demonstrate increased skills in our portrait of graduate and business skills; Communication, Collaboration, Creative Problem Solving, Critical Thinking, Self Awareness, Cultural Competence. They also gain experience in implementing the human centered design process to design innovative solutions and products to solve a problem for the client or the community. Most importantly, students develop a vital sense of self-agency over their education and careers.</p> <p>Students must pass the Math MCAS in order to earn a high school diploma.</p>

<p>Personal Finance</p>	<p>Students in Personal Finance investigate personal incomes and budgets, home and consumer financing, insurance, personal investing and retirement planning. Topics covered will include the power of compound interest, investments, loans and credit, credit management, consumer protection laws, taxes, life and health insurance. Students use this information to make financial decisions applicable to their own life.</p>
<p>Science</p>	<p>NLIS has a biomedical pathway through Project Lead the Way, PLTW.</p> <p>Students in the <i>Discovery portfolio</i> are enrolled in PLTW Principles of Biomedical Studies. In this course (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems.</p> <p>Students in the <i>Action Portfolio</i> are enrolled in PLTW Human Body Systems. This course (HBS) is a full-year high school course designed to follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real-world situations, cases, and problems.</p> <p>Students in the <i>Impact Portfolio</i> are enrolled in PLTW Medical Interventions. In this course (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p> <p>Other science learning opportunities for our student include; Physics, Medical Assisting, PLTW Biomedical Innovations, STEM</p> <p>Students must pass the Science MCAS in order to earn a high school diploma.</p>
<p>Habits of Success</p>	<p>All students at NLIS are assigned to an advisory that focuses on personal development through our Habits of Success competencies, building</p>

	relationships with adults and peers, goal setting and tracking academic progress as well as supporting the development of our students' Personalized Learning Plans.
Health and Wellness	All students are required to complete physical education. In addition we require students to demonstrate proficiency in social-emotional skills that support communication, conflict resolution, healthy relationships, mental health and decision-making.
Portrait of a Graduate	Students must demonstrate proficiency and growth in 21st century skills: Communication, Collaboration, Creative Problem Solving, Critical Thinking, Cultural Competence and Self Awareness. These skills are assessed throughout their learning experiences at NLIS but explicitly during their Career and Technical Education (CTE) and Internships.
Capstone	<p>Capstone is a required course where students reflect on their learning, interests, and growth, and create a positive impact via a student voice learning project.</p> <p>Students engage in multiple workshops and assignments focused on personal identity, the power of telling stories, the cycle of socialization and civic action - all through the lens of diversity, equity and inclusion.</p> <p>Students will develop a portfolio that highlights their growth as a student and post graduation plans, while also demonstrating their personal integration and reflection of the <i>New Liberty Portrait of a Graduate Skills</i>.</p>
Wayfinding - Career and College Readiness	<p>All students will engage in internships/employment and post graduation planning. Internship and employment experiences will directly align with their interests and post secondary goals, along with building their Portrait of a Graduate skills. This gives students practice opportunities as they connect their real-world experiences to Cultural Competency, Critical Thinking, Creative Problem Solving, Collaboration, Communication, and Self-Awareness skills for success.</p> <p>Students will continue to receive occupational skill building support, as well as 1:1 career development that is individualized and supports post secondary transitions at school with our Post Grad / Employment Specialist.</p>
Advanced Course work, online courses and Dual Enrollment opportunities	Students at NLIS have many ways to extend their learning. They are strongly encouraged to take advantage of advanced coursework such as "Project Lead the Way" (PLTW) in science, online electives in a variety of subjects, or dual enrollment courses in partnership with local colleges.

<p>Design Labs</p>	<p>Design Labs are opportunities for students to “extend” their learning based on student interest; <i>art, music, strategic problem solving, lab science, cooking, DIY building</i>, etc. Design Labs are akin to electives in a more traditional model. While Design Labs are not required, they offer students a variety of opportunities to extend their learning while also earning credit in multiple portfolios, including the <i>Portrait of a Graduate</i>.</p>
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Students will work on tasks related to their pathway to graduation outlined in their Personalized Learning Plan (PLP) while also building post graduation plans.

Our goal at NLIS is for students to be engaged in their education!

Transfer of credits from previous schools

New Liberty can transfer credits from any previous high school courses in which credit was earned. We never take credit away from a student. Students who have successfully completed ALL MCAS testing will receive credit for the **Discovery and Action Portfolios** and be enrolled in the **Impact Portfolio**. Students can be enrolled in different portfolios based on their credit earned at the previous school. For example; if a student earns credit for Algebra 1 they would be enrolled in the **Action Portfolio** for math. If that same student did not earn credit for English Language Arts they would be enrolled in the **Discovery Portfolio** for humanities, thus creating the student’s personalized learning plan. Students transferring to NLIS meet with the Academic Coach or Principal to see how their previous credits align to our competency based portfolio model, and review their Personalized Learning Plan at NLIS.

New students and transfer students who come to NLIS will participate in an orientation process through Habits of Success and complete the NLIS Experience to learn about our school.

Assessments: Ways to Measure and Demonstrate Learning

Educators at NLIS create authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection. We provide a variety of opportunities for students to demonstrate their mastery of content, skills and competencies outlined in the New Liberty Curriculum Frameworks. Students demonstrate their learning throughout the year on the following assessments:

Assessment: <i>Ways to measure and demonstrate learning</i>	Description
Performance Assessments	These are the main assessments used at NLIS. These allow students the opportunity to demonstrate their learning through engaging, relevant, rigorous projects, assignments and performances that connect to the competency, skill and content they have focused on. Students are offered multiple modalities to demonstrate their learning and can always improve their work through revision cycles.
MCAS for ELA, Math & Science	In Massachusetts it is required for all students to pass the MCAS in English Language Arts (ELA), Math and Science. These are required to graduate.
STAR Assessment (reading & math)	Students will take the STAR assessment at the point of enrollment and in the fall and spring to measure their growth and identify learning needs.
Edulastic (district assessments)	Assessments curated by standards aligned to district priority standards. Educators have access to this platform and use it for assessments throughout the year
Career and College	All students must engage in college and career readiness as part of their PLP: <ul style="list-style-type: none"> ● Career interest surveys ● Participate in internships/employment based on career interests ● Develop a Post Graduation Plan ● Complete Resume/Cover Letter/References prior to graduation
ACCESS	Students in the Multilingual Language program will take the ACCESS exam yearly during January or February.

Resources

Building21, <https://building21.org/>. Accessed 15 January 2024.

Common Core State Standards Initiative – Preparing America's Students for College & Career,
<https://corestandards.org/>. Accessed 11 February 2024.

“Explore Transformative PreK-12 STEM Curriculum.” *PLTW*, <https://www.pltw.org/curriculum>. Accessed 11 February 2024.

“National Standards for Personal Financial Education.” *Council for Economic Education*,
<https://www.councilforeconed.org/wp-content/uploads/2021/10/2021-National-Standards-for-Personal-Financial-Education.pdf>. Accessed 11 February 2024.

“Public Comment Draft - MA Comprehensive Health and PE Framework, June 2023.” *Massachusetts Department of Elementary and Secondary Education*,
<https://www.doe.mass.edu/frameworks/health/2023-07-health-draft.pdf>. Accessed 11 February 2024.

“Standards.” *ISTE*, <https://iste.org/standards>. Accessed 11 February 2024.

“The Standards.” *Next Generation Science Standards*, <https://www.nextgenscience.org/standards>. Accessed 11 February 2024.



SPS Attendance

School Committee 2/26/24

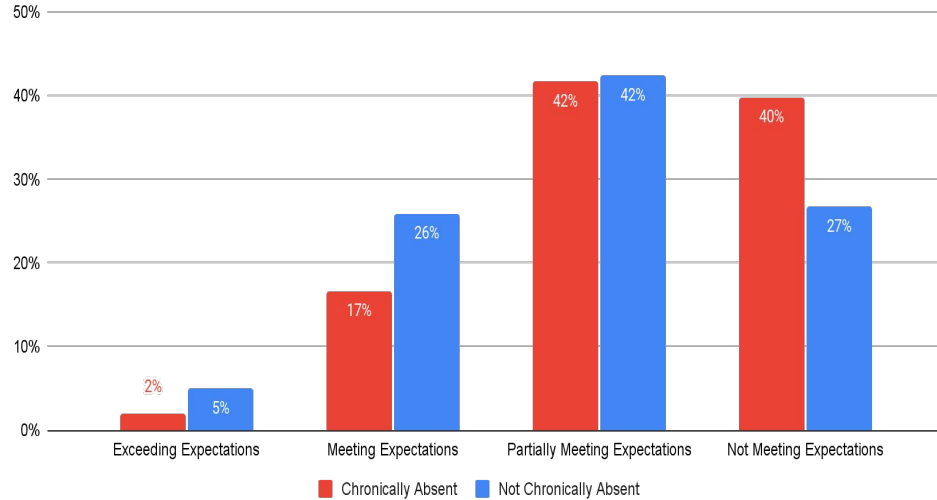


Impact on Student Learning

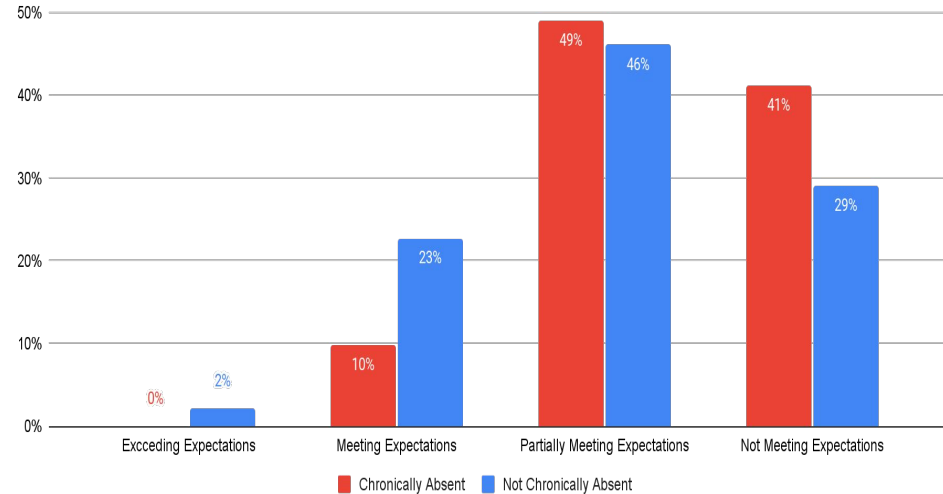
- **Starting in kindergarten**, missing 10 percent of school—or just two days every month—can make it harder for children to learn to read and do math.
- **By 6th grade**, chronic absenteeism is one of three signs that a student may drop out of high school.
- **By 9th grade**, attendance is a better predictor of graduation rates than 8th grade test scores.

Chronic Absenteeism and the 2023 MCAS

MCAS ELA, Chronic Absenteeism % Comparison, 2023

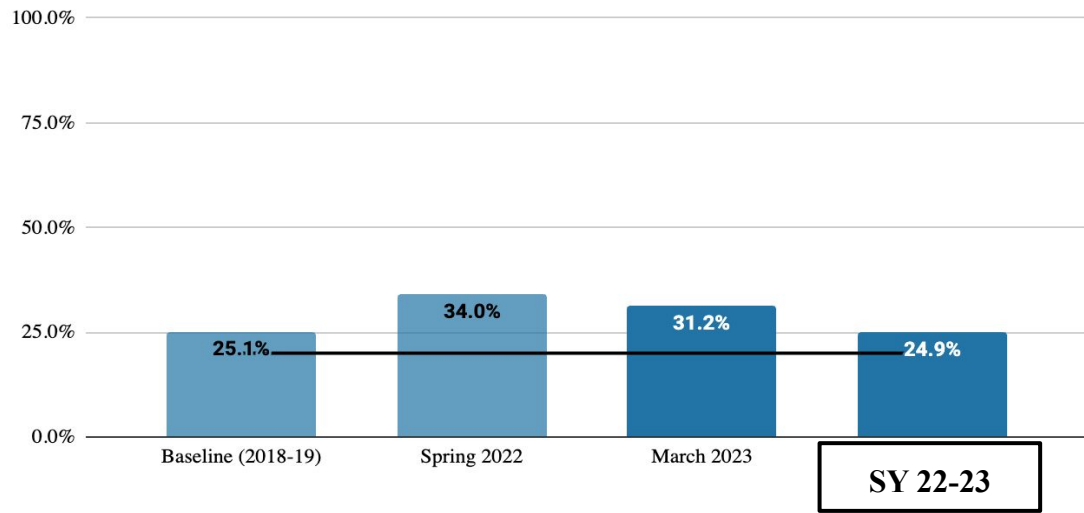


MCAS Math, Chronic Absenteeism % Comparison, 2023



COVID Impact

Chronically Absent (10% or more)



Root Cause Data

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Caregivers had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Need to work conflicts with being in high school

Misconceptions

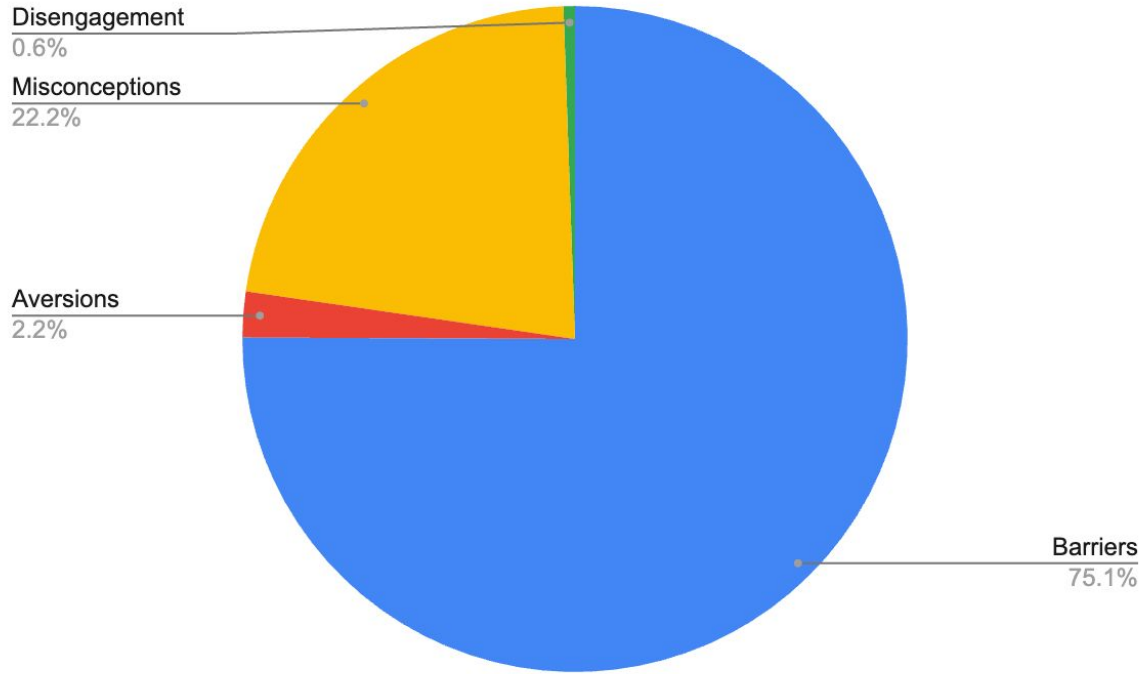
- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Assume students must stay home for any symptom of illness
- Attendance only matters in the older grades
- Suspensions don't count as absence



www.attendanceworks.org



Root Cause Data



Barriers	271
Aversions	8
Misconceptions	80
Disengagement	2

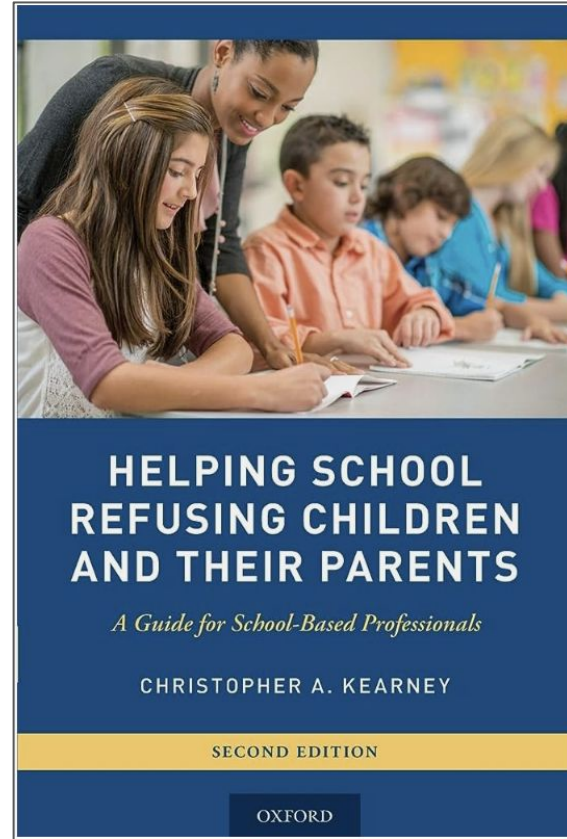


Shared Learning



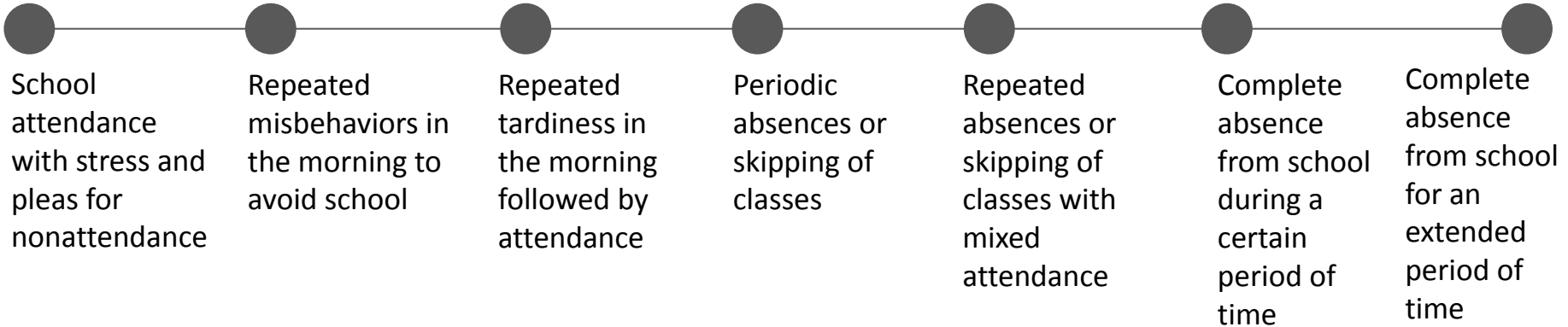
**Addressing School-Related Anxiety
and School Avoidance**

Kearney, C. A. (2018). *Helping School Refusing Children and Their Parents: A Guide for School-Based Professionals* (2nd ed.). Oxford University Press.



Continuum

School refusal behavior: child-motivated refusal to attend school and/or difficulties in remaining in classes for an entire day.



4 Functions of School Refusal Behavior

1. To avoid general school-related stress caused by known or unknown factors

2. To escape aversive social and/or evaluative situations at school

3. To pursue attention from significant others, such as parents

4. To pursue tangible rewards outside of school



Our Story: Shifting Practice and Culture



Shifting Practice and Culture

Structures prior to 2022:

- Monthly attendance meetings with AOS
- School-based Attendance Teams
- Attendance Officer
 - Involved only when referred for Failure to Send or CRA

Structures in SY22-23:

- Redefined role
 - Attendance and Outreach Specialist
- Clear guidance and coaching
 - Move towards a multi-tiered approach
- School-based Attendance Teams
 - Monthly with AOS

Attendance Officer → Attendance and Outreach Specialist

Attendance Officer:

- More traditional “truancy officer” and punitive approach
- Became involved when a situation reached the level of being referred to the courts
- Residency Checks



Attendance and Outreach Specialist:

- Involved throughout tiers of intervention
 - Tier 1: coaching and support to attendance teams
 - Tier 2: home visits, success plans and meetings with families
 - Tier 3: court involvement, residency checks
- “Warm-demander” approach

Providing Clear Guidance & Moving Towards MTSS

Creation of Student Attendance Monitoring Guidance

- Outlined a MTSS approach based on best practices from Attendance Works that incorporated:
 - School Committee Policies
 - MA General Law
 - Guidance from the Department of Elementary and Secondary Education
- Coaching to admin & attendance teams to use the tool

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STUDENT ATTENDANCE MONITORING GUIDANCE

WHAT?
This Student Attendance Monitoring Guidance provides guidance and related procedures regarding the district's student attendance policy, controlled choice student assignment policy, MA General Law guidance from the Department of Elementary and Secondary Education, utilizing the approach outlined by Attendance Works. This document outlines school-level responsibilities and procedures for tracking and monitoring attendance, required notifications, interventions, and referrals to the district's Attendance and Outreach Specialist.

WHY?
Last school year, Salem Public Schools had a goal of lowering our chronic absenteeism to 20%. Chronic absenteeism is when a student misses 10% or more days of school (days present/membership days). Based on the state's definition, and how this measure is now utilized within the state accountability system for schools and/or districts, it does not matter whether the missed days are excused or unexcused for a student to be considered chronically absent. Additionally, "chronic absence, whether excused, unexcused absences or due to suspensions, can translate into students having difficulty learning to read by the 3rd-grade, achieving in middle school, and graduating from high school" (attendanceworks.org). In Salem, [high school students can be seen](#) through our most recent MCAS data.

HOW?
To successfully reverse this trend of chronic absenteeism and reach our goal of reducing chronic absenteeism to 20%, Salem Public Schools will utilize a tiered approach as outlined by Attendance Works, implemented by school-based teams. This [approach addresses the gaps](#).

Figure 1: A circular diagram showing the relationship between Attendance Monitoring, Student Support, and School Communication.

WHAT YOU'LL FIND IN THIS DOCUMENT

1. [Tiered Interventions](#)
2. [Timeline of Universal School Communication](#)
3. [Desk Reference for Student Attendance](#)
4. [Coding Attendance Scenario](#)
5. [Key Contacts and References](#)
6. [Enlarged Images](#)

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TIERED INTERVENTIONS

- Tier 1: Universal Prevention**
— All Students - All the Time
- Tier 2: Early Intervention**
— Addressing Barriers
- Tier 3: Intensive Intervention**
— Targeted Support

Students Missing 20% or More
Students Missing 10% - 19%
All Students and Families
All Students and Families

Tier 3: Intensive Intervention
Tier 2: Early Intervention
Tier 1: Universal Prevention

Foundational Supports Which Promote Positive Conditions for Learning

[Attendance Works](#)

Tier 1: Universal and Proactive



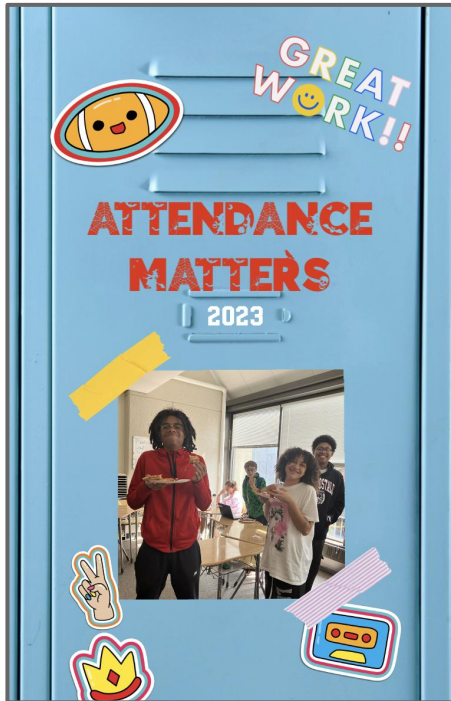
Tier 1: School-Based Attendance Teams & Monthly Meetings with AOS



Attendance Teams meet regularly to:

- Review student attendance data
- Monitor interventions across tiers
- Plan school-wide initiatives
- Support with professional development to all staff about attendance routines, expectations, and practices

Tier 1: Making Attendance a Habit through Culture, Climate, and Celebration



- Celebrations based on consistent and improved attendance
 - AttenDANCE
 - School-based incentives
- Praise phone calls
- School and district initiatives to promote positive school culture

Tier 1: Creating a Culture of Attendance

A District and City-Wide Effort:

- District Attendance Team (SY23 & SY24)
- Attendance Coalition (SY24)
- Attendance Matters Campaign
- Parent Cafes



Tier 2: Early Intervention



Attendance Success Plan

POSSIBLE STRATEGIES TO REACH MY ATTENDANCE GOALS

- I will make attending school and every class on time every day a priority.
- I will keep track of my attendance and absences and can use the attached calendar.
- I will maintain a bedtime routine and set my alarm for _____ a.m.
- I will find a relative, friend or neighbor who can take me to school if I miss my ride or use the Salem Skipper.
- When I am struggling with a challenge that is keeping me from school, I will ask for help from an adult at school and seek help. I can list adults and friends.
- I will try to set up medical and dental appointments for weekdays after school.
- I will attend school every day unless I'm sick with a contagious illness, including Covid-19.
- If I cannot avoid missing school, I will contact my teachers to ask for materials and find out what I missed.

List two things you can do to improve your attendance below.

Student:

1. _____
2. _____

Parent:

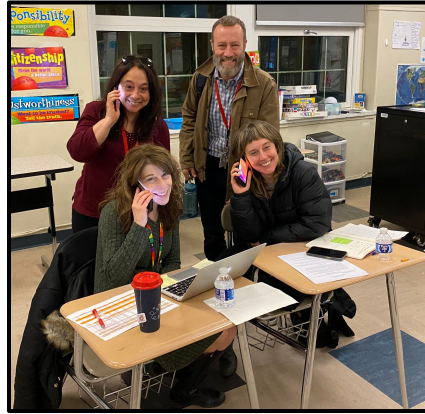
1. _____
2. _____

School:

1. _____
2. _____



Tier 2: Targeted and Early Intervention



- Attendance Phone Banking
- Attendance Letters
- Home Visits
- Success Plans
- Referrals to community-based resources/Family Resource Center
- Preventative meetings with probation at the middle and high schools (w/parent permission)



Tier 3: Intensive Intervention

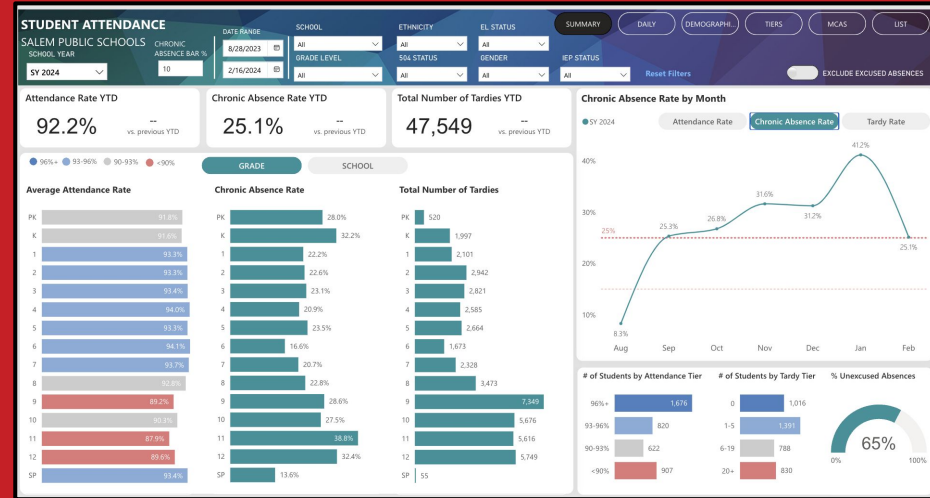


Tier 3: Intensive Intervention

- Community-based intensive services
- Pre-CRA meetings with probation at the middle and high schools
- Residency checks
- Dropout Intervention
- Last resort: Court involvement

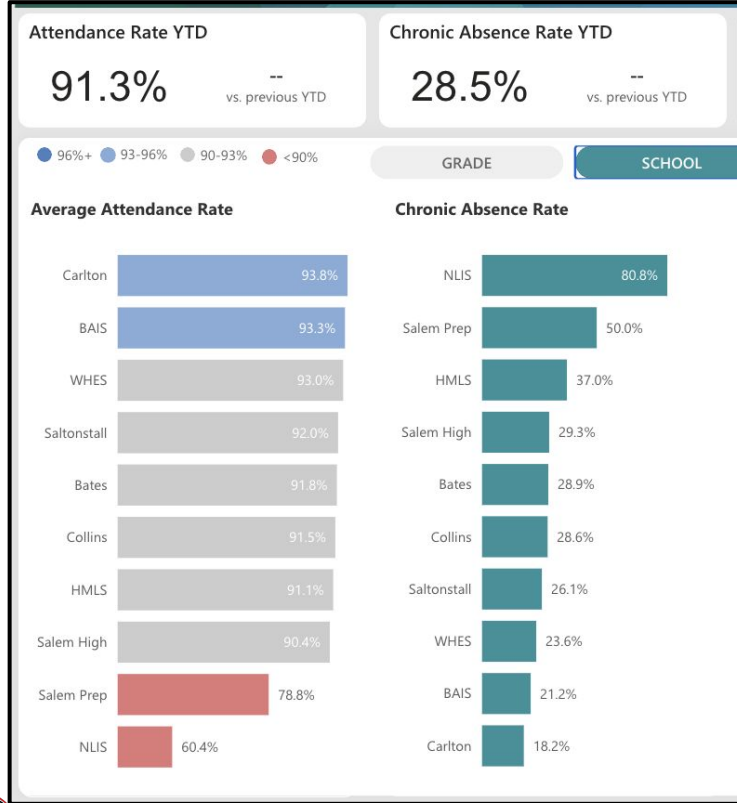


Data Review

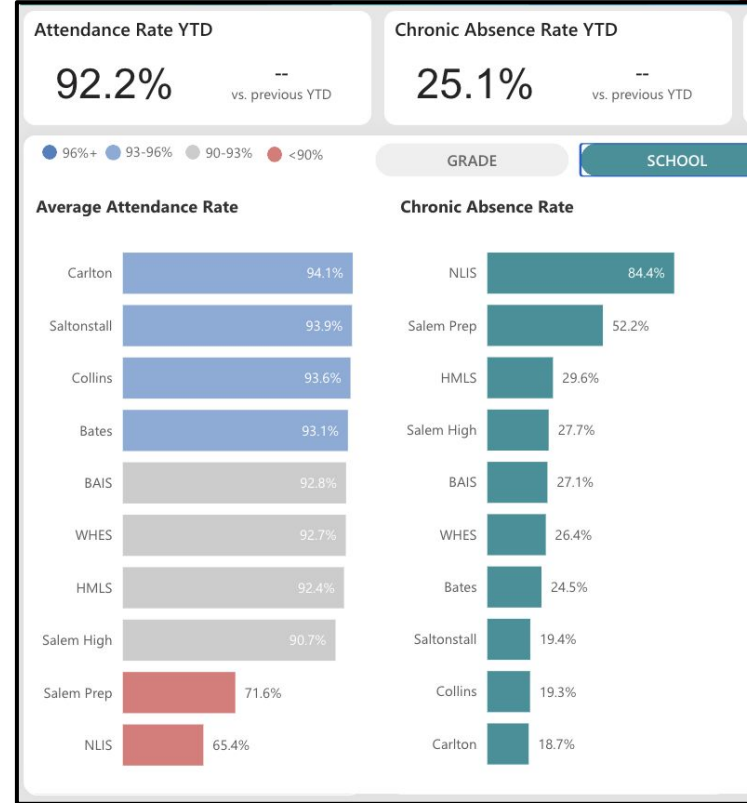


Data by School

SY23

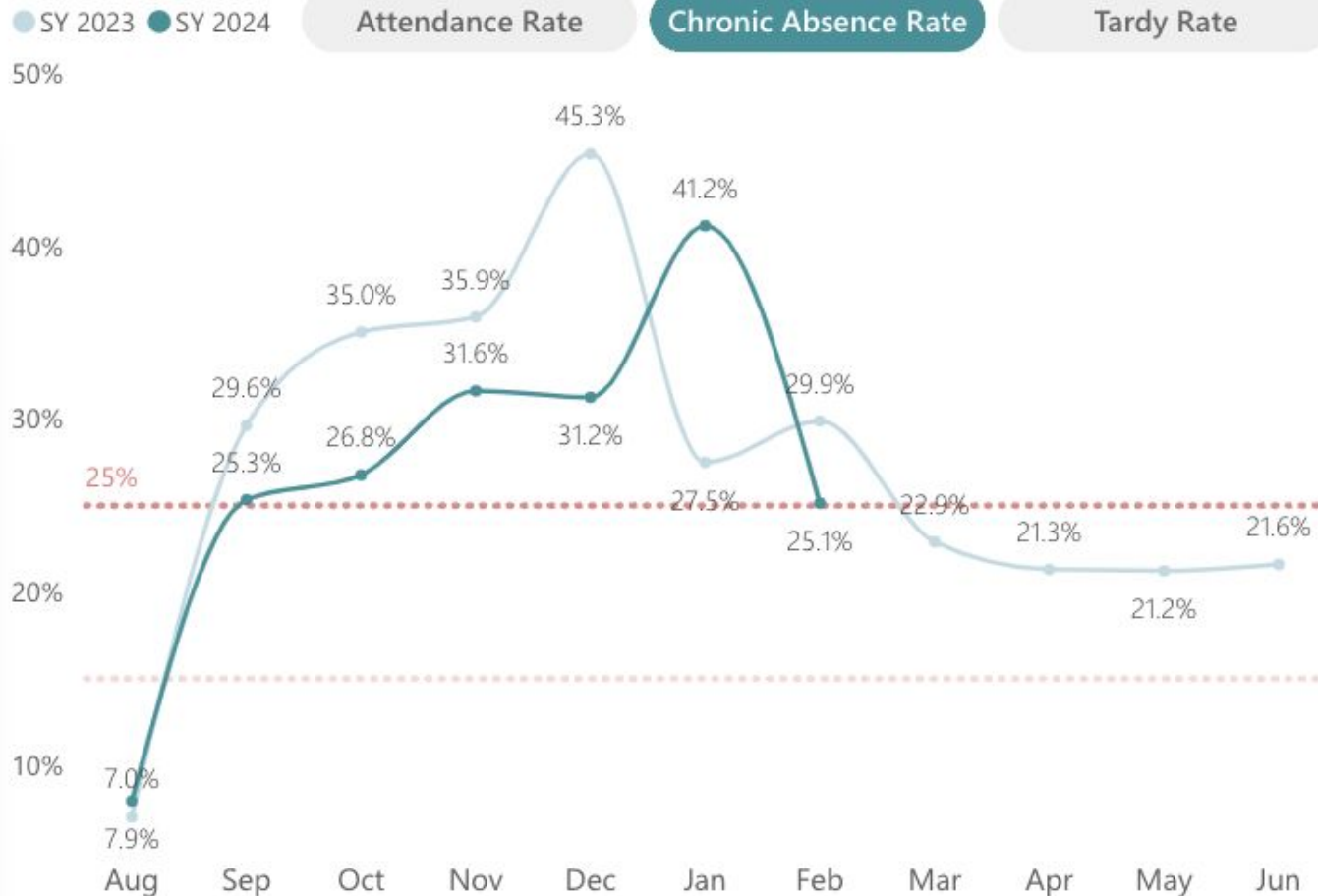


SY24

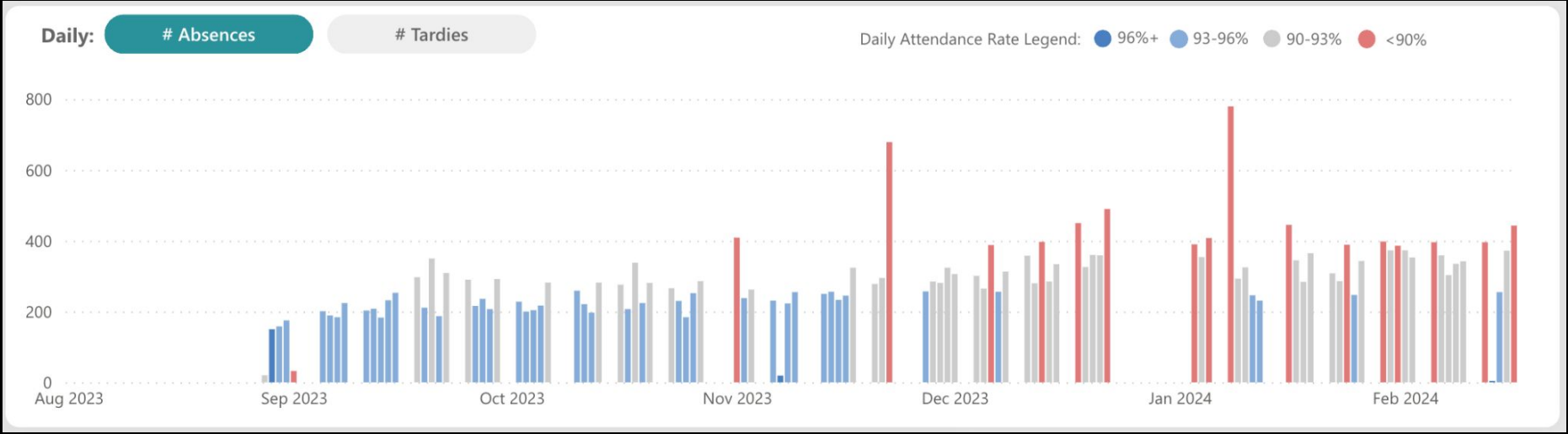


Chronic Absenteeism by Month SY23/SY24

Chronic Absence Rate by Month



Absence Rates by Date SY24



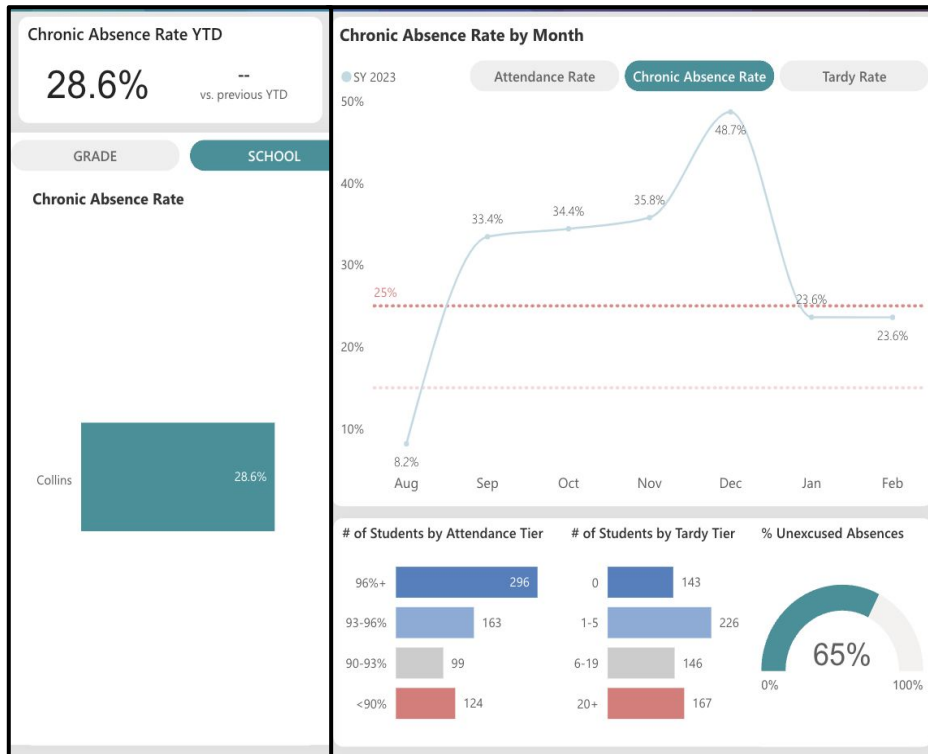
School Highlight

Collins Middle School

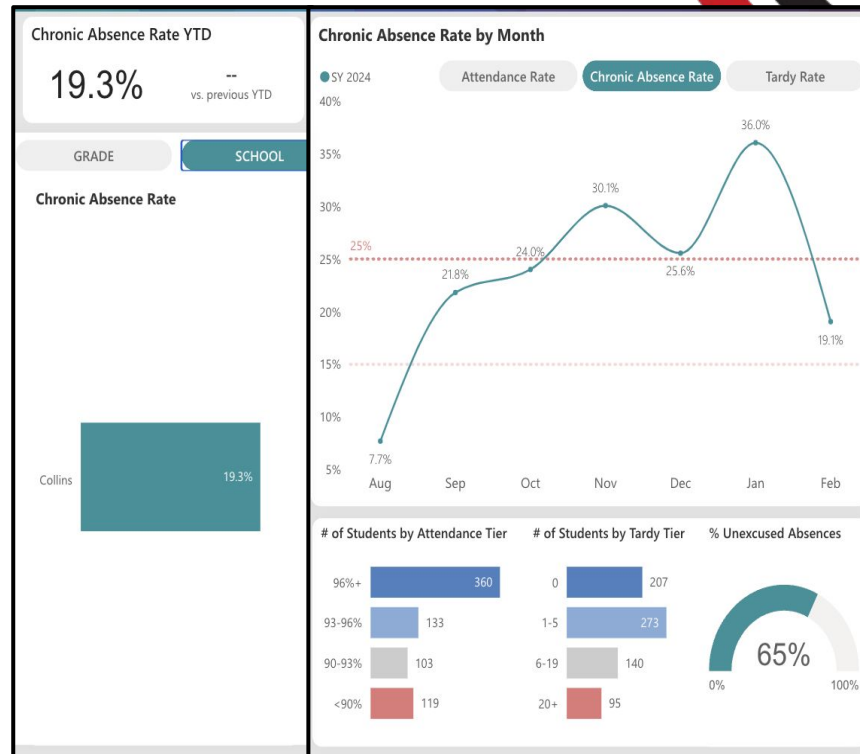


SY23

SY24



As of 2/16/23



As of 2/16/24



Promoting a Culture of Attendance at CMS

SALEM PUBLIC SCHOOLS
Where belonging leads to opportunity

STUDENT ATTENDANCE MONITORING GUIDANCE

WHAT?
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HOW?

WHAT YOU'LL FIND IN THIS DOCUMENT

1. [Tiered Interventions](#)
2. [Timeline of Universal School Communication](#)
3. [Desk Reference for Student Attendance](#)
4. [Coding Attendance Scenario](#)
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6. [Enlarged Images](#)

TIERED INTERVENTIONS

Tier 1: Universal Prevention
— All Students - All the Time

Tier 2: Early Intervention
— Addressing Barriers

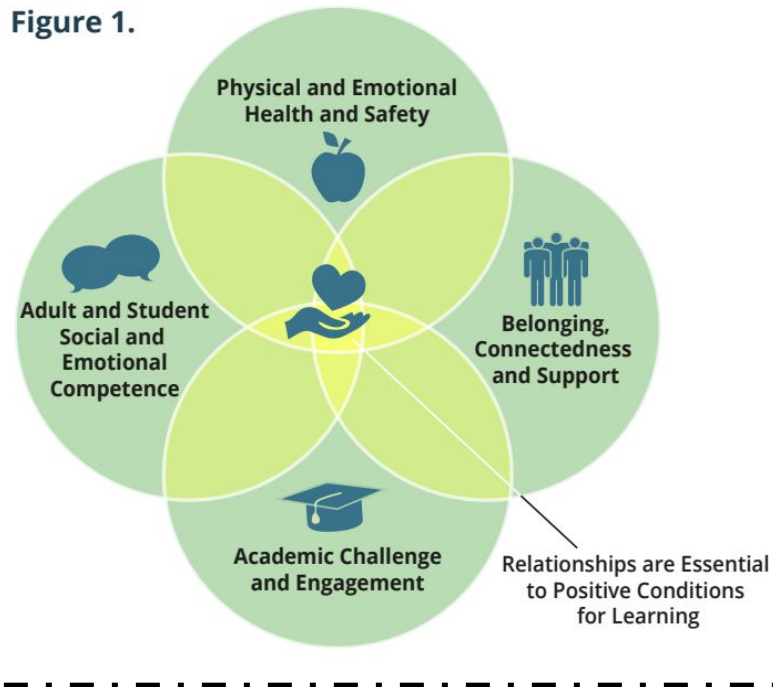
Tier 3: Intensive Intervention
— Targeted Support

The pyramid diagram shows three levels of intervention based on student attendance:

- Top Tier (Tier 3):** Intensive Intervention for Students Missing 20% or More.
- Middle Tier (Tier 2):** Early Intervention for Students Missing 10% - 19%.
- Bottom Tier (Tier 1):** Universal Prevention for All Students and Families.

Foundational Supports (Which Promote Positive Conditions for Learning) are at the base of the pyramid, serving all students and families.

Figure 1.



Culture & Climate



Teamwork

Attendance Teams

- 6th Grade - Tuesdays
- 7th Grade - Wednesdays
- 8th Grade - Thursdays



Membership

- Grade Level Administrator
- Family Engagement Facilitator
- Grade Level City Connects Coordinator
- Front Office Administrator



District Next Steps



GLOWS:

- Headed in the right direction
- Attendance Teams are stronger than ever

OPPORTUNITIES:

Focus on schools where the data indicates further need for support

- Increased meetings with AOS
- DAT team - consider doing another phone banking event, particularly for those where the data shows need for a push

Continuing to grow a culture throughout the city via the Attendance Coalition



Feedback and Questions





Superintendent's Annual Plan

February 2024

Goal #1 (Student Learning): *The Superintendent will build and maintain a district-wide culture of universally high academic expectations for every learner (Elevate Learning: Priority 1)*

Key Actions

1. Oversee the development of school and district improvement plans to ensure alignment to priority 1 from our strategic plan- (1.1) Accelerate academic achievement for all students, (1.2) Integrate social and emotional learning supports across the curriculum and school day, (1.3) Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community early childhood and elementary education programming (PreK-5) and (1.4) Enhance, modernize and strengthen the secondary school experience (grades 6-12) to ensure every student has access to rigorous learning aligned to Salem's Portraits of a Middle School and High School Graduate.
2. Review aforementioned plans to ensure that they are grounded in equity and access for all students.
3. Facilitate step back meetings to discuss school and districtwide progress toward district goals.
4. Design and facilitate professional learning for school and district leaders to:
 - a. **Establish a playbook** to roll out clear routines and procedures that create a positive platform for learning
 - b. Strengthen quantity and quality of **feedback and observation**
 - c. Use targeted **high-leverage and evidenced-based instructional practices (SEI strategies)**
 - d. Consistently implement a process that results in **Data Informed Instruction (DII)**
5. Provide regular guidance to, and coaching sessions for, school leaders on the frequency and quality of feedback that they provide educators, implementation of looking at student work sessions, their school's high-leverage instructional practices and the use of a playbook to establish a strong platform for learning.

Evidence

1. Agendas from step back meetings;
2. Superintendent and Deputy Superintendent's visitation calendars;
3. Agendas and content of principals' monthly learning sessions;
4. Superintendent/Deputy Superintendent observation feedback;





5. Survey assessing the value add of leadership coaching to principal development and school improvement.

Measurable Outcomes

- Improvement toward SPS 2023-2026 Strategic Plan measures of success

Goal #2 (Professional Growth): *To elevate the voices of students and parents to tap in their funds of knowledge and prepare them to take action and lead.*

Key Actions

1. Establish a superintendent advisory board to ensure that as an educational system we tackle a series of barriers that are impeding students finding success across the Salem Public Schools.
2. Engage students in their learning by hosting active listening sessions that encourage them to contribute to school and district-based policy sessions.
3. Ensure that school visitations include opportunities to collect information about their experiences by asking questions centered on whether:
 - a. *Learning is meaningful, challenging, and tailored to young people's needs*
 - b. *Students have control over what, how, and where they learn*
 - c. *Students are developing a positive sense of self and preparing to take meaningful action against inequity*
 - d. *School is a relationship-rich environment, nurturing the totality of factors that impact learning****(these ideas/questions are taken from Transcend Education's Conversation With Kids).*
4. Continue to work closely with the Parent Advisory Council to inform districtwide decisions and improvement efforts.
5. Expand opportunities and resources to help families and caregivers learn about and better understand how to navigate the Salem Public Schools.

Evidence

1. Agendas from Student Advisory Board and Parent Advisory Council meetings;
2. List of actions/initiatives informed by parent and student voice;
3. YPAR projects;
4. Notes and transcripts from conversations with students



Measurable Outcomes

- % of students who feel valued as members of the school community
- % of families that feel that their child’s school is a “good fit”, representing their perceptions of how well a school matches their child’s developmental needs
- % of families that report confidence that their child is continuing to learn and succeed in school

Goal #3 (District Goal): *To fully implement and report on the district’s progress toward its strategic priorities, initiatives and goals.*

Key Actions

1. Ensure that a diverse and robust group of stakeholders consistently make connections to the district strategy when making decisions;
2. Present the district strategy and progress updates to a range of school-based and community stakeholders and partners;
3. Host forums/workshops for the business and higher education community on ways that they might support our strategic efforts;
4. Organize a “State of the Schools” forum for the community to provide updates on the district strategy and to solicit input on the formation of the SY25 budget;
5. Facilitate regular discussions with members of the School Committee to receive feedback and input on the implementation of the district’s strategic direction;
6. Quarterly assess the progress of the strategy with the executive leadership team, principal cabinet and the district leadership team;
7. Create a public dashboard that tracks and monitors SPS progress towards its goals.

Evidence

1. Department and school improvement plans aligned to the district’s 4 priorities and 15 strategies;
2. Presentations and agendas from stakeholder meetings and conversations;
3. Agendas, notes and work products from stepback meetings with schools and departments;
4. Explicit connections made between School Committee agenda items and district strategies.

Measurable Outcomes

- Improvement toward SPS 2023-2026 Strategic Plan measures of success

2024-25 Enrollment Targets for Student Assignment January 22, 2024

Overview

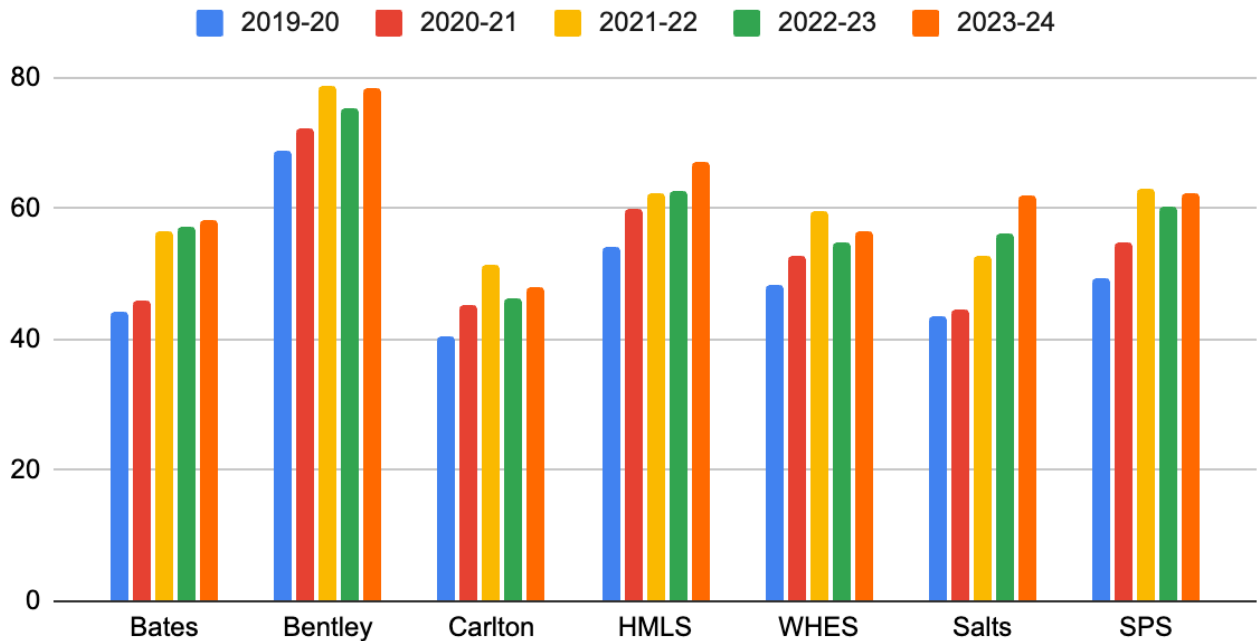
Following the district’s student assignment policy (SC Policy #5103),¹ the Superintendent is charged with setting annual enrollment targets for each individual school. The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds across the district and to ensure that students who face multiple barriers to success in education are not concentrated within one or more schools. The overall goal is to have all schools enrolling a percentage of students who are low income that is within five percentage points (5%) of the district average.

The targets to be set are based on the most recently published percentage of low income students, as determined by the state, and include two categories of students, low income, and non-low income. Each school’s enrollment targets will be used to assign entering kindergarten students as well as all those applying to enter all other grade levels, at all points throughout the year.

Percentage of Low Income Students by School, 2023-24

According to the policy, the annual school enrollment targets are to be based on the most recent state determination of the percentage of low income students within a school. The graph below depicts the percentage of low income students by K-5/K-8 school, as determined by the state², from October 2019 to October 2023.

% Low Income/Economically Disadvantaged by School, 2019-2023 (October 1st)



¹ For full text of the policy, please visit: https://www.salemk12.org/families/student_enrollment/student_assignment_policy

² The state determines whether or not a student is low income if they are identified as participating in state public assistance programs, including the Supplemental Nutrition Assistance Program, Transitional Aid to Families with Dependent Children, MassHealth, and foster care; or certified as low income through the new supplemental data collection process.

	Bates	Bentley	Carlton	HMLS	WHES	Salts	SPS
2019-20	44.4	68.7	40.4	54.2	48.2	43.4	49.3
2020-21	45.9	72.3	45.3	60	52.8	44.5	55
2021-22	56.5	78.7	51.3	62.5	59.6	52.9	63.1
2022-23	57.2	75.2	46.3	62.6	54.7	56.2	60.3
2023-24	58.4	78.4	48	67.1	56.7	62.1	62.2

School Enrollment Targets for 2024-25 Student Assignments

The school enrollment targets that will be used for all assignments during the 2024-25 school year are outlined below. Table 1 summarizes the targets for the elementary and K-8 schools where all student assignments are bound by the district’s student assignment policy. The first column presents the school’s current percentage of low income students and the second column identifies whether or not enrollment is “balanced” within each school, based on the percentage of low income students who are enrolled. The third and fourth columns describe the enrollment targets that will be used to assign both low income and non-low income students within each school. Enrollment targets of 50%/50% will be used for schools with “balanced” enrollment. Targets for schools that are not balanced in their enrollment are set based on the specific data for each school.

Table 1: 2023-24 Enrollment Targets for Elementary and K-8 Schools

Elementary and K-8 Schools	Oct 2023 (% Low Income)	Is the enrollment within this school balanced (within 5% of district avg)?	2023-24 Low Income Target	2023-24 Non-Low Income Target
<i>Bates K-5</i>	58.4%	Yes	50%	50%
<i>*BAIS K-5</i>	78.4%	No	35%	65%
<i>Carlton K-5</i>	48%	No	65%	35%
<i>HMLS K-5</i>	67.1%	Yes	50%	50%
<i>**WHES K-5</i>	56.7%	Yes	50%	50%
<i>Saltonstall K-8</i>	62.1%	Yes	50%	50%
<i>SPS-District</i>	62.2%			

***BAIS Language Learning Bucket #2 only**

****WHES is within 5% of the district average when the % is rounded to the nearest whole number.**

Application of the Enrollment Targets to the 2024-25 Student Assignments

The above enrollment targets will be applied to the total number of spaces available within each school, creating a proportion of spaces available for students living in low-income households and students living in non-low income households. For more information, please contact the Parent Information Center at 978-740-1225 or pic@salemk12.org.

Important Notes

- Salem saw a slight increase in low-income students in the last year (from 60.3% in Oct. 2022 to 62.2% in Oct. 2023).
- Last school year Bentley Academy Innovation School (BAIS) shifted to a full (wall to wall) dual language program and will over time phase out its general education programming. As a reminder,
 - o Families interested in Dual Language select Bentley as their first choice school in the Kindergarten application form.. (*Families are no longer required to check an “opt-in” box.*)

- o The two language learning groups–
 - Group 1: Spanish speakers who are identified as early proficient English Learners and who are measured at WIDA levels 1-3 of English proficiency and are at levels 2 and above on the Pre-Las Español;
 - Group 2: Native English speakers and speakers of non-Spanish languages are determined by information from the home language survey, the bilingual continuum, interviews with family members, and the WIDA screener (given to those who identify a language other than English on the home language survey).
- o A lottery will only be held for seats in either or both language groups should there be more applicants than available seats. The lottery for language learning Group 2 will use the enrollment targets set by SPS. These targets will not be applied to Group 1 given the requirement that a student demonstrate proficiency in Spanish in order to be considered. A total of 50 seats (2 classrooms) are available.
- Available seats for our pre-kindergarten program will be assigned to the ratio that we established in advance of the 23-24 school year:
 - o 65% of the seats for students living in a household identified as low income
 - o 35% of the seats for students living in a household identified as not low income
 - o Current low-income enrollment is 47.4%, during the 22-23 school year it was 43.7%
- For the new pre-Kindergarten DL program at Bentley we plan to open, we will follow the same assignment process as the Bentley DL Kindergarten lottery. One exception is that rising Pre-K students will take the Pre-IPT oral instead of the WIDA screener. Students accepted to the Bentley Pre-Kindergarten program will be guaranteed seats in the Kindergarten DL program at Bentley. In the 25-26 school year, there will be fewer Kindergarten DL seats depending on the number of students who stay with the program from Pre-K.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your 2024 Statement of Interest (“SOI”)

Thank you for submitting a 2024 SOI to the Massachusetts School Building Authority (the “MSBA”) electronically. **Please note, the District’s submission is not yet complete if the District selected Statutory Priority 1 or Statutory Priority 3.** If either of these priorities were selected, the District must post-mark and submit to the MSBA by the Core Program SOI filing period closure date the required supporting documentation to the MSBA, which is described below.

ADDITIONAL DOCUMENTATION REQUIRED FOR SOI STATUTORY PRIORITIES 1 AND 3 IN ORDER TO BE CONSIDERED COMPLETE:

- If the District selects Statutory Priority 1: Replacement or renovation of a building, which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering (or other) report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The district also must submit photographs of the problematic building area or system to the MSBA. The SOI will not be considered complete unless this information is provided.
- If the District selects Statutory Priority 3: Prevention of a loss of accreditation, the SOI will not be considered complete unless a summary of the accreditation report focused on the deficiencies as stated in this SOI are provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility. The additional documentation must also be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Salem

District Contact Stephen K Zrike Title: Superintendent TEL: (978) 740-1212

Name of School Bates

School Address 53 Liberty Hill Avenue, Salem, MA - 01970

Submission Date 2/21/2024

Statement of Interest (“SOI”) CERTIFICATION

To be eligible to submit an SOI, a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing public school in the district that is currently used or will be used to educate public school students in grades Pre-K through 12 as reported to the Department of Elementary and Secondary Education (the “DESE”) and that the school for which the SOI is being submitted does not solely serve the district’s Pre-K student population.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- The district hereby acknowledges that current vote documentation is required for all SOI submissions. The district will use the MSBA's vote template and the required votes will specifically reference the school name and the Statutory Priorities for which the SOI is being submitted.
- The district hereby acknowledges that it must upload all required vote documentation on the “Vote” tab, in the format required by the MSBA. All votes must be certified or signed and on city, town or district letterhead.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all required supporting documentation for Statutory Priority 1 and/or Statutory Priority 3, if either is selected. If Statutory Priority 1 is selected, the district’s SOI will not be considered complete unless and until the district provides the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Statutory Priority 3 is selected, the district’s SOI will not be considered complete unless and until the district provides a summary of the accreditation report focused on the deficiencies as stated in this SOI. The documentation noted above must be post-marked and submitted to the MSBA by the Core Program SOI filing period closure date.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer * School Committee Chair Superintendent of Schools

(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Salem

District Contact Stephen K Zrike Title: Superintendent TEL: (978) 740-1212

Name of School Bates

School Address 53 Liberty Hill Avenue, Salem, MA - 01970

Submission Date 2/21/2024

Note

SOI Program: Accelerated Repair
Potential Project Scope: Accelerated Repair
Roof

The following summary of the Statutory Priorities as set forth in M.G.L. c. 70B, § 8 have been included in the Statement of Interest (for the Core Program, select as many as are applicable):

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollment.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI, which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific governing bodies, in a format **using the language provided by the MSBA**. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted in a form that is acceptable to the MSBA. All SOI vote documentation must be uploaded on the Vote Tab.

Each district must prioritize one Core Program Statement of Interest from all of the Statements of Interest that the district has submitted or prepopulated, including any SOIs that may be in the MSBA's capital pipeline. **At no time shall a district have more than one prioritized SOI on file with the MSBA.**

Is this SOI the District Priority SOI? No

School name of the District Priority SOI: Salem High

Is this part of a larger Master Facilities Plan and/or Educational Plan within the past five years that includes facility goals for this building and all school buildings in the District? Yes

If "YES", please provide the following:

Facilities Plan Date: 5/2/2022

Planning Firm: Cannon Design

Please provide a brief summary of the plan(s) including its goals and how the school facility that is the subject of this SOI fits into that plan:

The reconstruction of Salem High School is central to the 2021-22 Salem School Facility Master Plan (SFMP) developed by third-party experts in partnership with district and community stakeholders. This data driven facilities roadmap addresses numerous challenges and enables SPS to implement strategic operational improvements that result in more equitable and efficient allocation of limited resources and improved outcomes for students.

PROCESS:

City and District leaders launched the SFMP to review all buildings comprehensively in terms of condition, adequacy, and capacity while engaging the community under a transparent, data-driven planning process featuring a sequence of design workshops in which stakeholders contributed to the development and vetting of draft options with consideration of student, facility, transportation, and climate data. In addition to facility outcomes such as new construction and renovations, alternative operational grade configuration solutions were considered with careful consideration of community priorities and available resources. City and District leaders launched the SFMP to review all buildings comprehensively in terms of condition, adequacy, and capacity while engaging the community under a transparent, data-driven planning process featuring a sequence of design workshops in which stakeholders contributed to the development and vetting of draft options with consideration of student, facility, transportation, and climate data. In addition to facility outcomes such as new construction and renovations, alternative operational grade configuration solutions were considered with careful consideration of community priorities and available resources.

PROJECT CONTEXT:

The replacement of Salem HS is central to the SMFP's recommendations for phased capital projects to enable a districtwide reorganization and relocation of programs, yielding educational and financial benefits as outlined below:

1. Rebuilt 7-12 Jr/Sr High School at current Salem High School campus
2. Districtwide grade reconfiguration to P-K, K-6, 7-12, supported by prioritized renovations at all schools.
3. New districtwide Pre-K or PK-K center, potentially at an existing elementary school such as the underutilized Horace Mann School, adjacent to SHS.
4. Relocated alternative high school programs from leased to City-owned facilities, such as current Collins MS
5. Districtwide energy efficiency projects funded by alternative performance-based/public-private contracts.
 - Reduced operational costs with low/no upfront capital outlay
 - Reduced carbon footprint
 - Student sustainability educational program opportunity
6. Further study of attendance choice policy

The facility assessment conducted in February, 2018 had brought to our attention that Bates Elementary school had a high number of systems that failed or were past their useful life, or susceptible to failure. These systems included the brick veneer façade, roof, HVAC, building automation system, plumbing, generator, elevator, interior finishes and exterior landscaping.

Provide, if applicable, the most recent budget approval process that resulted in an operating budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities). Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum. If no recent teacher layoffs and/or staff reductions have occurred, please enter "Does Not Apply".

Does Not Apply

Please provide a description of the local actions and approvals needed to secure both funding for a feasibility study and project funding for a potential building project with the MSBA. Please include schedule information for both funding actions(i.e. Town Meeting, City Council/Town Council meetings, Regional School Committee Meetings).

The City of Salem uses a comprehensive process to develop a five year capital improvement plan that is updated annually during the annual budget process. The City of Salem also can consider capital requests during the fiscal year after the budget has been approved. The annual CIP plan is developed by the Mayor, Finance, and Departments and submitted to the City Council in May. The CIP plan requires two passages for authorization, typically done in June. For school capital improvements, those are first approved by the City Council, and then submitted to the City as part of the budget. Any capital project approved after the FY budget requiring bonds will also require 2 Council votes.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations including modular units (maximum of 5000 characters).

The original building was built in 1968 and was 73,547 square feet. In 1998 there was a significant renovation project that consisted of a 17,676 square foot addition and upgrades to the major building systems. This addition included new classrooms, art room, science rooms, library, tutorial space and support facilities. The renovation consisted of upgrades to the mechanical, electrical, plumbing, communications, life safety systems, roofs and interior finishes.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions (field one below) and/or modular units (field two below).

Original Building Plus Additions Square Footage 91223
Modular Units Square Footage 0

SITE DESCRIPTION: Please provide a detailed description of the current site, including confirming the address of the school, who has ownership, control, and use of the site, and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school and/or if there are multiple schools housed within the same building. What is the use(s) of this building(s)? (maximum of 5000 characters).

The Bates Elementary School is located at 53 Liberty Hill Avenue Salem MA 01970. This building is located on a 6.99 acre lot with no known conditions that would impact a potential project. This site has residential property on one side and a private golf course on the other sides. There are no other buildings, public or private that share this property with the Bates Elementary School.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

This building is a steel frame with concrete masonry unit walls with a brick veneer façade. We currently have an ongoing issue with the brick veneer separating from the CMU wall. We also have several roof leaks and a lot of water ponding due to inadequate roof drainage.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 2009

Description of Last Major Repair or Replacement:

In November of 2009 there was emergency repairs performed on the brick veneer due to bulging and cracking. This was a \$50,000 repair to make the questionable areas safe until we could address the issue in its entirety.

Total Roof Square Footage 26021

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 46110

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

EPDM

Age of Section (number of years since the Roof was installed or replaced) 26

Description of repairs, if applicable, in the last three years. Include year of repair:

Roof repairs in the last three years includes repairs to the 8 active leak areas and 30-40 open flashing areas repaired in January 2022. The roof repair project included:

- OSHA compliant repairs made by 2 technicians on site for 3-days.
 - Inspected and repaired deficiencies found near and around 8 active leaks.
 - Walked roof areas, cleared roof drains, and documented with before and after photos.
 - Made repairs to 30-40 exposed flashings or open seams using various repair materials.
 - Provided follow up report of any additional recommended action repairs.
 - All work completed using compatible repair materials.
- Total Repair Cost \$8,800.00

Total Window Count 100

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count)

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Age of Section (number of years since the Windows were installed or replaced)

Description of repairs, if applicable, in the last three years. Include year of repair:

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The mechanical system is made up of (2) HB Smith cast iron sectional boilers with natural gas power flame burners. These boilers have had issues since the installation, with more than half of the cast iron sections failing on both boilers. This building also has 11 Roof Top Units that are at or near the end of their useful life and have proven to be unreliable when it comes to provide heating and cooling to the interior spaces. These systems are controlled by an antiquated building automation system that is at the end of its useful life and needs to be upgraded or replaced. The electrical system was upgraded in 1999 and there are no known electrical issues.

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 1999

Description of Last Major Repair or Replacement:

The last major repair includes the new systems installed during the renovation in 1999. The full replacement of both boilers and controls will take place during Summer 2024.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 1999

Description of Last Major Repair or Replacement:

The last major repair includes the upgrades completed during the renovation in 1999.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The interior of the building is made up of a combination of concrete masonry units and gypsum board walls, vinyl composition tile flooring and acoustical ceiling tile and gypsum board ceilings. All classroom and hallway lights have been upgraded to LED as of 2019.

SPACES AND PROGRAMS: Please provide a description of the number and sizes (in square feet) of all spaces. Please also provide the current grade structure and programs offered. If a vocational or comprehensive high school offering Chapter 74 Programs and/or Career Technical Education, please include the number of programs currently offered (maximum of 5000 characters).

This building is an elementary school that serves pre-kindergarten through fifth grade. Currently only one out of the two elevators are working which can cause delays for the mobility impaired students when traveling between floors. The educational space is made up 71 rooms total consisting of 24 classrooms, 15 specialty areas, and 32

support facilities. The average classroom is 928 square feet. The science lab is 1040 square feet, the cafeteria is 3354 square feet, the gym is 4816 square feet and the library is 2640 square feet.

TOTAL SCHOOL STUDENT ENROLLMENT: Please provide the current student enrollment at the school as of the SOI filing. 393

CURRENT GRADES SERVED AT SOI FACILITY: PreK,K,1,2,3,4,5

SCHOOL TYPE: N/A

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The original design capacity is 528 and the current enrollment is 393.

Is there overcrowding at the school facility? NO
If "YES", please describe in detail, including specific examples of the overcrowding and describe steps taken by the administration to address capacity issues.

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 17

Please indicate if the ratio is a goal, practice or a class size policy adopted by the School Committee
The ratio is a class size policy adopted by the School Committee.

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI (# students per teacher) 23

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district’s current maintenance practices within the past five years, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

During the 2017-2018 school year, the City of Salem and the Salem Public Schools engaged in a facility condition assessment and planning process. The assessment led to the development of a preventative maintenance plan, the implementation of a work order system, and the foundations of a capital plan that was established at the start of the 2020-2021 school year. Annually, the Director of Building and Grounds and the Assistant Superintendent of Finance and Operations review the 2018 Facilities Assessment. This information, along with monthly walk-through inspections, is used to gather an understanding of which facilities tasks need to be prioritized. We utilize the 2018 baseline, and the monthly data gathering, to build our annual capital request to the School Committee and City of Salem. Regular facilities inspections are conducted for elevators, fire alarms/codes, HVAC (boilers/chillers), asbestos, and air filters. Inspections are conducted by maintenance staff/vendors. All inspections (monthly, bi-monthly, and/or annually) are documented in Operations Hero, our workflow management system. The district utilizes Operations Hero to track planned and unplanned maintenance. The system has been updated to track all needed preventative maintenance, and is used by school principals and administrators to report maintenance needs. Those reports are tracked by the Director of Buildings & Grounds and are assigned based on urgency.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

According to the Roofing Assessment Report (12/31/19) conducted in November 2019 by Russo Barr Associates, Inc., the overall condition of the roof at Bates Elementary School was in "...poor to fair condition consistent with the age of the roof." The report highlighted the following concerns:

- The sealant joints and waterproofing behind the wall panels appear to be failing due to interior leaks, open joints and deteriorated sealant.
- Flashing height at the roof to walls is too low (4" to 7").
- The roof has debris in the drain strainer causing ponding water.
- Ponding water exists due to insufficient slope to drains.
- EPDM patches, seams, and sealants are failing.
- There are numerous above roofline wall deficiencies including deteriorated masonry and mortar joints.

The report included the following recommendation:

"The EPDM roof is in poor to fair condition with active leaks. Recommended roof replacement of the roof areas utilizing the "tear off" method be scheduled for 2021. The "tear off" method is comprised of removing all existing roof components down to the existing roof deck and installing a new single ply roofing system."

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The district has taken the following measures to mitigate the problems with the roof at Bates Elementary School. Roof repairs in January 2022 included repairs to the 8 active leak areas and the 30-40 open flashing areas The roof repair project included:

- OSHA compliant repairs made by 2 technicians on site for 3-days.
- Inspected and repaired deficiencies found near and around 8 active leaks.
- Walked roof areas, cleared roof drains, and documented with before and after photos.
- Made repairs to the 30-40 exposed flashings or open seams using various repair materials.
- Provided follow up report of any additional recommended action repairs.
- All work completed using compatible repair materials.

Total Repair Cost \$8,800.00

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

The roof leaks continue to impact the educational environment at the Bates Elementary School. Multiple roof leaks and the ponding of water allow water infiltration to the educational spaces within the school including the science lab and the gymnasium. The water leaks cause damage to equipment and supplies. The students and teachers cannot access one side of the gymnasium when it is raining. The leaks damage the floors and make some hallways hazardous during student transitions.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility and how it will improve your district's educational program.

If a response has been previously provided, please reference which page the information is on in lieu of copying and pasting. The responses per Priority should capture new or different information than previously provided within this document.

By addressing the deficiencies of the roof at the Bates Elementary School, the district will be able to prolong the life of this building. This will ensure that students and staff feel safe and able to focus on their academic priorities and progress. Correcting the deficiencies of the roof and maintaining the roof going forward will allow the district to protect and prolong the investments that have been and will continue to be made at the Bates Elementary School.

If not located elsewhere in this SOI, please also provide the following information:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Russo Barr Associates Inc. provided a Roofing Assessment Report (January 2019) of all roofs in the SPS district including the Bates Elementary School.

The date of the inspection: 12/31/2019

A summary of the findings (maximum of 5000 characters):

The EPDM roof is in poor to fair condition consistent with the age of the roof (see above). The roof is now more than 25 years old.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and submitted hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * School Committee Chair Superintendent of Schools

_____	_____	_____
(signature)	(signature)	(signature)
Date	Date	Date

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

To: Salem School Committee
Cc: Dr. Stephen Zrike, Elizabeth Pauley
From: Lisa Golden
Date: 2/7/24
Re: Required Form of Vote to Submit a Statement of Interest

The Massachusetts School Building Authority (the “MSBA”) announced that it will begin accepting Statements of Interest (“SOIs”) for consideration in 2024.

The SOI closing date for districts submitting for consideration in the 2024 Accelerated Repair Program (the “ARP”), which is primarily for the partial or full replacement of roofs and/or windows in an otherwise structurally sound facility, is Friday, March 1, 2024.

The Salem Public Schools intends to submit to the MSBA a Statement of Interest Form for the Bates Elementary School located at 53 Liberty Hill Avenue. The SOI describes and explains the deficiencies and the priority category for which an application may be submitted to the MSBA: the future replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.

The roof at the Bates Elementary School is over 25 years old and is in fair to poor condition with active leaks, ponding water due to insufficient slope drains and the EPDM patches, seams, and sealants are failing. The roof is overdue for replacement.

The SOI submission must include current vote documentation in the “FORM OF VOTE” format (attached). We are requesting a vote of the School Committee authorizing the Superintendent of Schools to submit the SOI.

REQUIRED FORM OF VOTE TO SUBMIT A STATEMENT OF INTEREST

SOI VOTE REQUIREMENTS:

- Current vote documentation is required with all SOI submissions.
- All required vote documentation must be uploaded in the SOI system in order to submit an SOI.
- Vote documentation should be in the format set forth below under “FORM OF VOTE”.

Cities and Towns must submit the following vote documentation:

1. Vote of the municipal governing body (i.e. City Council/Board of Aldermen/Board of Selectmen/equivalent governing body) authorizing the Superintendent of Schools to submit the SOI.
2. Vote of the School Committee authorizing the Superintendent of Schools to submit the SOI.

Regional School Districts must submit the following vote documentation:

1. Vote of the Regional School Committee authorizing the Superintendent of Schools to submit the SOI.

FORM OF VOTE:

Please use the text below to prepare the required votes for the municipal governing body and the school committee.

Resolved: Having convened in an open meeting on February 26, 2024, prior to the SOI submission closing date, the School Committee of Salem, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest Form dated March 1, 2024 for the Bates Elementary School located at 53 Liberty Hill Avenue, Salem, MA - 01970 which describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility. The roof at the Bates Elementary School is over 25 years old and is in fair to poor condition with active leaks, ponding water due to insufficient slope drains and the EPDM patches, seams, and sealants are failing; and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City of Salem to filing an application for funding with the Massachusetts School Building Authority.

***Please be sure that the priorities in the vote match the priorities for which the SOI will be submitted.**

DOCUMENTATION OF VOTE:

Documentation of each vote **must be uploaded separately** as follows:

1. For the vote of the City Council/Board of Aldermen/Board of Selectmen/equivalent governing body, a certification, including a copy of the text of the vote that was taken, must be submitted on letterhead **with the City/Town seal and signed by the City/Town Clerk**, with the date that the vote was taken.
2. For the vote of the School Committee, a certification, including a copy of the text of the vote that was taken, must be submitted on school committee letterhead, **signed by the Chair of the School Committee**, with the date that the vote was taken.

Salem Public Schools

2024 - 2025 Calendar

Carlton Innovation School

2024



August					September				
M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27
26	27	28	29	30	30				

October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
28	29	30	31	25	26	27	28	29	30	31				

2025

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	3	4	5	6	7
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28
27	28	29	30	31						31				

April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4				1	2	2	3	4	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
28	29	30	26	27	28	29	30	30						

- School Closed: Holiday or Vacation
- All schools closed - Staff Professional Development
- Early Release Day - Staff Professional Development
- New Hire Orientation
- Holiday, school in session
- Early Release before break, on Halloween, or end of year
- First day/last day of school (PreK/K)
- First day/last day (Grades 1-12)
- Snow Days as Needed

August	
19-22	New Hire Orientation
23-27	Professional Development Days (full)
28	First day, grades 1-12
September	
2	Labor Day
4	First Day PreK-K
25	Professional Development Day (half)
October	
14	Indigenous Peoples' Day
31	Halloween - Early Release
November	
1	Professional Development Day (full)
11	Veterans Day
15	Prof. Dev. /Transition Day
27	Thanksgiving Early Release
28-29	Thanksgiving Break
December	
10	Professional Development Day (half) / Caregiver Conferences
11	Professional Development Day (half) / Caregiver Conferences
23-31	Winter Break
January	
1	New Year's Day
20	Martin Luther King, Jr. Day
February	
17-21	February Break
27	Dominican Independence Day, school in session.
March	
7	Professional Development Day (half)/ Transition Day
20	Professional Development Day (half)/ Caregiver Conferences
21	Professional Development Day (half) / Caregiver Conferences
April	
18	Good Friday
21-25	April Break
May	
14	Professional Development Day (half)
26	Memorial Day
June	
2	Transition Day (Full)
13	Last Day of School PreK/K
16	Last Day of School Grades 1-12
19	Juneteenth Independence Day
17-18, 20,	Snow days as needed
23-24	



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

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

A brief overview of the Regulations is provided below.

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

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

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

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

Physical restraint shall not be used:

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

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

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

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

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

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

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

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

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

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

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

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

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

sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

2

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

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

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

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

As required by the Regulations, all physical restraints must be reported to the DESE.

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

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

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

Complaints. Complaints and investigations regarding restraint practices should be directed to Salem's Executive Director of Student Support Services. ~~Executive Director of Pupil Personnel Services who can be reached at 978-740-1249.~~

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

Reviewed 21/126/24

Approved August 16, 2021

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 DECISIONS IN

ABSENCE OF COMMITTEE POLICY 2107

Situations may arise within the schools where the School Committee has not provided guidelines for administrative action. On these occasions, the superintendent shall have power to act ~~and, subject to review by the School Committee at a subsequent School Committee meeting.~~ It shall be the duty of the superintendent to inform the School Committee promptly of any such action and of the need for a statement of policy ~~if~~ **necessary.**

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100

PUBLICATION OF SCHOOL COMMITTEE RULES AND REGULATIONS RELATIVE TO ~~THE CONDUCT OF TEACHERS AND STUDENTS~~ ~~AND STAFF~~ 2108

The superintendent on behalf of the school committee shall publish the Salem Public Schools policies pertaining to ~~staff the conduct of teachers and~~ students ~~conduct~~. * The policies pertaining to the conduct of students shall include the following: discipline proceedings, including procedures ensuring due process, standards and procedures for suspension and expulsion of students, procedures to assure school building security and safety of students and school personnel, and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force or restraint, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Department of Education for informational purposes only. Copies of these policies shall be provided to any person upon request and without cost by the superintendent's office.

The principal of each school, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy change recommendations at any time. All school councils will adhere to system wide goals and policies.

* Refer to the appropriate student handbooks ~~and negotiated agreement(s)~~.

71:37H, additional

Reviewed: February 16, 2024

Approved: January 3, 2017

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 ORGANIZATION

2102 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. ~~The Salem Public Schools, School Committee and its administrators are committed to the concept of affirmative action in hiring:~~

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;

~~Legal advice - a service performed by the committee counsel, Massachusetts Department of Education, and/or counsel through the city solicitor;~~

~~Facilities~~**Plant** 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.~~

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 SUMMARY:

Under the direction of the School Committee, the superintendent ~~manages~~ ~~leads~~ the schools ~~acting as an agent of the committee~~, provides information and input to the committee, ~~oversees~~ ~~manages~~ school business and ~~is~~ ~~provides~~ liaison between the community and the schools.

REPORTS TO:

The Salem School Committee.

ESSENTIAL DUTIES AND RESPONSIBILITIES: OTHER DUTIES MAY BE ASSIGNED.

Acts as the agent of the School Committee;

~~Establishes and prepares meeting agendas,~~ ~~p~~ Presents agenda items to the School Committee for consideration ~~to the School Committee,~~ and responds to inquiries from the committee;

Ensures the communication and appropriate interpretation of committee decisions and requests to staff;

Manages all staff, including the assistant superintendents, administrators, directors, principals, teachers and support staff;

Provides ~~for~~ goal setting ~~for~~ and problem solving ~~for~~ ~~with~~ staff; †

† Ensures the timely and appropriate evaluation of all staff;

Responds to staff and community ~~regarding~~ questions or ~~concerns~~ ~~problems~~ about school operations ~~either directly or through a designee~~;

Recommends policy and program decisions to the committee;

Develops administrative rules and procedures to implement committee policy;

Attends two (2) nightly committee meetings per month; others as

directed/requested;

ADMINISTRATION 2000

SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 ESSENTIAL DUTIES AND RESPONSIBILITIES:

Oversees the preparation of the annual budget;

Interviews candidates and hires all staff; (excepting those staff explicitly still within the purview of the Ccommittee, according to the Education Reform Act of 1993, and any attendant amendments) with principal/directors² recommendations;

Attends various organizational meetings, both within and outside of district;

Ensures compliance with appropriate state and federal constitutional and statutory rules and regulations;

Oversees the condition of all school buildings and fields.

SUPERVISORY RESPONSIBILITIES:

~~Manages all employees of the school district, finance/planning, curriculum/staff development, community education, special education, principals, personnel/employee relations, athletics, grants development and implementation, vocational education, building department, student services department, etc. Is responsible for the overall direction, coordination, and evaluation of these units. Carries out supervisory responsibilities in accordance with the School Committee's policies and applicable local, state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.~~

Oversees and is responsible for interviewing, hiring, and training all district employees, as well as planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Provides the overall direction, coordination, and evaluation of district departments and initiatives and carries out supervisory responsibilities in accordance with the School Committee's policies and applicable local, state and federal laws.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION AND/OR EXPERIENCE:

Minimum of a master's degree in educational administration, management, and/or related field, doctorate preferred. A minimum of ten years' experience in an educational setting, at least three of which must have been in a central office capacity. Must have strong leadership and communication skills, with an expertise in school finance, curriculum and personnel arenas.

ADMINISTRATION 2000

SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 CERTIFICATES, LICENSES, REGISTRATIONS:

Certified or certifiable as superintendent of schools in the Commonwealth of Massachusetts.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from parents, community members, staff and/or students, regulatory agencies, or members of the business community. Ability to effectively present information to the School Committee, administration and staff, public groups, etc.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES:

~~Should have the ability to be able to communicate clearly speak on demand to large groups of people, preferably in more than one language;~~ Ability to apply knowledge of current research and theory in the field of education; ~~Ability to establish and maintain effective working relationships with students, staff, the school community and the School Committee;~~ ~~Ability to speak clearly and concisely both in oral and written communication;~~ ~~Ability to perform duties with awareness of all district requirements and School Committee policies; and communicate orally, preferably in more than one~~

language.

~~WORK ENVIRONMENT: ¶~~

~~The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. ¶~~

~~The noise level in this position varies. When visiting a building the noise level will be loud, in the office, quiet and at meetings moderate. ¶~~

Approved : December 2016

Reviewed 1/26/24

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 POLICY

IMPLEMENTATION 2106

The superintendent has responsibility for carrying out, through regulations, the policies established by the School Committee.

The policies developed by the committee and the regulations developed to implement policy are designed to increase the effectiveness and efficiency of the school system. It is expected that all employees and students will carry them out.

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

Reviewed 2/16/24 - no substantial changes