

**Ms. Mary A. Manning  
Mr. James M. Fleming  
Dr. Kristin Pangallo**



**Ms. Ana Nuncio  
Mr. Manny Cruz  
Ms. Amanda Campbell**

**Mayor Kimberley Driscoll, 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”

December 16, 2021

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on December 20, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

**Zoom Link to participate:**

<https://us06web.zoom.us/j/86905840730?pwd=RDdHWmhOT0JqMVJ2SjduVkU1TmVTUT09>

**Passcode: 9Zjhs4**


**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.*

**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 below link to sign up and submit your comment electronically: <https://forms.gle/GnCngYG7sTDsvwQt6>. 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 Jensen Frost at [jfrost@salemk12.org](mailto:jfrost@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 the Regular School Committee meeting held 12/6/2021
- b. Approval of Minutes of the Committee of the Whole meeting held 12/6/2021
- c. Approval of Warrants: 12/9/2021: \$277,572.68 and 12/16/2021: \$627,540.12
- d. Approval of SHS overnight trip to Harvard Model UN Conference 1/27-1/30/22

**IV. Public Comment**

Please see above for instructions on participating in public comment.

- V. **Educator's Showcase - Bates Elementary School**
- VI. **Report on Superintendent's Summative Evaluation**
- VII. **Superintendent's Report**
  - a. Salem's allocation and plans for Elementary & Secondary School Emergency Relief (ESSER III) and Student Opportunity Act (SOA) funds
  - b. Salem Academy Charter School expansion - update
  - c. Northshore Education Consortium Annual Report
- VIII. **Report from the Student Representative – Hawa Tabayi**
- IX. **Action Items: Old Business**
- X. **Action Items: New Business**
  - a. Deliberation and vote on MOU between Salem School Committee and STU regarding recognition of Family Engagement Facilitators
  - b. Vote to endorse and support a district statement of inclusivity for our LGBTQ+ families
- XI. **Finance & Operations Report**
  - a. Budget transfers
- XII. **Subcommittee Reports**
  - a. **Policies for Third Reading:**  
[Policy 1101.01 Non-Discrimination Policy](#)  
[Policy 1103 Distribution of Notices](#)
  - b. **Policies for First Reading:**  
[1107 Public's Right to Know](#)  
[1102 Advertising in Schools](#)  
[1105 Media Relations/News Releases](#)
  - c. **Policies Reviewed Requiring No Changes:**  
[1108 Taping and Video](#)
- XIII. **School Committee Concerns and Resolutions**
- XIV. **Adjournment**

Respectfully submitted by,

*Mindy Marino*

Executive Assistant to the 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."*

**SALEM PUBLIC SCHOOLS**  
**REGULAR SCHOOL COMMITTEE MEETING**  
**DATE: DECEMBER 20, 2021**  
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**Sra. Mary A. Manning  
Sr. James M. Fleming  
Dra. Kristin Pangallo**



**Sra. Ana Nuncio  
Sr. Manny Cruz  
Sra. Amanda Campbell**

**Alcaldesa Kimberley Driscoll, 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”

16 de diciembre de 2021

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR**

Por la presente se notifica que el Comité Escolar de Salem llevará a cabo una **Reunión regular del Comité Escolar el 20 de diciembre de 2021 a las 7:00 p.m.** Esta es una reunión en línea por Zoom.

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

<https://us06web.zoom.us/j/86905840730?pwd=RDdHWmhOT0JqMVJ2SjduVkU1TmVTUT09>

**Contraseña: 9Zjhs4**


**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.*

**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 los Comentarios Públicos**

Si cualquier miembro de la comunidad de Salem desea participar en los comentarios públicos durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/GnCngYG7sTDsvwQt6>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Jensen Frost en [jfrost@salemk12.org](mailto:jfrost@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 Comité Escolar celebrada el 6 de diciembre de 2021
- b. Aprobación del Acta de la reunión del Comité Plenario celebrada el 6-dic-2021
- c. Aprobación de las órdenes de pago: 9-dic-2021: \$277,572.68 y 16-dic-2021: \$627,540.12
- d. Aprobación del viaje con estadía de SHS a la Conferencia Modelo de la ONU de Harvard 27 de enero-30 de enero de 2022

**IV. Comentario Público**

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

**V. Exhibición del Educador**

**VI. Reporte del Superintendente**

- a. Asignación y planes de Salem para los fondos de Ayuda de Emergencia para Escuelas Primarias y Secundarias (ESSER III) y la Ley de Oportunidades para Estudiantes (SOA)
- b. La expansión de la Escuela Charter de la Academia de Salem - actualización
- c. Informe anual del Consorcio de Educación de Northshore

**VII. Reporte de la Estudiante Representativa**

**VIII. Elementos de Acción: Asuntos Antiguos**

**IX. Elementos de Acción: Asuntos Nuevos**

- a. Deliberación y votación sobre el MOU entre el Comité Escolar de Salem y el STU en relación con el reconocimiento de los facilitadores de la participación familiar
- b. Votación para respaldar y apoyar una declaración del distrito sobre la inclusión de nuestras familias LGBTQ+.

**X. Reporte de Finanzas y Operaciones**

- a. Transferencias presupuestarias

**XI. Reportes de los Subcomités**

- a. **Políticas para la tercera lectura:**  
[Política 1101.01 Política de no discriminación](#)  
[Política 1103 Distribución de avisos](#)
- b. **Políticas para la primera lectura:**  
[1107 Derecho del público a saber](#)  
[1102 Publicidad en las escuelas](#)  
[1105 Relaciones con los medios de comunicación/comunicados de prensa](#)
- c. **Políticas revisadas que no requieren cambios:**  
[1108 Grabación y vídeo](#)

**XII. Inquietudes y Resoluciones del Comité Escolar**

**XIII. Clausura**



Sometido respetuosamente por,

*Mindy Marino*

Asistente Ejecutiva 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.”*

# DRAFT

## Salem Public Schools Salem School Committee Meeting Minutes December 6, 2021

On December 6, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

**Members Present:** Mayor Driscoll, Ms. Mary Manning, Mr. Manny Cruz, Ms. Amanda Campbell, Dr. Kristin Pangallo, Ms. Ana Nuncio, and Mr. James Fleming

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Marc LeBlanc, Linda Farinelli, Adam Colantuoni  
Bethann Jellison, Janice Fischer, Elizabeth Lutts, Elizabeth Masucci, Finn Gallagher, Ghali Bezzate  
Jeff Perrotti, Landon Callahan, Molly Blaauw Gillis, Molly Robinson

### Call of Meeting to Order

Mayor Driscoll calls the meeting to order at 7:03pm. She reminded the public of the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

### Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Mr. Cruz seconded. A roll call vote was taken as requested by the school committee secretary.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

### Approval of Consent Agenda

Mayor Driscoll requested a motion to approve the Consent Agenda. Topics for approval include:

- Approval of minutes of the regular School Committee meeting held November 15, 2021
- Approval of minutes from Committee of the Whole meeting held September 1, 2021
- Approval of minutes from Committee of the Whole meeting held November 22, 2021
- Approval of Warrant: 11/18/2021 - \$415,538.51; 11/24/2021 - \$266,810.55; 12/2/2021 - \$396,352.43
- Approval of donation of kitchen equipment, valued at \$2,033. from New England Culinary Arts Training to SHS culinary arts program

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Dr. Pangallo motioned and Mr. Fleming seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

### Public Comments

The school committee secretary announces there is one public comment submitted.

Ellen Finn of STU, 32 Oakland Street - Salem, MA 01970

*Everyday we at Collin hear the following words: What's your legacy? Leave Collins better than how you found it. In writing this letter I want you to know that I'm trying to do just that. I've worked at the Collins for over 23 years and both of my children have reaped the benefits of attending school here. I have seen many changes, initiatives, challenges, and struggles. These last few years however have been more taxing on all of us. And the pandemic, as we all know, has made things worse. But I don't believe this is the only issue we face as a school, 56.4% of our students are considered economically challenged. 68.8% are labeled as having high needs, 24% of the students have special needs. Our support staff is made up of the most dedicated hard working people I have ever met. However, there are just not enough of them. Looking at our support staff and numbers. It may seem as though we have plenty, but as a teacher I will tell you: All of the above mentioned issues are weighing heavily on our students minds and souls. There's not enough. Our students need support. We have found that the old ways of disciplining kids is not beneficial to their current needs. Students need to be in the classroom learning, negative behaviors need to be addressed immediately and teachers need to teach. I'm not saying that there doesn't have to be negative consequences for negative behavior. Sometimes a negative consequence can teach a student right from wrong. What I am saying is that our students are screaming out for help, and we need to listen, people such as Dali Cruz who is part of our behavior support team at Collins, make it their job to support students in need. I know resources are tight but we need more Dali Cruz-s. And yes, we are lucky enough to add Mr. Diaz recently, who has proven to be just as effective as Ms. Cruz. But once again, we still need more help. For example, Stephanie is having a difficult time focusing in the classroom. For many various reasons. She has become agitated and begins to disrupt the learning environment. This behavior escalates because the student does not have all the tools to handle difficult situations like this. Dali is called, comes into the classroom to not only help the student refocus in class, but just let the teacher know that he or she knows that they are not alone. This readjustment may happen quickly, or it may continue until the student has come down and is ready to learn. Either way, the teachers are able to continue to teach the rest of the student body without missing a beat. The negative focus has shifted from the disruptive child to the lesson that is being taught in the classroom as resumes, as it should. It isn't fair to all the other students ready to learn when teachers have to spend so much of their time dealing with disruptions from individual students. I've seen this scenario play out again and again to the benefit of all students, parents and teaching staff. I'm not saying that this is the only thing Salem public schools need, but it is a start, I highly encourage that when you are looking for best practice, best practices for our students and staff - this is definitely one of them. Please hire more support staff who will*

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*work directly with the students, help to bridge the relationships between staff and students without more help and see what is happening all over the country with teachers. I am also worried that more good teachers will leave causing more disruption and learning. Thank you for your time.*

### **Report from the Student Representative - Hawa Hamidou Tabayi**

Ms. Hamidou Tabayi expresses the SAG has faced some setbacks due to Spirit week and holidays. A meeting on Friday during crew time at SHS will allow time to determine availability of the SAG and determine if the retreat will be in person, hybrid, or virtual. Ms. Hamidou Tabayi is hopeful this will happen within the month.

Mayor Driscoll asks about the retreat and wonders if they are with SHS students or if it'll be regional. Ms. Hamidou Tabayi expresses that right now the population of the SAG is solely SHS students which is why it's scheduled at a location and a time for SHS but those interested in joining the group between now and the retreat are welcome.

### **Educator's Showcase - Carlton Innovation School**

Ms. Jellison introduced an E1 student, Ghali and E2 student - Finn. She notes the importance of transitions at Carlton and introduces the three teachers Elizabeth Lutts, Elizabeth Masucci, and Janice Fischer. She shares a powerpoint. Student, Ghali, presents first and Finn follows. Their presentations include three interesting facts about themselves and why they are ready for their transition.

Ms. Manning asks if Bethann Jellison could give a quick overview of program verbiage used to determine the different levels of the Carlton Innovation School

- P1 - Kindergarten Standards
- P2 - 1st/2nd Grade Standards
- E1 - 3rd Grade Standards
- E2 - 4th/5th Grade Standards

Our kids come in and each child is individual and once standards and social-emotional readiness is evident, they transition into the next level. The transition is not determined by the end of a specific timeline but rather their readiness that they show. The individual review stood true with the end of the most recent trimester resulting in six students transitioning out of a population of 250 students within the school.

### **Jeff Perrotti to discuss his work with the district in supporting the LGBTQ+ community**

Jeff Perrotti shares the "Safe Schools Program" page on the DESE website and notes how to find this page as a member of the public. The program exists to help build policy surrounding safety and inclusivity. He reviews the various components of the website including curriculum resources and the policies posted, noting two of the most viewed being: Principles for Ensuring Safe and Supportive Learning Environments for LGBTQ Students & Guidance on Supporting Transgender and Gender-Nonconforming Students.

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Mr. Perrotti continues his presentation noting the importance of student voice and appreciation for opening the presentation with student voices. He shares a video of students sharing how they identify themselves. Following the video and audio he introduces Landon Callahan who recently graduated from college and shares he's worked with Mr. Callahan through high school. President Obama was developing guidance on gender identity and they asked for a student and family to interview and he was the chosen one and became the name for transgender student rights. He also mentions Molly and Dan Gillis being on the call to join the conversation as well with the perspective of parents.

Dan Gillis and Molly Gillis share the story of their third grade daughter who is transgender noting the emotional implications gender-specific decals and expectations played in her early years. The parents note difficult times when Holden would not want to go to school being labeled a boy but seeing herself as a girl. She would experiment with wearing dresses but would wear "boy clothes" to school. The days were hard during this timeframe. As soon as she was comfortable in her own skin and could express herself she went to school and the teachers were stunned by the change overnight. Things progressed overtime: pink clothes, skirts, shoes and then it progressed. As she got more comfortable with herself she grew her hair longer, she changed her pronouns. The teacher was very open with communication and adjusting her teaching style - not dividing the classroom by boys/girls or labeling the classroom with boy/girl specific stickers, postings, etc. Mr. and Mrs. Gillis have worked with the school to create a Rainbow Alliance Club for students and families to have a safe space. Teachers and staff at the school were and continue to be incredibly important to Holden's and our lives. Mrs. Gillis explains how she's worked their experience into the curriculum of the district.

Mr. Perrotti shares his screen and Mr. Callahan is welcomed to discuss terms. He notes knowing and understanding the terms to become more familiar can allow folks to have conversations in a more comfortable way. Along with the screen share and presentation, Mr. Callahan goes through a series of terms surrounding gender, gender identity, sexual orientation, etc. Mr. Callahan shares his story of transition starting from 2-3 years old and the emotional and physical changes that occurred over the years until his transition was complete. He notes difficulties and the bright notes of his transition and what work he's able to support with the knowledge and experience of his transition.

Mr. Perrotti shares the law developed for civil rights purposes. He notes the importance of not only safe spaces but also brave places for students and families. He shares a clip of a student's story coming out to their family and the difficulty the person initially faced and then transitioned to having support.

He asks if Ms. Robinson would like to speak to the work in Salem. She is the supervisor of Social-Emotional support and is a part of the LGBTQ Action Committee, started by the Safe Schools grant which recognizes the need for support to students at risk in the LGBTQ community. Over the years, the group has expanded: staff, students, families, community members. They review how to make SPS accessible to all students and how to continue to make

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it a safe place for all students. She notes reviewing the language in various forms used by SPS, along with reviewing trainings completed every year for staff to understand changes to support the LGBTQ community. Recently, a Facebook page was started where families can connect and have a community page to view. An email account was created for questions and comments to be shared. In June, during Pride month, the team did a great deal of promotion and the team continues to get more attraction and momentum in their work. She notes the long way to go but the commitment to keep at it is there.

Mr. Perrotti shares a final clip of a child sharing who they are and the importance of those supporting who they are. After the clip, Mr. Perrotti shares statistics for those who are close to those who identify as being gay or lesbian and for those who are close to those who identify as being transgender. He opens the floor for comments and discussion.

Ms. Manning requests explanation in referring to NAGLY and the P-Flag. NAGLY student run, adult support group for LGBTQ communities. Salem has a location in the mall in downtown Salem and the P-Flag has been broadened as a symbol of support and acceptance of all identities within the LGBTQ+. She also notes the support being available regarding sexual orientation along with the stories shared this evening surrounding transitions and transgender. Mr. Perrotti agrees the proactive work is for all inclusive groups who could use support and acceptance.

Mayor Driscoll notes she has a conflict and needs to exit the meeting with hopes to return at 8:35pm.

Conversation continues surrounding Salem being a largely inclusive community with work still needing to be done to broaden support and acceptance. There is mention of the partnership with the Safe Schools program to continue with the work of SPS and to keep the conversation open surrounding the support of LGBTQ+ students, families, and community members.

### **Superintendent's Report**

Dr. Zrike notes SHS coming in second place at the annual Turkey Toss event and the second place result of the math competition at Collins. He also shares appreciation for Ms. Finn's public comment and agrees there is work to be done to better support her perspective. He agrees the work of Dali is important and he sees the work in progress each day.

He mentions the update on snow days being traditional snow days and that there is no guidance from DESE stating a remote learning day would count as time on learning so for inclement weather, school cancellations will remain traditional days off.

Dr. Zrike introduces Liz Polay-Wettengel and Adam Colantuoni to present on SPS Core Values and Identity in connection to the presentation given by Jeff Perrotti. He mentions the work being done to develop a new logo and tagline for the Salem Public Schools, separate from that of the city which will be noted in the presentation by Ms. Polay-Wettengel and Mr. Colantuoni.

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### **SPS Core Values and Identity**

The presentation begins with a screen share and discussion that in order to develop a SPS identity, review of the core values created with the 2017 strategic plan had to occur. In order to re-evaluate and develop core values, an inclusive practice of hearing from students, families, staff, and community voices occurred. The questions framed a result of what each stakeholder feels represents theirs or their child's school experience. The conversations allowed for a variety of updated core values to be presented, some mimicking those listed in the 2017 Strategic Plan. A great result of these conversations was how the district can bring to life the values agreed upon to drive the district.

Ms. Polay-Wettengel shares the four options for the public to vote to be the next logo for SPS. The timeline for sharing the logo would be when the website launches on December 20th. After the logo is live, a tagline will be developed to support the core values.

Ms. Manning raises concerns of the presentation of the four logos questioning the design and the relation to the core values. Ms. Polay-Wettengel provides some insight to the development of the logos and what some of the elements within each represent. Dr. Zrike notes that further evaluation of the logos could occur at the SC retreat in January 2022. Mr. Cruz notes having a further conversation to discuss the feedback regarding the currently proposed logos.

Ms. Polay-Wettengel also provides a preview of the new website she's been working on to go live in the coming weeks. Feedback from committee members is positive with appreciation for a clean-looking website that seemingly shows to be easy to navigate. Noting the opportunity to visit the website in a native language is a huge benefit.

### **Old Business**

None

### **New Business**

Accept recommendation of Building & Grounds subcommittee to vote to request the City Council to amend and reallocate the use of \$200,000. CIP funding originally intended for SHS restroom renovations to include SHS (\$100,000.) and district-wide (\$100,000.) bathroom renovations.

Mr. Fleming entertains a motion for the school committee to vote on the reallocation of funds to be presented to city council for adoption and confirmed reallocation. Mr. Cruz seconded.

Dr. Pangallo asks a clarifying question wondering if the need to reallocate is due to the other schools needing refurbishment and needing funding or if SHS doesn't require all the funding allowing it to be distributed through the districts for other schools. Mary DeLai confirms there is enough money for SHS renovations with the realignment of the funding. She notes the \$100,000 specific to SHS will accommodate the upgrades necessary and as identified as



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concerns and proposed in previous meetings while also providing funding to the rest of the district as well.

A vote is taken:

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes

Motion carries 6-0

Deliberation and vote on request from PEM to use School Committee record book (1839-1861) as part of an upcoming exhibit occurs. Ms. Manning requests a motion to approve. Mr. Fleming and Ms. Nuncio raise hands to motion. Ms. Ana asks what the exhibit will be about and Dr. Pangallo shares that Salem was one of the first municipalities to abolish racial segregation in schools.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes

Motion carries 6-0

### Subcommittee Reports

Policy Subcommittee Report:

- Policies for Second Reading:
  - Policy 1101.01 Non-Discrimination Policy
  - Policy 1103 Distribution of Notices
- Policy reviewed - no changes proposed
  - 1104 Emergency Closings Delayed Openings and Dismissals

Ms. Nuncio makes a motion to move Policy 1101.01 and Policy 1103 for second reading. Dr. Pangallo seconded.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes

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Motion carries 6-0

Ms. Nuncio takes note that Policy 1104 requires no changes and has been reviewed and will be noted as updated for the record.

### School Committee Concerns and Resolutions

#### Adjournment

Mr. Fleming motioned to adjourn. Ms. Manning seconded. A roll call vote was taken.

Ms. Manning                Yes

Mr. Fleming                Yes

Mr. Cruz                    Yes

Dr. Pangallo                Yes

Ms. Nuncio                 Yes

Ms. Campbell               Yes

Motion carries 6-0. Meeting adjourned at 9:11pm.

Respectfully submitted by,

*Jensen Frost*

Executive Administrative Assistant to the Deputy Superintendent

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## **Salem School Committee Committee of the Whole Meeting Minutes Monday, December 6, 2021**

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Monday, December 6, 2021 at 5:00 pm using the Zoom platform.

**Members Present:** Mayor Kimberley Driscoll (enters at 5:30p), Ms. Mary Manning, Ms. Amanda Campbell, Dr. Kristin Pangallo, Mr. Manny Cruz, Mr. Fleming and Ms. Ana Nuncio

**Members Absent:** None

**Others in Attendance:** Dr. Stephen Zrike, Jeff Perrotti

### **Call of Meeting to Order**

Ms. Mannings calls the meeting to order at 5:15pm. She notes the committee is meeting to listen to the Superintendent's self-assessment as an initial formal step toward the SC evaluation. The second purpose is to meet the consultants presenting at the regular school committee meeting occurring this evening.

### **Superintendent's Presentation of Progress Toward Goals**

Dr. Zrike opens his presentation to the school committee noting that the Superintendent is the leader of the district but he can't take full credit for the work being done as he was gifted a strong team upon taking the position in Salem.

He mentions the final components of his self-evaluation includes areas of growth and he wants to promote the culture that growth is important and receiving feedback of all kinds is constructive and helpful to better serve children. Dr. Zrike shares he identified four indicators of success during his time as Superintendent that he will share this evening.

The success areas and areas of strength are showcased in bulleted points along with narrative components. He notes instruction as an indicator and the strength of the Deputy Superintendent and the Teaching and Learning team that have been a support to his work within his role. He notes the timeframe of his role beginning in the midst of a pandemic and how the core work the district does was shifted to support students and families during that time.

Dr. Zrike notes the work of the PreK Program, literacy curriculum, and the dual language program being game-changing for young people and successful progression within his time. He mentions the high school redesign, school times, and BARR grant funds being successful components at the secondary level. Dr. Zrike continues to note the social-emotional learning component being married to the academic piece and notes seeing this strengthen over the next 3-5 years within the school system to increase the strength of SEL.

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Dr. Zrike notes the work of teachers and staff for trying to maintain as much of academic integrity and instructional integrity as possible despite what they've experienced with the pandemic and rolling with pandemic shifts along the way.

He transitions to indicator two, and mentions Assistant Superintendent DeLai, and the operating team. This indicator shares how resources are being used and monitored and how they are maximized for curriculum, staffing, and scheduling. He notes the thoughtful experience of devising a fiscal plan last year that resulted in an effective use of funds with community and staff input. Budget planning, the use of the ESSER dollars, and hope to fine tune the process for using resources pertaining to intentions and initiatives. The central office review guided transition in realigning and creating new departments to support students and families under the guidance of Deputy Superintendent Carbone and Assistant Superintendent DeLai.

He notes pride for the team leading the COVID Response, including: Chelsea Banks, Charlene Moske-Weber, Zissis Alepakis, Ryan Monks, and others who shifted the needs of families during the navigation of the pandemic. He notes the example Salem has been through the pandemic and the envy of other districts for the work from the team.

Dr. Zrike notes the work surrounding emergency planning crisis management and mentions a few components of importance for working with the community specifically with Chief Miller and the SPD to enhance protocols in place for increased safety. He mentions new cameras and intercom systems have been installed at entrances of all schools, and a keyless entry system is being introduced across the district. He mentions there's work to be done to continue to strategize with the police and fire departments and the district strategy will continue to guide the work and resources to continue this effort forward.

Family engagement is noted as work near and dear to his heart and shares this is critical work to build relationships with the community. He notes the work of communication from Chief of Public Relations, Liz Polay-Wettengel. He notes the work he's done to be forward facing in the community: Facebook Live, 1:1 Meetings, Backyard Meetings, and mentions he continues to strengthen this work with building the relationships with the students, families, and staff. This was a critical component to his entry plan and he wants to continue to be present in this role of building these partnerships. Dr. Zrike shares his desire to build culture. He wants to build a community where everyone feels important in their role. He shares that the most important next step is being visible in the schools to hear and see what's happening as it's the only way to truly understand the culture.

Dr. Zrike moves along to share his goals. Including:

- Review the partnership with local businesses in the community, higher education and community organizations
- Better highlighting how impressive and powerful the teaching and instruction is in our schools to better market the tremendous work throughout the district.
- Understand district budget to capitalize on resource and operations
- Better connect Social-Emotional Learning and Academic Learning

## DRAFT

- Need to build up the Human Resources department, including hiring a recruitment manager
- Professional Learning needs to grow for our non-teaching staff
- Quality of programming for our Special Education department

Mr. Cruz appreciates Dr. Zrike overview and his mention of his team members' work to support his progression in his role, speaking volumes to his leadership. He requests some insight to his plan to diversify the leadership team in regard to his goals surrounding HR and hiring. Dr. Zrike notes the struggle is the district isn't aggressively looking at partnering with organizations - going to job fairs, seeking the best talent in the region, etc. which stands to be a component of the issue. He also mentioned there's a lot of talented people within the organization that quietly do exceptional work and need to be elevated. A problem we see is a gap between where folks are and senior leadership. He notes hiring managers of color within the last year, including: Food Service, Parent Engagement, Attendance, and Transportation. He mentions there is still work to be done noting they're not "sitting at the table," as the executive team. He notes it's unfortunate we don't have many principals or assistant principals of color and we need to tap those folks to get them into leadership programs. He identifies the process will be a combination of growing within as well as bringing in talent from the outside: perhaps people who have connections to Salem, or those that he's making personal connections with regarding interest to come to the district. Overall, a better system and structure is necessary.

Dr. Zrike continues his presentation with goals including:

- Student Learning Goal
- District Goal
- Professional Growth Goal

He shares his student learning goal and how he doesn't have much data but tries to work with the principals to help enhance learning goals. Dr. Zrike notes the work of Deputy Superintendent and himself being in schools, supporting principals, providing regular feedback, and giving consistent coaching. He shares that supporting the principals is the most important work to be done because it is the toughest job.

The transition to professional goal results in gratitude to committee member Amadna Campbell for the introduction to the Equity Imperative for the work and support they've provided to facilitate conversations and live work to better understand the work within the district. He notes having data in his evaluation of feedback from teachers across the district. He also mentions his optimism for the work of TEI and students across the district. He notes that while there's been progress in the equity work for his professional growth, there is still room for more work to be done.

He reviewed the district goal of establishing the district improvement plan to focus on the eight metrics and twelve priorities of work for the district which will be reviewed and discussed further at the leadership retreat in January.

## DRAFT

Mayor Driscoll notes one area of growth you mentioned was to regularly highlight and replicate models with powerful teaching and learning across SPS. She asks if he could say a bit more about how he might operationalize that opportunity.

Dr. Zrike responds to Mayor Driscoll's comment noting a big component is how we market. He mentions he doesn't think people even know of some of the things happening in our schools that no other school districts are doing. He notes being in other districts, and his students being in another school district right now and the work Salem is doing, especially instructionally, is very powerful and important work to be celebrated. He also shares the importance of expanding excellence across the district. He notes the importance of highlighting work to families, the committee, and those in the community. He also shares the need to notice staff and the impactful work they're doing and how they can learn from within and share their own systems to continue the good work.

He finishes with gratitude to work with a committee who's been very supportive during a very difficult time. It's a tough time to be a superintendent but the guidance and partnerships are appreciated.

Ms. Nuncio shares gratitude for the addition of the Educators Showcase being a regular fixture in the school committee meetings.

Discussion surrounding the timeline for committee members to return evaluation reports is had. Mention of the next COW on December 20th includes the summation overview and confirming the retreat date of January 22nd is discussed as well.

### **Introduction of Jeff Perrotti, founding Director of MA DESE's Safe Schools Program for LGBTQ+ community**

Ms. Manning discusses broadening the plans to support the LGBTQ+ community. Overtime discussions with Jeff Perrotti and his colleagues have been working to build plans for supports to the district through a team of consultants working with DESE.

Jeff Perrotti and Landon Callahan join the meeting for a quick meet and greet. Ms. Manning introduces Mr. Perrotti and provides him the floor to introduce his colleague. Mr. Perrotti notes working with Salem for years and is excited to this evening and having conversations to build on the wonderful things happening in Salem. He introduces Landon Callahan, noting work done during the Obama era surrounding gender identity and Landon's path of being interviewed and later becoming the poster boy for transgender student rights. Jeff mentions after college, he became one of the most sought after trainers and shares appreciation to work alongside him.

Mr. Callahan provides an overview of his work with the Safe Schools programs beginning in his high school years and continuing through college. He notes his training work is done from kindergarten through high school. He also shares that work is unfolding at the university level as well.

## DRAFT

Conversation is had about the presentation scheduled for the regular school committee meeting and the importance of having conversation surrounding LGBTQ+.

### Adjournment

Mayor Driscoll entertains a motion to adjourn the School Committee of the Whole (COW) meeting this evening. Ms. Manning motioned and Mr. Fleming seconded. A roll call vote was taken.

Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion carries 7-0	

Meeting adjourned at 6:09 p.m.

Respectfully submitted by,

*Jensen Frost*

Executive Assistant to the Deputy Superintendent



# Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

**Directions:** All teachers and others 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				
Name of School	Salem High School		Date of Request	Date of Field Trip
Coordinator	Amy Selvaggio		12/2/21	1/27/22
Coordinator Contact Info	Phone: 978-771-3560 Email: aselvaggio@salemk12.org		Total Number of Students	Departure Time Return Time
Grade Level(s)	9-12		20	11:27 10:00 am 11:30 2:00 pm
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Harvard Model UN 2022 Conference Sheraton Boston Hotel - Conference 39 Dalton St. Boston, MA 02199 Even Rooms as well as guest Rooms		<b>Location and Duration</b> <input type="checkbox"/> Local trip within Salem/North Shore <input checked="" type="checkbox"/> In-state - within MA <input type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip	

II. Learning and Accessibility	
<b>Instructional Alignment</b> <input type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input type="checkbox"/> Post-Trip Plan: Students will synthesize learning <u>Comments:</u>	<b>Accessibility and Inclusion for All Students</b> <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip <u>Comments:</u>

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site 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 <i>will need Epipens</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Relixino</i>		Date: <i>12/7/2021</i>

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
<u>Comments:</u>		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)		
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: <i>12-8-21</i>

# MEMORANDUM

**To:** Dr. Stephen Zrike, Superintendent of Schools

**From:** Mr. Glenn Burns, Salem High School Principal

**Date:** December 2, 2021

**Re:** Harvard Model United Nations, 2022 Conference

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This is to recommend the Salem High School Harvard Model United Nations Delegation be given permission to participate in the four-day conference in Boston, MA. This trip will take place from Thursday January 27 to Sunday January 30, 2022. Advisors/Chaperones, Andrew Bub and Amy Selvaggio are both Salem High School teachers.

The delegation will stay at the Sheraton Boston Hotel. Cost of the trip is \$432.02 per student. They will travel by LBK transportation and the driver will have a CORI. A list of students attending and most recent itinerary are enclosed. The students have planned fundraisers to defray the cost, and the full delegation applied for financial aid scholarships from Harvard.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

A handwritten signature in blue ink, appearing to be "GB", with a long horizontal line extending to the right.



**Salem High School  
Harvard Model United Nations  
Memo**

**To:** Mr. Glenn Burns, Principal, Salem High School; Dr. Stephen Zrike, Superintendent, Salem Public Schools; Members of the Salem School Committee

**From:** Andrew Bub and Amy Selvaggio, co-advisors of Harvard Model Government at Salem High School

**Date:** December 2, 2021

**Topic:** Attending the Harvard Model United Nations Conference at the Boston Sheraton Hotel, January 27- January 30, 2022

Participating in Harvard Model Government simulations has been a time-honored tradition at Salem High School for over two decades. We are looking forward to continuing this legacy at the 2022 Harvard Model United Nations Conference where our team of 20 exceptional scholars will have a front row seat to Harvard's world class program.

Harvard Model United Nations is an exciting opportunity for young leaders to debate the most pressing issues of the day and to draft innovative, creative solutions. At HMUN, delegates gain insight into the workings of the United Nations and the dynamics of international relations by assuming the roles of world leaders and international decision makers. Delegates dialogue on a range of complex issues, including international peace and security, and economic and social progress.

In 1927, Harvard held its first annual model League of Nations, followed by the first model United Nations conference in 1953. Run by a staff of Harvard undergraduates and overseen by prestigious faculty members, HMUN is one of the premiere UN simulations, attracting high school students from across the U.S. and, at last year's conference, from a total of 57 nations, worldwide. Harvard has also expanded this immersive experience to include conferences in China, India, and Dubai. HMUN is truly a living lesson in diplomacy both in and out of committee.

Students are expected to maximize their experience at HMUN by thoroughly researching their assigned country, committee, and topic. Leading up to the conference, students will be expected to meet with faculty advisors, Selvaggio and Bub, to research roles on various committees including the Futuristic General Assembly, World Health Organization (WHO), Tricontinental Conference, 1966; Community of Caribbean and Latin American States; Commission on the Status of Women; and Human Rights Council, just to name a few. Additionally, within their committees, students will be expected to become experts on a range of specialized topics such as the refugee crisis and immigration policies in various member nations, the loss of minority language, the causes and consequences of imposing martial law during the pandemic, etc.

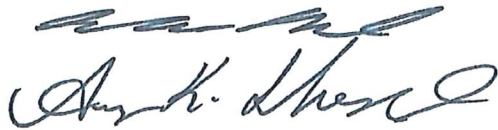
After an initial research period, students are expected to write position papers as a final preparation for the conference where they put their research and debate skills to the test in a four day simulation of the United Nations. Additionally, they must confront the unique challenges of representing Chile at the 2022 conference, adding a layer of complexity to the research, and debate processes.

This year, HMUN will take place Thursday January 27 through Sunday January 30, 2022. Most students have been busy inventing community fundraisers to help cover the cost of the trip (\$80.00

Harvard Delegate Fee, \$345.86 for the hotel, plus spending money for food). Additionally, we have applied as a full delegation for Harvard's financial aid scholarships.

As the co-advisors of Harvard Model United Nations, we ask that the students be allowed to attend the HMUN conference. Participation in HMUN will help instill an appreciation for and understanding of international diplomacy and the need for democratic processes throughout the world. In the current political climate, it is more important than ever to foster new generations to break the cycle of party politics and single nation interests. Research and debate on current world crises allows students to engage with a more global perspective and encourages leadership skills in their immediate communities.

Thank you for your time and consideration,

The image shows two handwritten signatures in black ink. The top signature is a cursive signature, likely belonging to Amy K. Selvaggio. The bottom signature is also in cursive, likely belonging to Andrew S. Bub.

Andrew S. Bub & Amy K. Selvaggio  
Advisors, Harvard Model UN  
Salem High School, Salem MA

Field Trip Title	<i>HMON Conference, 2022</i>
Field Trip Location	<i>Sharon Boston, Boston, MA</i>

Teacher's Name and Class	<i>Andrew Bob &amp; Amy Delvaggio</i>		
Date of Trip	<i>Thursday Jan. 27, 2022</i>	Departure Time	<i>1/27/22 10:00 am</i>
	<i>Saturday Jan. 30, 2022</i>	Return Time	<i>1/30/22 2:00 pm</i>

Administrator's Approval		Date of Approval	<i>12/8/21</i>
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**Student Completes Below**

I agree to make up all missed work as a result of this field trip/activity.

(Student Name)	(Student Signature)
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**Parent Completes Below**

I give my son/daughter permission to attend and/or participate in this field trip/activity.

(Parent/Guardian Print)	(Parent/Guardian Signature)
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Teacher signature below indicates teacher is aware of student attendance at field trip

Flex Block Teacher's signature	E Block Teacher's signature
A Block Teacher's signature	F Block Teacher's signature
B Block Teacher's signature	G Block Teacher's signature
C Block Teacher's signature	H Block Teacher's signature
D Block Teacher's signature	



Last Name	First Name
Baldwin	David
Campos	Maria-Isabela
Cunha	Isabella
Duell	Lucely
Granniss	Allie
Hamidou Tabayi	Hawa
Harrington	Neely
Heenan	Alannah
Heppner	Kate
Kapoglis	Andreas
Mercier	Molly
Michaud	Kylie
Pueyo	Jimena
Rebello	Julia
Rieder	Tilda
Rowley	BB
Salas	Fiona
Stewart	Christa
Timolien	Kathleen
Valatka	Jessica

**U.S. DEPARTMENT OF EDUCATION FACT SHEET**  
**American Rescue Plan Act of 2021**  
**ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND (ARP ESSER)**

This document outlines the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER provides a total of nearly \$122 billion to States and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER, the ARP Act includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

To address the immediate needs of schools and districts, the U.S. Department of Education (Department) will begin making ARP ESSER funds available to States this month.

**ARP ESSER OVERVIEW**

**State Allocation of ARP ESSER Funds**

- A State must **subgrant not less than 90 percent of its total ARP ESSER allocation to local educational agencies (LEAs)** (including charter schools that are LEAs) in the State to help meet a wide range of needs arising from the coronavirus pandemic, including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs resulting from the pandemic. The State must allocate these funds to LEAs on the basis of their respective shares of funds received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year (FY) 2020.
- The ARP ESSER Fund includes **three State-level reservations for activities and interventions that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups**, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care:
  - **5 percent of the total ARP ESSER allocation for the implementation of evidence-based interventions aimed specifically at addressing learning loss**, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - **1 percent of the total ARP ESSER allocation for evidence-based summer enrichment programs.**
  - **1 percent of the total ARP ESSER allocation for evidence-based comprehensive afterschool programs.**
- A State may use **up to ½ of 1 percent of its total ARP ESSER allocation for administrative costs and emergency needs** as determined by the State to address issues related to COVID-19.



## Reservation for Homeless Children & Youth

The ARP ESSER Fund also requires the Department to reserve \$800 million to support efforts to identify homeless children and youth, and provide them with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allow them to attend school and participate fully in all school activities. The Department will award these funds expeditiously, and will work to coordinate these new resources with supports provided through the McKinney-Vento Homeless Assistance Act as well as other ARP ESSER Fund activities targeting homeless children and youth.

## LEA Use of ARP ESSER Funds

Of the total amount allocated to an LEA from the State's ARP ESSER award, the LEA must **reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups** (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

**Remaining LEA funds** may be used for a **wide range of activities** to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:

- coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;
- training and professional development on sanitizing and minimizing the spread of infectious diseases;
- purchasing supplies to sanitize and clean the LEA's facilities;
- repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
- improving indoor air quality;
- addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;
- developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
- planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;
- purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
- providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors;

- planning and implementing activities related to summer learning and supplemental after-school programs;
- addressing learning loss; and
- other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff

**LEA Safe Return to In-Person Instruction Plan**

An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan.

### Comparison of ESSER Fund (CARES Act), ESSER II Fund (CRRSA Act), and ARP ESSER (ARP Act)

This following table outlines the primary differences between the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act 2021, Public Law 117-2, enacted on March 11, 2021; the ESSER II Fund under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, enacted on December 27, 2020; and the ESSER Fund under the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted on March 27, 2020.

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
Authorizing Legislation	Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	Section 2001 of the American Rescue Plan (ARP) Act
Period of Funds Availability, excluding 12-month Tydings Amendment period	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.  Available for obligation by State educational agencies (SEAs) and subrecipients through September 30, 2021.	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.  Available for obligation by SEAs and subrecipients through September 30, 2022.	May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.  Available for obligation by SEAs and subrecipients through September 30, 2023.
SEA Deadline for Awarding Funds	An SEA must award the funds within one year of receiving them, which will be April through June 2021, depending on an SEA's award date.	An SEA must award the funds within one year of receiving them, which will be January 2022.	With respect to making local educational agency (LEA) subgrants (90% of the total ARP ESSER allocation), the SEA must allocate ARP ESSER funds in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives those funds.  An SEA must award ARP ESSER funds not allocated to LEAs within one year of the date the SEA receives those funds.
Definition of "Awarded"	For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA.  For the SEA reserve (see section 18003(e)), funds	Same as ESSER: For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA.  For the SEA reserve (see section 313(e)), funds are "awarded" when the SEA	Same as ESSER: For the 90 percent of funds for LEAs, funds are generally considered "awarded" when the SEA subgrants the funds to an LEA.  For the funds that the SEA reserves (section 2001(f)),

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
	are “awarded” when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.	awards a contract or subgrant, or when it retains funds to provide direct services.	funds are “awarded” when the SEA awards a contract or subgrant, or when it retains funds to provide direct services.
LEA Uses of Funds and Reservations	<p>The CARES Act includes allowable uses of funds related to preventing, preparing for, and responding to COVID-19.</p> <p>ESSER funds may be used for the same allowable purposes as ESSER II and ARP ESSER, including hiring new staff and avoiding layoffs.</p> <p>No required reservations of funds.</p>	<p>ESSER II funds may be used for the same allowable purposes as ESSER and ARP ESSER, including hiring new staff and avoiding layoffs.</p> <p>Note that the “additional” LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act.</p> <p>No required reservations of funds.</p>	<p>An LEA must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.</p> <p>The remaining ARP ESSER funds may be used for the same allowable purposes as ESSER and ESSER II, including hiring new staff and avoiding layoffs.</p> <p>Note that section 2001(e) specifically authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. An LEA may also</p>

Topic	ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
			use its ESSER and ESSER II funds for this purpose, although it is not expressly listed in the CARES or CRRSA Act.
Equitable Services	An LEA that receives ESSER funds under the CARES Act (section 18005) must provide equitable services to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.	The CRRSA Act (section 312(d)) includes a separate program of Emergency Assistance for Non-Public Schools under which eligible non-public schools may apply to an SEA to receive services or assistance. Consequently, LEAs do not provide equitable services under ESSER II.	<p>The ARP (section 2002) includes a separate program of Emergency Assistance for Non-Public Schools (EANS). Consequently, LEAs do not provide equitable services under ARP ESSER.</p> <p>Under EANS, an SEA provides services or assistance to non-public schools that enroll a significant percentage of children from low-income families and are most impacted by COVID-19. EANS funds may not be used to provide reimbursements for costs incurred by non-public schools.</p>
Maintenance of Effort (MOE)	Under the CARES Act (section 18008), there is a State MOE requirement for each of fiscal years (FYs) 2020 and 2021 (based on dollar levels of State support for education).	Under the CRRSA Act (section 317), there is a State MOE requirement for FY 2022 (based on percentages of the State's overall spending used to support education).	Under the ARP (section 2004(a)), there is a State MOE requirement for each of FYs 2022 and 2023 (based on percentages of the State's overall spending used to support education).
Maintenance of Equity	Not applicable	Not applicable	The ARP (section 2004(b) and (c)) contains both State and LEA maintenance of equity requirements for each of FYs 2022 and 2023. The Department intends to provide additional guidance on these important requirements.
Reporting	An SEA must meet the reporting requirements of section 15011, which are satisfied through the Federal Funding Accountability and	An SEA must meet the CARES Act reporting requirements that apply to ESSER funds and submit a report to the Secretary within six months of award that contains a detailed	An SEA must comply with all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require.

<b>Topic</b>	<b>ESSER Fund (CARES Act)</b>	<b>ESSER II Fund (CRRSA Act)</b>	<b>ARP ESSER (ARP Act)</b>
	Transparency Act (FFATA) reporting, and other reporting as the Secretary may require.	accounting of the use of ESSER II funds, that includes how the State is using funds to measure and address learning loss among students disproportionately affected by the coronavirus and school closures, including: children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.	FFATA reporting requirements apply.
Tracking of Funds	ESSER funds must be tracked separately from other funds (including from ESSER II and ARP ESSER funds).	ESSER II funds must be tracked separately from other funds (including from ESSER and ARP ESSER funds).	ARP funds must be tracked separately from other funds (including from ESSER and ESSER II funds).

October 29, 2021

Board of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Members of the Board of Elementary and Secondary Education:

On behalf of the Salem Academy Charter School Board of Trustees, I respectfully request your approval of an amendment to change our charter to increase our maximum enrollment from 480 to 510 students. This change to our charter will be effective upon the approval of the Board of Elementary and Secondary Education, for initial implementation in the 2022-2023 school year.

The Salem Academy Charter School (SACS) Board of Trustees wishes to make this change in order to accommodate the current demand for spaces in the school and to fulfill the school's mission to serve the diverse population of Salem. Our steps in reaching this decision involved an ongoing analysis of our enrollment data over the past several years to determine that a minor increase to our enrollment would be feasible and serve our mission. Over the course of this analysis, the leadership team brought the proposal to investigate the feasibility of this change to the Board of Trustees. Throughout this time period, the Administration continued to engage staff, students, and families in conversations about their needs and how SACS could best support them and fulfill the mission of the school. Following the decision, the Executive Director and Board Chair met with Mayor Kim Driscoll to notify her of this decision. The Mayor shared concerns about the potential impact on the district. The Executive Director also informed Stephen Zrike, Salem Public Schools Superintendent of the proposal.

In 2014, we sought and received a significant expansion designed to grow the size of our high school population in order to offer greater breadth and depth of academic choices as well as a more robust extracurricular and social program. Over the past seven years, our high school has grown in size by nearly fifty percent from 187 students to 280 students, enhancing our program in significant ways:

- Academic Opportunities: new courses in both core subjects and the arts; expanded AP program to 13 courses including Art, Computer Science, Chemistry, and Psychology;
- Extracurricular Opportunities:
  - New clubs and activities, including robotics, coding, philosophy, and our neurodiversity club,
  - Expanded athletics: joined the Massachusetts Interscholastic Athletic Association (MIAA) to provide co-op teams for swimming, golf, and wrestling,
  - Expanded drama program: joined the Massachusetts Educational Theater Guild (METG) increasing opportunities for both acting, play writing, and technical theatre;
- Student Support: expanded our Student Support Team to include an Assistant Director of Special Education, Assistant Dean of Students, and additional School Adjustment Counselor to meet the academic, social-emotional, and mental health needs of our students.

In 2015 we became a demonstration school, using the Trauma and Learning Policy Initiative (TLPI) inquiry-based process to become a more safe and supportive school. This cycle of continuous learning and growth involves assessment, analysis, goal setting, implementation, reflection, and adjustments to practice. As documented in a study by Boston University, changes in our practice have resulted in an improvement in student attitudes towards



school, increased school-pride by both staff and students, positive shifts in adult beliefs about students, higher parent satisfaction with communication and extracurriculars and a decrease in traditional consequences. The adoption of more restorative response to student behavior has resulted in a decrease in student suspension rates by over 40% since the 2014-15 school year. In addition, we continue to bolster student voice and engagement through our Student Government and our newly formed Students of Color Student Union, which has brought about further positive changes in our community.

Due to the expansion of our program, increased support for students, and improved high school culture, we have seen a significant decrease in attrition at the high school level. In 2014, we projected ten percent attrition for the foreseeable future between 10th and 11th grades, based on our rates at the time (four year average = 14%). For the past four years, we have averaged 5% attrition between 10th and 11th grades and as a result, have been over enrolled by 10-15 students each year. We are meeting the needs of our students and families, as evidenced by the lack of attrition and strong family support and our robust waitlist demonstrates a demand for our available seats. Each year, roughly thirty percent of our available seats in grades 6-9 are filled by siblings and 57% of students have a sibling at SACS, a clear statement of caregiver support.

In recent years, beginning formally with our strategic planning process in 2018, our Board of has been engaged in conversations about the future growth of SACS with stakeholders in our community. Having discussed the possibilities of grade level expansion, regional expansion, and right-sizing our current 6-12 program within the City of Salem, we have determined that, at this time, a minor enrollment expansion would best meet the needs of our current student population, demand for our seats, support the goals outlined in our strategic plan and fulfill our mission.

The Salem Academy Charter School Board of Trustees voted to approve this request on October 27, 2021 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, §§ 18-25. At that meeting, the Board of Trustees authorized me to submit this request on their behalf.

Salem Academy Charter School is an academic success, is a viable organization, and is faithful to the terms of its charter. Salem Academy was founded in 2004; in 2014, Salem Academy was deemed a proven provider. We believe there is ample documentation on file at the Charter School Office supporting Salem Academy Charter School's candidacy for proven provider status if necessary for this request. In 2019, Salem Academy received its third charter renewal with no conditions or findings noted. In his summary to the Board, Commissioner Riley wrote "the school implements its mission and key design elements with fidelity, implements an approved Recruitment and Retention plan, is organizationally viable, and met a majority of the measures contained in its accountability plan. SACS has disseminated its best practices to other public schools within its district and across the state." On the rubric measuring Charter School Performance Criteria, Salem Academy Charter School scored Meets in all categories.

The 2021-22 school year marks Salem Academy's eighteenth year of operation. While the school has grown substantially, there has been stable leadership throughout that time. The Executive Director has been with the school for 14 years as a member of the Administration team, the school's Special Education Director is a founder and is in her eighteenth year, and the Dean of Students is in her thirteenth year with SACS. Board leadership also has been stable with six Board Chairs over 18 years. Most trustees have served two three-year terms, and many former trustees have remained involved on Committees and on the School's Foundation Board.

As documented in our 2019 charter renewal, Salem Academy Charter School is faithful to the mission, substantially meets accountability plan goals, and our mission and implements the four key design elements outlined in our charter: a rigorous college preparatory program, standards-based curriculum and assessment, a service learning program, and a strong school culture that supports learning.

- The success of our standards-based, college preparatory program is well documented in our 2019 charter renewal. Since 2009, we have achieved over a 99% college acceptance rate for our Seniors. We provide access to advanced classwork for all students, with 80% of our Juniors and Seniors having taken at least one advanced level course. As our high school program has grown, so have our course offerings and college-preparatory opportunities for students, including new AP courses and a dual enrollment partnership with Salem State University. In order to further support our current students and growing number of alumni, we have expanded our College Counseling team to include three college counselors who teach a required quarter-long collegiate skills course to both juniors and seniors, provide individualized counseling, support students in transitioning to college, and provide outreach to alumni. These counselors build incredibly strong relationships with students and families and ensure that each student matriculates to the college that is right for them.
- Service-Learning remains a key graduation requirement and a focus of our school. Our students participate in a course every year that teaches them how to research and assess needs in the community, create a solution and implement their projects, whether group or individual. In 2020 and 2021, Salem Academy was awarded a federally funded competitive grant to enhance our Service-Learning program. Through this two-year program, we are building our capacity to engage in explicit teaching and learning of social and emotional (SE) skills/competencies that are integrated and applied throughout all subject areas.
- Salem Academy is a Safe and Supportive School. As stated previously, we have been a demonstration school for trauma-sensitive practices and continue to disseminate these practices through our partnership with the Trauma and Learning Policy Initiative (TLPI). Our strong school culture is grounded in our REACH norms for both students and adults. Responsible, Empathetic, Assertive, Cooperative and Honest are values that will support their ability to prepare for college. In addition, we are committed to ensuring that SACS is a culturally responsive and sustaining school. In 2021, Salem Academy began an 18-month partnership with a Diversity, Equity, and Inclusion (DEI) consulting firm, Onward. Through this work, we are building our capacity to move from a white dominant culture to a multicultural, antiracist organization in order to improve outcomes for our students and fulfill our mission. This year we have also joined DESE's Teacher Diversification Professional Learning Community in order to diversify our faculty and staff.

As a school whose mission is to serve the diverse population of Salem, Salem Academy is proud of its commitment to access and equity. The School is very clear in its outreach to the community that the school welcomes all students regardless of academic proficiency, special needs, English language development, income, or any other factors that may put students' opportunity for success at risk. Salem Academy's school population reflects greater diversity than the diverse population of the City of Salem and Salem Academy's CHART data in our 2020-21 annual report documents that the school is comparable to the District's demographics.

The Salem Academy Charter School Board of Trustees requests that the Board of Elementary and Secondary Education approve this request at its December meeting if possible. Please contact Stephanie Callahan, at [scallahan@salemacademycs.org](mailto:scallahan@salemacademycs.org) or 978-744-2105, ext. 148, if you have any questions about this request.

Sincerely,



Stephanie Callahan  
Executive Director

C: *Alyssa Hopkins, School Development Manager of Office of Charter Schools and School Redesign*  
*Alison Bagg, Director of Office of Charter Schools and School Redesign*  
*David Pabich, Chair, Salem Academy Board of Trustees*

Enclosures:

Amendment Request Cover Sheet

Amendment Request Supporting Documentation

**Salem Public Schools**  
**Student Opportunity Plan - Short Form**  
**Approved by School Committee 3/23/20**

Submitted to DESE portal 12/21/20 (by Jill Conrad - under Steve Zrike email)

**Commitment 1: Focusing on Student Subgroups**

Salem Public Schools has focused its Student Opportunity Plan on the ongoing work to “reimagine the high school experience” for our students born out of the district’s 2017 strategic plan. Since then, the district has pursued three related goals: 1) redesign instruction to embrace student-centered learning that better prepares students for college and career in the 21st century; 2) expand student voice and leadership both in and out of school; and 3) create a college and career going culture. This work is the district’s top priority as it’s been widely acknowledged that our high school currently serves some students well, but leaves far too many behind.

Salem has three high schools. Two are smaller, specialized high schools (one alternative innovation school serving approximately 50 students and one therapeutic day program serving approximately 20 students). Salem High School has 886 students this year (dropping from an enrollment of almost 950 five years ago) and serves the vast majority of students in our city. In addition to the enrollment decline, the student population at Salem High School has become increasingly diverse and economically disadvantaged over the course of the last five years (from 46% to 40% White and from 41% to 47.4% economically disadvantaged). Although some academic progress was made in the past year (moving up from the 9th to the 14th accountability percentile and showing “substantial progress toward targets” earning 58% in 2019 (up from 44% in 2018), largely driven by improved performance among the school’s lowest performing students, much more work is still needed, especially in terms of the EL, SWD, and economically disadvantaged student populations at the school. Achievement gaps persist in each of these areas, across all subjects (In ELA ED students perform 15 points below the schoolwide average, EL and SWD students both score 37 points below. Gaps for Math and science are similar). Indeed, it is increasingly clear that the traditional structures supporting quality education at Salem High School, while they may continue to benefit some, no longer serve the changing needs of the current student population. This must change if Salem High School is going to serve all students in the future.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

Over the last three years, Salem Public Schools has taken several steps to redesign its high school. Several initiatives that began in response to the SPS Strategic Plan are taking root at the school, including:

- Redesign of the school’s guidance department to a more modernized “College and Career Center” with several facilities upgrades

- Introduction of standards-based instruction and grading practices which is helping teachers to prioritize content standards and identify measures of proficiency
- Launch and expansion of project-based learning across multiple disciplines
- Creation of internship opportunities for more than 75 students
- Creation of new, cooperative learning experiences within the school's Career Technical Education program
- Launch of the Early College program involving 50 students through partnerships with Salem State University and LEAP for Education with courses aligned to health care and technology careers
- Integration of technology through a 1:1 chromebook digital learning program
- Introduction of a co-teaching model for EL newcomer students
- Implementation of targeted interventions and Saturday supports to help prepare struggling students for MCAS assessments
- Rollout of a school-wide professional development (in partnership with TNTP) focused on helping teachers form better relationships with students and to be trauma-informed

Last year, a thoughtful, comprehensive school improvement plan was collaboratively developed that provides a solid framework for continuing the redesign work. This plan outlines four "Redesign Practices" around which all work within the high school is now focused. These include:

Redesign Practice #1: Leadership, shared responsibility, and professional collaboration

Redesign Practice #2: Intentional practices for improving instruction

Redesign Practice #3: Student-Specific Supports and Instruction to All Students

Redesign Practice #4: School Culture and Climate

This work continues in earnest, each year, even as the school has experienced leadership turnover. While the high school saw improvement in the last year, more progress is needed to ensure that all students have the same opportunities for success. Our goal is to ensure that all Salem students graduate ready for success in college, work, and life.

Ensuring access, opportunity, and engagement for Salem students who consistently lack access to the most beneficial opportunities and who consistently perform below their peers is the core driver for the high school's improvement plan and as such, nearly all of its strategies align to the evidence based programs outlined in the Student Opportunities Act (SOA). Although the additional aide that Salem will receive through SOA (\$135,000) does not keep pace with the district's increased fixed costs (\$2.1m), and therefore does not really translate into "new, additional resources" for the district, Salem has identified the priority areas around which our SOA plan will focus. To that end, Salem intends to continue and deepen our ongoing work in several areas identified as "evidence based programs" by DESE, all of which are outlined in the Appendix. Out of this full body of work, Salem has identified the following three initiatives for its Student Opportunities Plan. Each of these initiatives will be implemented at Salem High School:

**1. Launch its implementation of the BARR+ Model (Building Assets, Reducing Risks) program.**

BARR is a strengths-based model that provides schools with a comprehensive approach to

meeting the academic, social, and emotional needs of all students. Schools within the BARR Network harness the power of relationships and data to become more equitable, ensure that no student is invisible, and remove both academic and non-academic barriers to learning. BARR has been proven to create statistically significant impacts in 19 areas of academic performance outcomes for students, teachers, and schools, including especially powerful results narrowing opportunity gaps for students of color and students from low-income families. Salem has successfully implemented a similar program, known as City Connects, district-wide in its K-8 schools. The BARR+ program and support through SOA will allow Salem to prioritize implementation at the high school grades, expanding the kind of supports to meet the social and emotional needs of all of our students and especially those who face multiple challenges such as our EL, SWD, and low-income populations. More information about the details of implementation for Years 1 through Year 3 can be found in Appendix B.

<b>FY21 budget item</b>	<b>Amount</b>	<b>Foundation Category</b>
Year 1 implementation cost for the BARR+ program	\$53,000	Pupil Services - High School
.5 FTE BARR Coordinator	\$40,000	Pupil Services - High School
<b>Evidence-based program identified by DESE</b>	<b><i>Evidence-Based Program #14: Community partnerships for in-school enrichment and wraparound services</i></b>	
<b>SOA Program categories</b>	<b><i>SOA Program Category C: Social services to support students' social-emotional and physical health.</i></b>	

2. **Continue implementation and refinement of the Charlotte Forten Early College Program.**

During the third year of Salem High School's implementation of its Early College program, Salem High School plans to deepen its work to continue targeting and recruiting students who are traditionally underserved in higher education. Specifically, the school plans to expand the capacity of the program to 100 students and begin to integrate programming in the 9th and 10th grades to increase awareness about the Early College program and its opportunities for students. This will help improve our ability to target traditionally underserved students. Beginning recruitment efforts earlier in the year as well as in 9th and 10th grades will help build the expectation of participation in the Early College track among a broader spectrum of students. Further, ensuring that career alignment information is shared more widely to show how a college education will enhance their ability to be successful in their chosen career. Finally, ensuring that all SHS staff have an increased awareness of the opportunity and are able to counsel students appropriately. In addition, providing the support of a writing tutor will help remove one of the identified barriers to participation. Salem was just notified of its award of \$60,000 for the Early College program. While many of the costs associated with the program will be covered through this grant, resources through SOA will help ensure we are able to offer the level of transportation

that will be needed to ensure it is not a barrier to participation, especially for our EL, SWD, and low-income populations.

<b>FY21 budget item</b>	<b>Amount</b>	<b>Foundation Category</b>
All of the things in the Early College grant	\$60,000	Other Teaching Services - High School
Student transportation	\$10,000	Other Teaching Services - High School
<b>Evidence-based program identified by DESE</b>	<b><i>Evidence-Based Program #3: Expansion of Early College programs focused primarily on students under-represented in higher education</i></b>	
<b>SOA Program categories</b>	<b><i>SOA Program Category I: Developing additional pathways to strengthen college and career readiness.</i></b>	

3. **Maintain and continue a co-teaching model for EL newcomers.** Beginning in 2019-20, the district launched a co-teaching model for its beginner EL students (students who are at a WIDA Level 1.0 to 2.9). There are a total of 24 beginner ELs currently enrolled who benefit from this model. This has helped provide additional linguistic scaffolds to these students which helps prevent failure and dropout and boosts academic achievement among the students. SHS plans to maintain its current level of co-teaching (with one co-teacher at the high school) and hopes to add more in the future.

<b>FY21 budget item</b>	<b>Amount</b>	<b>Foundation Category</b>
1 FTE (Co-Teacher) for EL Newcomers	\$70,000	Classroom & Specialist Teachers
<b>Evidence-based program identified by DESE</b>	<b><i>Evidenced-Based Program #7: Inclusion/co-teaching for students with disabilities and English learners</i></b>	
<b>SOA Program categories</b>	<b><i>SOA Program Category D: Hiring school personnel that best support improved performance.</i></b>	

### Commitment 3: Monitoring Success with Outcome Metrics and Targets

Salem Public Schools will continue to rely on the state accountability measures to monitor its success with the above programs along with measures that have been spelled out in the SHS turnaround plan.

DESE Outcome Metrics	Custom District Metrics
<ul style="list-style-type: none"><li>• ELA, Math, and Science Achievement for ELs, SWDs, and Economically Disadvantaged students</li><li>• ELA, Math, and Science Growth for ELs, SWDs, and Economically Disadvantaged Students</li><li>• High School Completion for ELs, SWDs, and ED students</li><li>• Attendance rate (reduction of chronic attendance)</li><li>• Conduct (reduced disciplinary incidents)</li></ul>	<ul style="list-style-type: none"><li>• School Climate survey responses from students</li><li>• Participation in Early College program among ELs, SWDs, and ED students</li><li>• Attendance among EL newcomer students</li></ul>

### Commitment 4: Engaging All Families

Salem Public Schools recognizes that family engagement is an essential element to our eventual success, especially in terms of engaging those families who have been traditionally more challenging to reach. Our family engagement plan includes the continuation of engagement strategies underway this year along with those proposed in our school improvement plan. These include:

- Continuation of work teams focused on different aspects of the high school redesign efforts that involve staff, parents/guardians, students, and members of the community
- Continuation of the “High School Redesign Monitoring” team consisting of 18-24 students, parents, and community stakeholders who are monitoring the implementation of the school’s improvement plan
- Continuation of the bi-annual convenings (one in the fall and one in the spring) focused on engaging the broader community in the conversation of high school redesign
- Continuation of monthly open forums that engage parents and community members in topics of interest related to the high school redesign work
- Continuation of plans to launch the Panorama Parent School Culture Survey

With nearly three years of high school redesign now underway, the staff at Salem High School and the district have begun to identify additional outreach strategies to engage members of the community who



may be more difficult to reach. One strategy that has been successful is to hold some of the above-mentioned forums in different locations throughout the community. Salem High School and district staff will identify at least three or four such opportunities throughout the year and work to ensure that these forums and conversations take place in Spanish to better serve the district's Spanish speaking population. Offering child care at these meetings is another way that we have seen increased turnout. Other strategies include: advertising the forums in churches, grocery stores, and other community-based locations, featuring a "headlining" speaker or other presentation of interest along with the conversation about high school redesign, piggy-backing the conversation on other community events, offering live translation services.

Finally, as Salem High School continues this work, the school plans to engage more teachers and staff members in making more frequent, direct contact with all families, either over the phone, or in person. As they do so, efforts will be made to engage these family members in key conversations about the redesign strategies as well as their student's individual progress.

Increased parent engagement in these opportunities will be measured by tracking participation at each event and comparing the numbers of those engaged with those who have participated in the last two years.

## Certifications

✓ **By checking here, I certify that our district has engaged stakeholders in accordance with the SOA. Please summarize your stakeholder engagement process, including specific groups that were engaged:**

While we still have a long way to go, the development of the strategic planning priority to redesign the high school as well as the high school turnaround plan involved a high level of engagement and collaboration over the past few years. Over 400 people from across the district participated in a series of forums and meetings leading to the strategic plan. In 2018-19 a series of more focused meetings involving multiple stakeholders within the high school leading to the school's current improvement plan. Parent surveys focused on their views with regard to the hiring of a school leader affirm the content and focus of the school's plan. A recent parent and community survey focused on the type of leadership needed for the future (as Salem High School currently has an Interim Principal and is currently in the process of hiring a permanent one) reinforced the strategies described in this plan. As Salem became clearer on the district's intended focus for the Student Opportunities Act, the district engaged had planned two community forums to seek feedback from the broader community on the evenings of Monday, March 16th (scheduled at the high school) and Tuesday March 17th (scheduled in the community), however, those convenings were canceled as a result of the coronavirus-related school closure. In lieu of this in-person forum, the district instead shared a draft copy of the plan with the following groups and invited participants to share their feedback online. The following groups received a draft copy of the district's SOA plan:

- Salem High School Staff

- Salem High School parent community, including the PTO
- Salem High School students
- All Salem Public Schools parents and community members
- SEPAC
- The Salem Latino Leadership Coalition
- And other groups as identified

In addition, the district's SOA plan was discussed at the following School Committee Meetings: February 24, March 3, and March 23. On March 23, the School Committee formally voted to adopt this SOA plan.

✓ **By checking here, I certify that our district's school committee voted on our Student Opportunity Plan**

- Date of vote: 3/23/20
- Outcome: vote was affirmative

## APPENDIX A: SHS HS Redesign Initiatives Aligned to SOA

**Table 1: SHS Priorities for 2020-21**

<b>SHS Priority Item</b>	<b>DESE Evidence Based Program Alignment</b>	<b>SOA Program Categories</b>
Increase safety and security infrastructure (Redesign Practice #1)	17. Facilities improvements to create healthy and safe school environments	J - Any other program determined to be evidence-based by the commissioner
Increase funding for project lead the way	5. Expanding access to CTE and innovation pathways reflecting local labor market priorities	I - Developing additional pathways to strengthen college and career readiness
Address infrastructure needs in CTE Pathway, Black Cat Cafe and Medical Assistant Lab	5. Expanding access to CTE and innovation pathways reflecting local labor market priorities	I - Developing additional pathways to strengthen college and career readiness
Create stipended Early College Facilitator Position	3. Early College programs focused primarily on students under-represented in higher education	I - Developing additional pathways to strengthen college and career readiness
Provide funding for Barr+ implementation, including Barr coordinator	14. Community partnerships for in-school enrichment and wraparound services	C - Social services to support students' social-emotional and physical health
Provide transportation for students to internships	5. Expanding access to CTE and innovation pathways reflecting local labor market priorities	I - Developing additional pathways to strengthen college and career readiness
Provide transportation for students to Early College Program	3. Early College programs focused primarily on students under-represented in higher education	I - Developing additional pathways to strengthen college and career readiness
Increase Gateway to College funding	9. Dropout prevention and recovery programs	I - Developing additional pathways to strengthen college and career readiness
Cooperative Education (goal to grow the # of placements)	5. Expanding access to CTE and innovation pathways reflecting local labor market priorities	I - Developing additional pathways to strengthen college and career readiness
Co-teaching for EL Newcomers	7. Inclusion/co-teaching for students with disabilities and English learners	D - Hiring school personnel that best support improved student performance

## Appendix B: Barr+ Program Implementation Y1-Y3

YEAR ONE <b>1</b>	YEAR TWO <b>2</b>	YEAR THREE <b>3</b>
<ul style="list-style-type: none"> <li>• Two days of in-person training on BARR Model Implementation</li> <li>• Weekly virtual coaching</li> <li>• Four on-site coaching visits</li> <li>• Four comprehensive implementation reports</li> <li>• Annual report: school report generated through the BARR National Database reflecting progress in implementation, academic and behavioral outcomes</li> <li>• Annual survey and analysis of teacher perceptions</li> <li>• Annual survey and analysis of student perceptions</li> <li>• BARR Coordinators' Professional Learning Community monthly peer-sharing webinar</li> <li>• BARR Administrators' Professional Learning Community quarterly peer-sharing webinar</li> <li>• BARR Educator Network membership</li> <li>• BARR Model Implementation Manual: 3 hard copies and DVD/CD-ROMs</li> <li>• I-Time Curriculum (Volume I): 20 hard copy editions with 37 classroom lessons</li> <li>• I-Time classroom lessons: online access to Volumes I-III with 100+ lessons</li> <li>• Online access to video trainings for school staff: Block Meetings, Risk Review Meetings, and I-Time Activities</li> <li>• Individualized school profile website</li> <li>• BARR member rate for National Conference registration</li> <li>• Access to BARR Center communications support to highlight individualized school impacts through press and social media outreach and presentation opportunities</li> <li>• Access to BARR online resource portal</li> </ul>	<ul style="list-style-type: none"> <li>• Two days of in-person training on "The BARR Model Approach to Effective Team Meetings" and "Addressing Trauma through BARR"</li> <li>• Weekly virtual coaching</li> <li>• Three on-site coaching visits</li> <li>• Three comprehensive coaching reports</li> <li>• Annual report: school report generated through the BARR National Database reflecting progress in implementation, academic and behavioral outcomes</li> <li>• Annual survey and analysis of teacher perceptions</li> <li>• Annual survey and analysis of student perceptions</li> <li>• BARR Coordinators' Professional Learning Community monthly peer-sharing webinar</li> <li>• BARR Administrators' Professional Learning Community quarterly peer-sharing webinar</li> <li>• BARR Educator Network membership</li> <li>• Online access to BARR Model Implementation Manual</li> <li>• I-Time classroom lessons: online access to Volumes I-III with 100+ lessons</li> <li>• Online access to video trainings for school staff: Block Meetings, Risk Review Meetings, and I-Time Activities</li> <li>• Individualized school profile website</li> <li>• BARR member rate for National Conference registration</li> <li>• Access to BARR Center communications support to highlight individualized school impacts through press and social media outreach and presentation opportunities</li> <li>• Access to BARR online resource portal</li> </ul>	<ul style="list-style-type: none"> <li>• Two days of in-person training on "Reducing Substance Abuse through BARR" and "Promoting Equity through BARR"</li> <li>• Weekly virtual coaching</li> <li>• Three on-site coaching visits</li> <li>• Three comprehensive implementation reports</li> <li>• Annual report: school report generated through the BARR National Database reflecting progress in implementation, academic and behavioral outcomes</li> <li>• Annual survey and analysis of teacher perceptions</li> <li>• Annual survey and analysis of student perceptions</li> <li>• BARR Coordinators' Professional Learning Community monthly peer-sharing webinar</li> <li>• BARR Administrators' Professional Learning Community quarterly peer-sharing webinar</li> <li>• BARR Educator Network membership</li> <li>• Online access to BARR Model Implementation Manual</li> <li>• I-Time classroom lessons: online access to Volumes I-III with 100+ lessons</li> <li>• Online access to video trainings for school staff: Block Meetings, Risk Review Meetings, and I-Time Activities</li> <li>• Individualized school profile website</li> <li>• BARR member rate for National Conference registration</li> <li>• Access to BARR Center communications support to highlight individualized school impacts through press and social media outreach and presentation opportunities</li> <li>• Access to BARR online resource portal</li> </ul>

## **Charter Amendment Request Supporting Documentation**

### **Enrollment Request Rationale**

Salem Academy Charter School's mission is to serve the diverse population of Salem with a college preparatory program for students in grades six through twelve. Through a unique integration of college preparatory classes with service to the community, Salem Academy graduates informed, articulate, and proactive individuals of strong character.

In 2015, Salem Academy charter school was approved to increase its maximum enrollment cap from 372 to 480. The request was designed to increase the size of our high school population to allow us to offer greater breadth and depth of academic choices as well as a more robust extracurricular and social program. At the time, we projected that with 10% attrition between grades 9-11, we would reach an average enrollment of 470 students and believed we were accounting for the flexibility of 10 spaces to accommodate variations in retention and attrition.

As noted in our amendment request letter, there is strong demand for our program. Our applications for admissions are consistently three to four times greater than the number of seats available. Each year, roughly thirty percent of our available seats in grades 6-9 are filled by siblings and 31% of students have a sibling at SACS. Since 2017, we have seen a significant decrease in attrition at the high school level, particularly between grades 10 and 11. Due to this factor, we have been over enrolled by 10-15 students for the past several years. In order to accommodate our current student population, which has remained stable since 2018, we seek to expand our enrollment by 30 seats from 480 to 510.

The Salem Academy Charter School Board of Trustees meets monthly except in August of each year. Meetings are publicized and held in accordance with Open Meeting Laws. A Strategic Planning Committee was created in 2018 and spent a full year developing a long range strategic plan for the school. Since that time our Board has been engaged in conversations about the future growth of SACS with stakeholders in our community. Having discussed the possibilities of grade level expansion, regional expansion, and right-sizing our current 6-12 program within the City of Salem, the Board has determined that, at this time, a minor enrollment expansion would best meet the needs of our current student population, demand for our seats, support the goals outlined in our strategic plan and fulfill our mission.

If this request were not to be granted, we would need to decrease the number of seats available in our lottery next year by 15%, in order to reach our 480 student cap. Salem Academy Charter School's primary entry points are 6<sup>th</sup> grade and 9<sup>th</sup> grade. In order to avoid cutting programs and support at the high school level, we would need to reduce the number of seats available in our middle school. On the contrary, a minor enrollment expansion to continue serving our current population of students would allow us to sustain the level of program and support that currently exists and would provide opportunities to continue to grow in our key design element areas.

The Board of Trustees has played an active role in the planning that has resulted in this proposal to increase the school's enrollment. Following discussion at the October 27, 2021 meeting, on a motion duly made and seconded, the Board voted to submit this proposal for an amendment to the school's charter to increase the maximum enrollment to 510 students.

The Board of Trustees wishes to increase the maximum enrollment cap to ensure that we can continue to offer robust academic and extracurricular programs, along with the academic, social-emotional, and mental health support students need to succeed in school, particularly in light of the pandemic. Over the past 7 years, as noted in our request letter, we have been able to expand our academic, extracurricular, and social opportunities for students, as well as provide increased academic and social emotional support. We have grown our STEM programs, both in terms of courses and extracurriculars, increased the number of college counselors we have on staff, expanded our Service-Learning resources and leadership, and we are in the process of working towards our strategic plan goals of increased alumni support to ensure that our graduates have the resources they need to persist through college.

### Family Support

Each year, Salem Academy Charter School asks parents of all students to complete a simple “Family Satisfaction Survey”. Consistently, for years, an average of 90% or more of respondents agree or strongly agree that “Salem Academy is serving its mission”. In contrast, prior to our most recent expansion, only 60% of families agreed that “Extracurricular activities, arts, athletics, and enrichment programs are sufficiently varied and appropriate to meet students’ needs”. Since 2018, that rate has improved by 15%. Families are happy that progress has been made and are looking for us to continue expanding opportunities for students to pursue unique special interests, to play on athletic teams, to perform on stage, and to have active, wholesome social lives.

### Enrollment Table

Projections here reflect anticipated enrollment of 498 students; the maximum cap of 510 is intended to allow for variations in projected retention and attrition.

Historical Enrollment								
Year	6	7	8	9	10	11	12	Total
2014-15	61	69	56	53	55	45	34	373
2015-16	72	72	71	67	44	50	44	420
2016-17	72	72	72	82	60	40	44	442
2017-18	74	73	72	82	74	56	44	475
2018-19	73	76	72	79	65	70	56	491
2019-20	73	72	72	82	70	60	66	495
2020-21	72	73	72	74	75	70	59	495
2021-22	72	72	71	78	67	71	64	495
Projected Enrollment								
Year	6	7	8	9	10	11	12	Total
2022-23	72	72	72	78	71	64	68	497
2023-24	72	72	72	78	71	68	61	494
2024-25	72	72	72	78	71	68	65	498
2025-26	72	72	72	78	71	68	65	498
2026-27	72	72	72	78	71	68	65	498

### **Enrollment Policy**

No change will be required to the existing, approved Enrollment Policy.

### **School Data**

Salem Academy consistently has had high attendance rates averaging 95% for many years. As stated in our amendment request letter, we have shifted from a traditional to restorative approach to student behavior as part of our Safe and Supportive Work. These shifts in practice have resulted in a decrease in student suspension rates by over 40% since the 2014-15 school year.

During the 2015-2016 school year we transitioned to a new Student Information System--Rediker Software. This software required a new mechanism to report our students who had transferred to another school district, or moved out of state. As a result in the 2016-2017 school year we had several students who were inaccurately represented as dropouts in our student data set. Since then, we have worked with our data specialist, Diane Monaco, to resolve these issues and ensure that each student is accurately coded. Additionally, each student who withdraws from Salem Academy has an individualized meeting with their principal to ensure we have done all we can to keep them as our student, and certify the information we report to the state is accurate. All of these steps combined have allowed us to reduce our number of dropouts each year to nearly 0%, as our October 2021 SIMS data will show.

### **Academic Performance**

The school's performance on MCAS is well documented. Our MCAS scores are consistently at or above the MA State average and well above the local district scores. 80% of our 11th and 12th grade students have completed at least one advanced level course. While standardized assessments have been significantly disrupted during the pandemic, we are proud of our students' persistence in taking the PSAT, SAT, and AP exams and our students are on track to meet our SAT targets outlined in our five-year Accountability Plan.

In 2021, we were awarded a competitive grant to fund a 100-hour middle school summer learning program. We recruited our at-risk students in grades 6-8 to participate in this program designed to accelerate learning and prevent summer slide. The program also focused on reconnecting with students and building social-emotional competencies. While we did not meet our enrollment goal of 60 students due to student availability, we were able to achieve significant outcomes with the students who did attend the program. Students participated in the pre- and post-program Star assessment through our partnership with BellXCel. While the program goal is for students to gain one-month of learning in reading and math in one-month of programming, our students grew an average of 3 months or more in both reading and math. Both teachers and students reported high satisfaction rates with the program. The program summary is attached as a supporting document.



# 2020-2021

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# ANNUAL REPORT

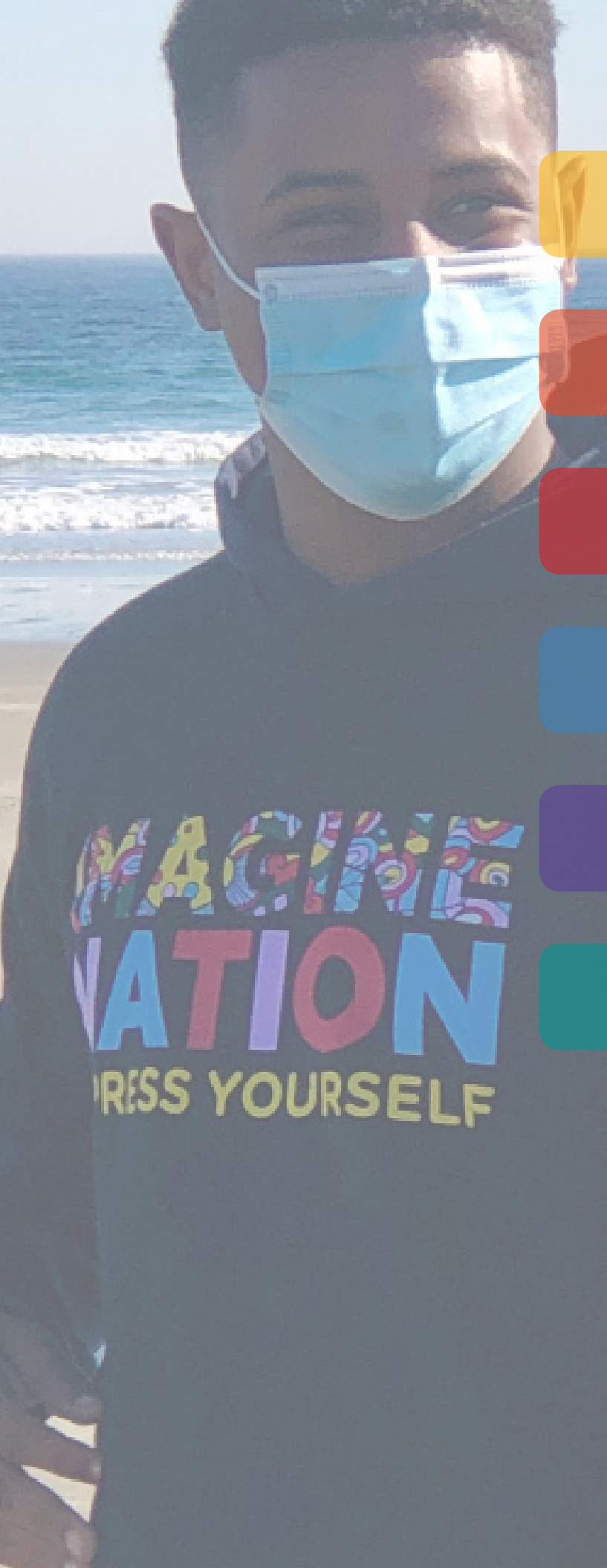


**NORTHSHORE  
EDUCATION  
CONSORTIUM**

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Northshore Education Consortium  
112 Sohier Road, Beverly, MA 01915  
Tel: 978-232-9755 | [www.nsedu.org](http://www.nsedu.org)





"This is just the beginning  
of my story, and because of  
all of you, I hope to make it  
a great one."

- NEC Graduate



**NORTHSHORE  
EDUCATION  
CONSORTIUM**

**Member School Districts:** Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich Public Schools, Lynn, Lynnfield, Manchester-Essex Regional, Marblehead, Masconomet Regional, Nahant, North Reading, Peabody, Pentucket Regional, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town Union (Boxford, Middleton, Topsfield)



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# Message From the Executive Director

October 2021

Dear Northshore Education Consortium Members and Friends;

I am pleased to share this report highlighting the activities and accomplishments of the 2020-2021 school year.

I am proud to report that even during this most challenging year, Northshore Education Consortium remained committed to the core mission of providing high quality, cost effective public programs, support services, and resources to assist member districts in meeting the needs of students who require specialized educational services.

In addition to the ongoing challenges of remaining fully operational during a global pandemic, we were challenged by national political turmoil, difficult conversations about race and equity, and on a more local level, a major flood at 112 Sohier Road, causing two of our programs to close and relocate shortly after we reopened. Our community members supported one another through the loss of a medically fragile student who died of complications from COVID-19, and we supported one another as our colleagues, students, and families dealt with the many physical and mental health challenges that they faced in their own lives.

Throughout the year, we shifted our priorities to make sure that physical health and emotional well-being took center stage. I was incredibly proud of the way in which our teams pulled together, shifting gears multiple times to make sure our students were safe, cared for, and educated, and our business operations were uninterrupted. By mid-July 2020, all of our programs were open for in-person learning, albeit with modified schedules and public health procedures in place. In late September, when 112 Sohier Road was flooded, we relied on support from our larger community to shift back to remote instruction for the Kevin O'Grady School and Northshore Recovery High School, while working to find and secure safe and appropriate alternative spaces for the months of October, November, and December. By January, all programs were back in their buildings, and by April, all had resumed full time schedules.

Our Nursing staff and Program Leaders made sure that all COVID-19 safety protocols were vigilantly followed, allowing us to have even our medically fragile students attend in-person learning, and that students and staff requiring accommodations or remote instruction received it. I was incredibly impressed by the resilience and creativity of our multidisciplinary staff as they found new and creative ways to help our students progress despite the many external challenges. We became proficient at holding classes and meetings on Zoom, and embraced technology in a whole new way.

I am very proud that our Diversity, Equity and Inclusion Committee continued to meet throughout the year, helping me provide ongoing Professional Development and support for our community as we grappled with the issues of societal racism that were playing out in our larger communities.

I am also pleased that we were able to provide remote support for special education staff in our member districts through well attended, frequent, job-alike groups for special education administrators, team chairpeople, and school psychologists. And, that we were able to continue to provide wraparound supports and home-based services safely where they were most needed.

During times of crisis, the strength of a community is tested. The NEC community passed the test, and continues to amaze me each day! I feel privileged to work with such talented colleagues, students, and families. With thanks for your ongoing support,



FRANCINE H. ROSENBERG  
EXECUTIVE DIRECTOR

# Collaborative Information

## HISTORY




















Founded in 1974, the Northshore Education Consortium was one of the first regional collaboratives in Massachusetts and is the largest provider of intensive special education services to children and youth with emotional, behavioral, and developmental disabilities on the North Shore.

## GOVERNANCE AND LEADERSHIP

Northshore Education Consortium is governed by a 20-member Board of Directors, representing the 22 districts served (Tri-Town School Union is represented by their shared Superintendent.) All districts are represented by their Superintendent. The full Board meets six or seven times per year. Each board member also serves on one of four subcommittees: Finance, Facilities, Policy and Personnel. Each subcommittee meets several times during the year.

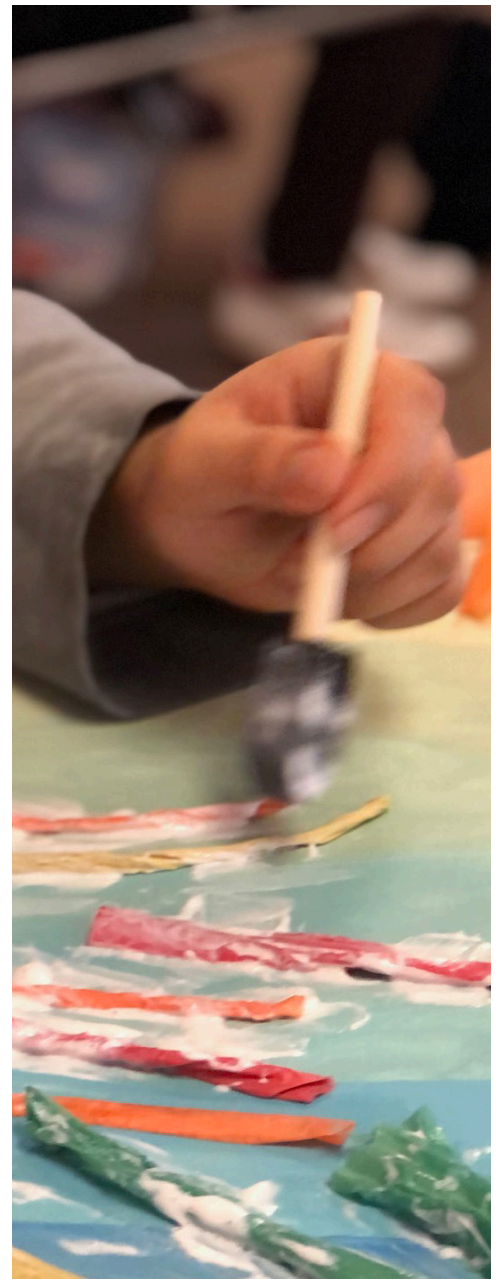
The administrative leadership team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

## MEMBER DISTRICTS/ BOARD OF DIRECTORS, 2020-2021

-  Beverly Public Schools- **Dr. Suzanne Charochak**
-  Danvers Public Schools- **Dr. Lisa Dana**
-  Gloucester Public Schools- **Mr. Ben Lummis**
-  Hamilton-Wenham Public Schools- **Ms. Mary Beth Banios**
-  Ipswich Public Schools- **Dr. Brian Blake**
-  Lynn Public Schools- **Dr. Patrick Tutwiler**
-  Lynnfield Public Schools- **Ms. Kristen Vogel**
-  Manchester-Essex Public Schools- **Ms. Pamela Beaudoin**
-  Marblehead Public Schools- **Dr. John Buckey**
-  Masconomet Regional- **Dr. Michael Harvey**
-  Nahant Public Schools- **Mr. Anthony Pierantozzi**
-  North Reading Public Schools- **Dr. Patrick Daly**
-  Peabody Public Schools- **Dr. Joshua Vadala**
-  Pentucket Regional School District- **Dr. Justin Bartholomew**
-  Reading Public Schools- **Dr. John Doherty**
-  Rockport Public Schools- **Mr. Robert Liebow**
-  Salem Public Schools- **Dr. Stephen Zrike**
-  Swampscott Public Schools- **Ms. Pamela Angelakis**
-  Tri-Town School Union- **Dr. Scott Morrison**
-  Triton Regional School District- **Mr. Brian Forget**

## ADMINISTRATIVE LEADERSHIP TEAM, 2020-2021

-  **Francine Rosenberg**, Executive Director
-  **Glenn Bergevin**, Chief Financial Officer
-  **Martha Krol**, Principal/Director, Kevin O'Grady School
-  **Andrea Holt**, Director, Kevin O'Grady School
-  **Stephanie Couillard**, Director, Kevin O'Grady School
-  **Kenneth Letzring**, Principal/Director, Northshore Academy Upper School
-  **Tracy Farragher**, Principal/Director, Northshore Academy Lower School
-  **Michelle Lipinski**, Principal/Director, Northshore Recovery High School
-  **Charles LeBuff**, Principal/Director, Topsfield Vocational Academy & STEP
-  **Ellen Heald**, Principal/Director, Embark & SOAR Programs
-  **Monique Bourgault**, Director of Facilities
-  **Eric Aldrich**, Director of Educational Technology
-  **Windi Bowditch**, Director of Clinical Training and Consultation



# Mission/Vision/Core Values & Beliefs

## MISSION

The mission of the Northshore Education Consortium is to support member districts by offering high quality, cost-effective school programs, consultation, professional development, support services and resources to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs.

## CORE VALUES:

1. Individualized, Strength-Based Education
2. Compassion and Respect
3. Teamwork and Collaboration
4. Excellence and Lifelong Learning

## GUIDING BELIEFS:

1. Communities need a broad continuum of options for children with disabilities and other risk factors.
2. All children deserve an education that allows them to achieve their full human potential, whether that means preparation for college or career, or maximum independent functioning and quality of life.
3. All children deserve an education that is individualized, strength-based, and has high expectations for achievement.
4. People with disabilities and their families deserve to be treated with compassion and respect.
5. Best outcomes are achieved through multi-disciplinary teamwork and collaboration between families, educators, and community partners.
6. Every member of the community, regardless of age, role, or ability should be engaged in a continuous learning process with a commitment to the highest level of excellence.

## LONG-RANGE VISION:

Our vision is to provide a continuum of services for our region, to ensure the best possible outcomes for all students, particularly those with risk factors or disabilities. We will strive to do this by providing outstanding educational programs, but also by becoming the “go to” resource in the region for individuals looking for consultation, training, information or guidance around helping children with special needs.

We will achieve this vision by continuously developing the following:

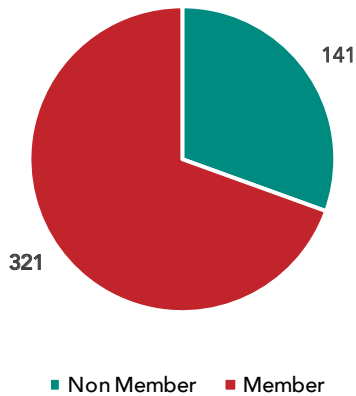
1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
  - a. Assuring that our programs utilize the latest evidence-based practices.
  - b. Assuring that high standards are set for all students, regardless of disability, and that we are continuously measuring our success in meeting those standards.
  - c. Assuring that we have access to current technology, adaptive equipment, and other resources necessary for preparing our students for college, career, citizenship, and maximum independent functioning.
  - d. Providing opportunities for students to experience a rich array of opportunities beyond the core curriculum, including arts, fitness and wellness, community trips and activities, service learning, internships and supported work opportunities, etc.
  - e. Maintaining strong connections to community organizations that provide medical and mental health services.
  - f. Providing supports and services for families of children with special needs.
2. State-of-the-art professional development opportunities for our own staff and those from our districts, enabling them to stay up-to-date on best practices for complex youngsters.
3. Consultation, home, and school-based services that respond to the needs of our districts.
4. Partnerships with other schools and collaboratives, colleges, state and community agencies to advocate for and promote the interests of children and young adults with complex needs and their families.



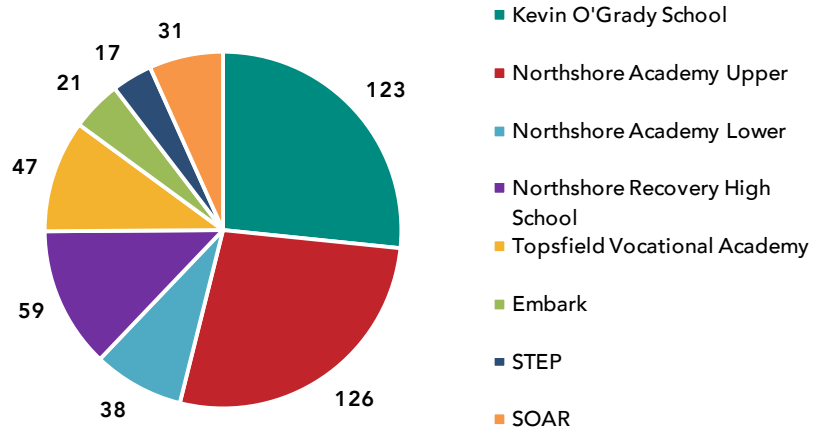
# School Programs 2020-2021

During the 2020-2021 school year, Northshore Education Consortium's approved day schools served 462 students from 21 member and 37 non-member districts.

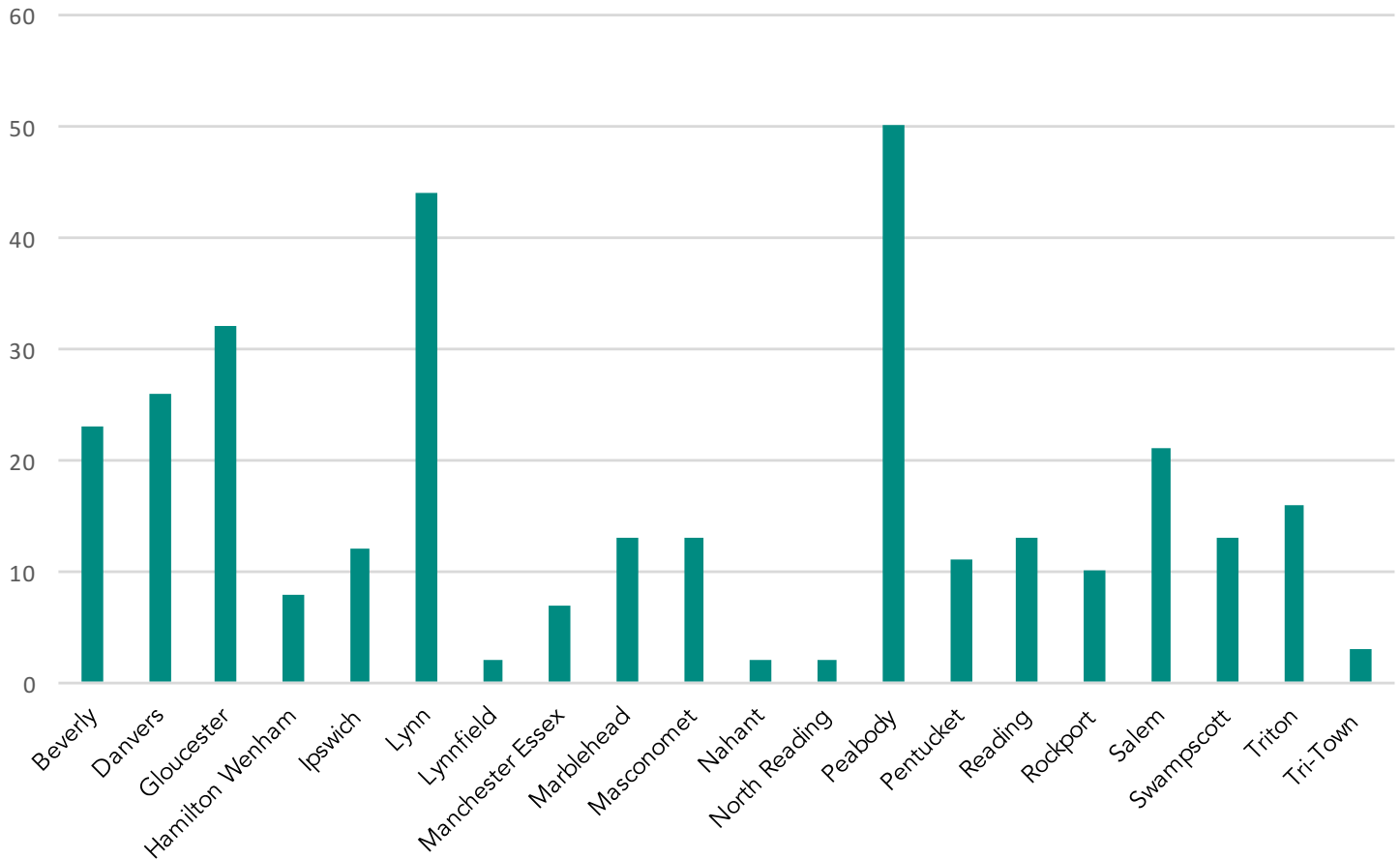
## STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



## STUDENTS BY PROGRAM



## STUDENTS SERVED BY MEMBER DISTRICTS

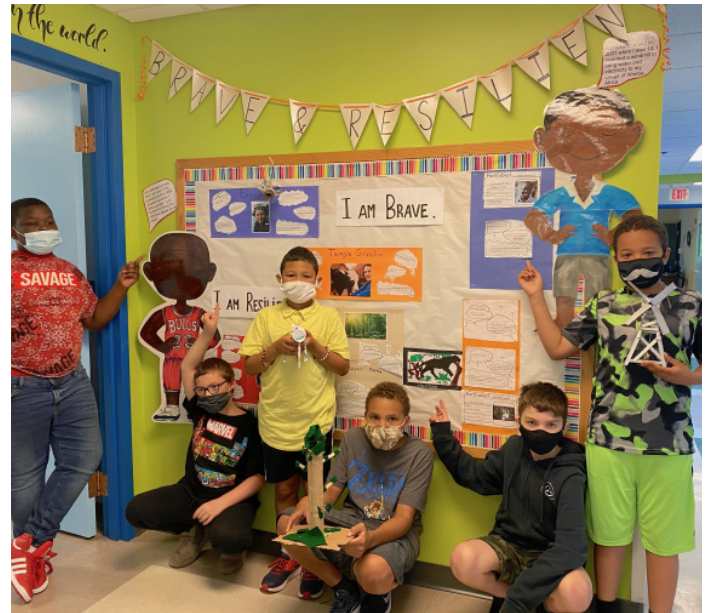
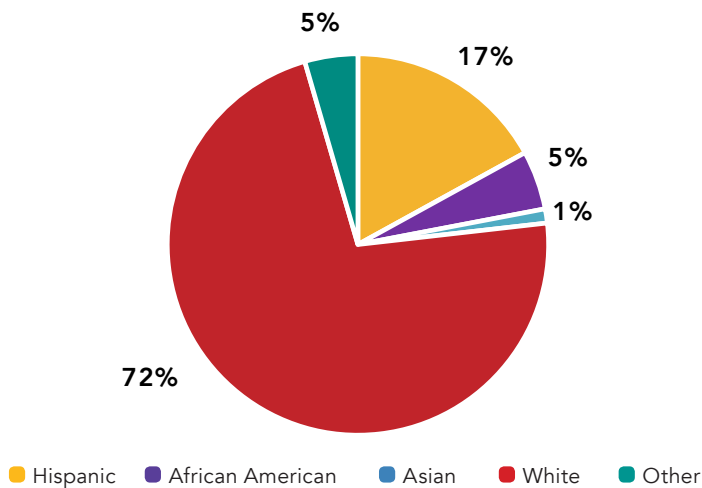




# Demographics

The following information is based on DESE School and District Profile Data.

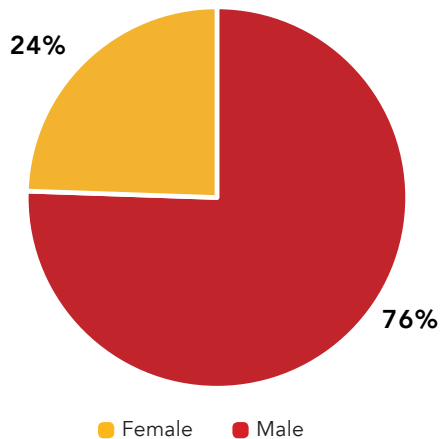
## RACE & ETHNICITY



"I have gone from feeling lost to having options that I feel positive and passionate about. Finally, I am ready to see the things I can do in the world!"

- NEC Graduate

## GENDER



## ADDITIONAL DATA

First Language not English	10.2 %
English Learner	2.1 %
Economically Disadvantaged	64.7 %



# Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

The **Kevin O'Grady School (KOG)** serves students age PreK-22 with significant developmental disabilities including:

- Intellectual impairments
- Autism
- Multiple disabilities
- Physical disabilities
- Complex medical needs
- Sensory impairments
- Visual impairments
- Deafblindness

The Kevin O'Grady School focuses on developing academic and life skills to maximize students' educational potential and increase opportunities for meaningful participation in home and community activities.

During the 2020-2021 school year, the Kevin O'Grady School served 123 students from 34 districts.

MCAS-Alt. Portfolios were submitted for all eligible students in grades 3 through 10.

## APPROACH

At the Kevin O'Grady School, each student's program focuses on developing these core skills:

- Communication (including augmentative and assistive technology)
- Movement & functional mobility
- Activities of daily living
- Social & leisure skills
- Pre-vocational & vocational skills
- Adaptive behavioral skills

## SPECIALIZED SERVICES:

- Vision, orientation & mobility and deafblind services
- Support groups & workshops for families
- Home services
- Augmentative & assistive technology assessments
- Brace & wheelchair clinic



## PROGRAMS:

**Foundations** - For our youngest students with developmental disabilities and autism beginning at age 3, included our integrated preschool program with peer models. Following a theme-based curriculum, which incorporates a multisensory approach and systemic instruction, students learn developmentally appropriate skills to allow for transitions back to their neighborhood schools or to other specialized classrooms.

**Access** - For students age 6-22 with multiple impairments and complex medical needs. Nursing services and therapies are integrated into the classroom. Adaptations including sensory diets, augmentative communication systems, adaptive equipment and environmental supports enable students to actively engage in all parts of their day.

**Reach** - For students age 6-13 with autism, developmental, or intellectual impairments. Through systematic instruction, including research-based teaching methodologies and applied behavior analysis, students acquire the academic, communication, social-emotional, and self-help skills needed to reach their full potential.

**Strive** - For students age 14-22 with autism, intellectual impairments, and other complex needs. Students acquire the self-help, sensory, self-regulation, leisure, and pre-vocational skills needed to reach their full potential. The emphasis is on active learning through systematic instruction using research-based teaching methodologies.

**Target** - For students age 14-22 on the autism spectrum or with intellectual impairments who are ready for vocational job opportunities. Students focus on academic, communication, social-emotional, self-help, pre-vocational/vocational and life skills needed for successful transition to adult services. Along with comprehensive vocational assessment, systematic skill instruction occurs in in-house vocational areas, community based vocational internships, and through community outings.



# Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School (NSAU)** serves students in grades 7 through 12 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. The Academy served 126 students from 40 districts during the 2020-2021 school year. 21 students graduated. 6 of these student went on to college, 4 entered the workforce, and 11 continued to either receive special education services or enroll in a job or vocational skills program.

At the Academy, clinical and behavioral supports are fully integrated into the students' day, enabling them to focus on academic progress while also building social skills and skills for coping and self-regulation.

In addition to providing a challenging academic curriculum, the Academy's programs and services have been designed to help students enhance social skills, acquire new knowledge and develop supportive relationships within their school and communities, preparing them for their return to their home school, college, and/or job placement. This is accomplished through assigning each student to a Multi-Disciplinary Team of professionals and specialists, who, along with the student's parents, work together to meet the individual student's needs through the use of innovative educational programming, clinical support, and specialist services. All students have an Individual Educational Plan and are referred through the Special Education Department of the student's sending school district.

## Programming at Northshore Academy Includes:

### ACADEMICS:

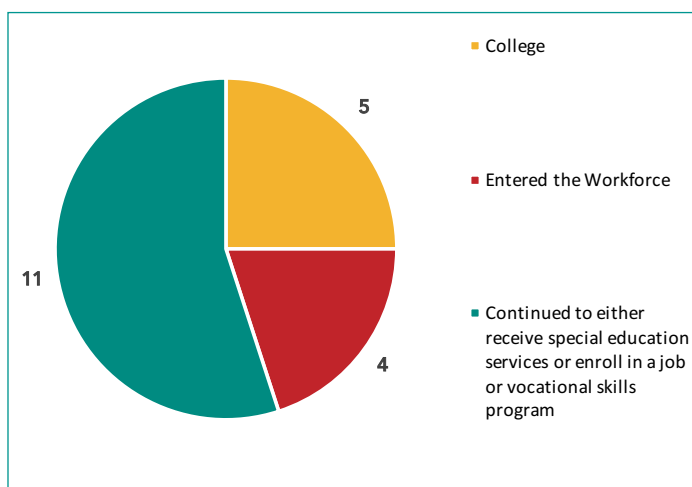
- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project-based learning and opportunities for physical and recreational development, including a dynamic outdoor adventure program.
- Small classroom size which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to more accurately assess the educational strengths and needs of each student
- Vocational programming and work study opportunities presenting college and/or employment options to students



### CLINICAL SERVICES:

- Psychosocial assessment to accurately determine social, emotional and behavioral interventions needed to support student success in the classroom
- Case management coordinating school-based services and/or facilitating referrals to outside agencies for substance abuse treatment, psychiatric assessment, and individual and/or family therapy
- Family supports
- School based counseling
- Psycho-educational groups (i.e. life skills, anger management, transition to young adulthood, teen health, social skills, college and career preparation, social thinking curriculum-based groups, etc.)
- Art/expressive therapy
- Speech and language, occupational therapy, or physical therapy if needed

## POST-GRADUATION PLANS



*The Academy served 126 students from 40 districts during the 2020-2021 school year. 21 students graduated.*

# Northshore Academy Upper School

## STUDENT SUPPORT SERVICES:

- Social skill development specific to classroom and community interaction (anger management, decision making, critical thinking)
- Crisis management
- Behavioral and emotional support targeted at keeping the student in their classroom

## TRANSITION PLANNING AND COLLEGE PREPARATION SERVICE

- Career awareness and exploration activities (job shadows, Junior Achievement, class sessions, mini-workshops)
- Career center workshop
- College planning and preparation throughout the year
- Internships
- Classes on employment and career development skills
- Numerous college and trade school tours and information sessions
- Transition Planning Night for parents to provide information about college exploration, career preparation, digital portfolio use, the IEP process and transition planning, and how to use community resources and supports to prepare students for life after high school.
- Close collaboration with the Massachusetts Rehabilitation Commission
- On-site PSAT and SAT
- Dual enrollment

## ENRICHMENT ACTIVITIES:

- Intramural basketball and soccer teams
- Saturday and school vacation hiking trips
- Drivers Education provided on-site in collaboration with Triad Driving Academy
- After-school “LAN” parties (Local Area Network) which give students an opportunity to come together and develop social skills while engaging in a variety of gaming activities
- Electives including technology, culinary arts, fine arts, music and drama, and rock climbing.





# Northshore Academy Lower School

83 PINE STREET | PEABODY, MA

The **Northshore Academy Lower School (NSAL)** is located in West Peabody and serves students in grades K through 6 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. The Lower School served 38 students from 21 districts during the 2020-2021 school year.

The Academy Lower School features small self-contained classrooms with a great deal of individual support. Clinical and behavioral support staff work closely with each classroom team, creating a closely connected multi-disciplinary team working with each student and their family.

In recent years, Northshore Academy Lower School has worked to embrace a Trauma-Informed approach. Eight staff members have completed a certificate program in trauma & learning through Lesley University. All staff have completed Level 1 training through MGH's THINK:KIDS program, and five program leaders received intensive coaching on the implementation of their Collaborative Problem Solving approach. We are proud that these efforts have resulted in a decreased need for time-out or physical intervention.

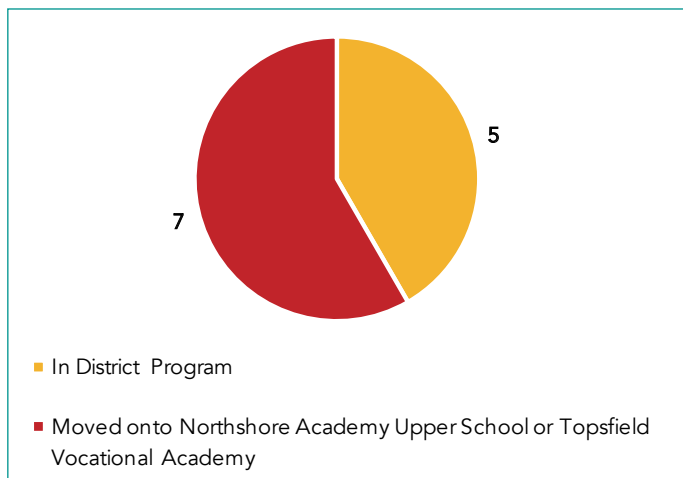
The Lower School has filled a need for districts to provide comprehensive, short-term assessment for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress and/or return to a less restrictive placement.

Many students who attend the Academy Lower School, whether for a short or a longer-term placement, are able to return to a less restrictive environment.

During the 2020-2021 school year, 12 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 5 of these students returned to an in-district setting, while 7 moved onto Northshore Academy Upper School or Topsfield Vocational Academy.



## SCHOOL PLACEMENT POST GRADUATION



*During the 2020-2021 school year, 12 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 5 of these students returned to an in-district setting, while 7 moved onto Northshore Academy Upper School or Topsfield Vocational Academy.*





# Topsfield Vocational Academy & STEP Program

248 BOSTON STREET | TOPSFIELD, MA

**Topsfield Vocational Academy (TVA)** is located in Topsfield and serves 8th-12th grade students with a range of learning and social-emotional, and behavioral health challenges.

During the 2020-2021 school year Topsfield Vocational Academy educated 64 students from 25 districts. 17 of these students were in the STEP program. 15 students graduated. Two of these students enrolled in community college. 6 went into the workforce and 2 went to Job Corp. 1 student entered the Coast Guard. The other four students were still working on their future plans at the time of this report.

In addition to academic and clinical programming, Topsfield Vocational Academy features on-site vocational shops in the areas of culinary arts and carpentry, and a wide variety of community based vocational internships. TVA maintains a partnership with Essex Shipbuilding Museum, giving students the opportunity to participate in building boats and learning about the maritime history of the region. Throughout the year, students raised over \$1000 to support TVA's sister school, Hope Academy, in Africa, and has developed a podcast read aloud with TVA students reading texts to enrich the curriculum at Hope Academy.

"Thank you for motivating me to get my work done even when I didn't want to, and for building a relationship with me and other students...the little things matter the most."

- NEC Graduate





# Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

**Northshore Recovery High School (RHS)**, located in Beverly, is designed to meet the needs of high school students who have had a history of substance abuse but who have made a firm commitment to recovery. Funded by the State Department of Public Health and local school districts, RHS provides students a high school environment with the specialized clinical supports needed by students who are struggling with issues related to recovery, and often other mental health or learning challenges.

Students can be referred to RHS by schools, parents, courts/state agencies, drug & alcohol treatment agencies and residential programs. Students must have a recent diagnosis of a substance abuse disorder, be committed to an individual plan of recovery and, along with their parents or other caring adult, must be willing to sign an accountability contract.

During the 2020-2021 school year, RHS served 59 students from 25 communities. 12 students graduated. Two of these students enrolled in college and two others are planning to attend college in the spring. Other students are working or focused on their continuing recovery.

## PROGRAM DETAILS:

- RHS aligns with Massachusetts State Standards, MCAS testing protocols and the course requirements of Northshore Education Consortium's member school districts.
- Curriculum is designed to meet the complicated needs of the enrolled students. Students work on a competency-based curriculum that adheres to the CES Principles.
- While not a special education placement, staff at RHS are able to meet the needs of students with IEPs who require accommodations and/or specially designed instruction.
- Students are eligible for graduation from their sending school district. The Guidance Counselor of RHS is responsible for coordinating requirements and credits needed for graduation with sending districts.
- Guidance staff work closely with districts, treatment providers and other residential placements to provide an accurate transcript for enrolled students.
- RHS provides wrap-around case management for students who have complex histories with court, DCF and other community adolescent and adult serving agencies.
- Students must be committed to and actively working on a valid individual program of recovery.
- Supporting the recovery culture of RHS, students and their parents will be accountable to develop and maintain their own recovery plan with the support and recommendations of RHS staff.
- All students participate in clinical groups and drug testing as part of the program.
- Substance abuse counseling will be provided to students during after school hours by an outside substance abuse treatment agency. RHS Counselors will be available for on-site support and referral recommendation and facilitation as needed.



# Transition Programs

SALEM STATE UNIVERSITY | 121 LORING AVENUE | SALEM, MA

NEC's **Transition Programs (SOAR & Embark)** prepare young adults with moderate learning, psychiatric or intellectual disabilities for successful independence and employment, and in some cases, continuing education.

Although the pandemic caused us to reduce the scope of certain community-based experiences and to spend more time on-site and/or working remotely, we continued to bring students to off-site internships following public health guidelines.

## Embark Program

The **Embark Program** is located at the Enterprise Center at Salem State College and is geared toward students with learning delays and intellectual disabilities. Students use the college campus resources (such as the library, bookstore, wellness center, and food court) to enhance their academic, vocational, and physical education. In 2020-2021, Embark served 21 students. Three students graduated with certificates of completion upon reaching the age of 22 and went on to adult day programs or supported employment. All students had gained skills for independent travel and/or using The Ride.

### PROGRAM COMPONENTS

The Embark experience has two major components; independent life and occupational development. The components are integrated and together contribute to the successful transition of each student from home and school to independent life.

#### Independent Life

The Independent Life component focuses on foundation skills:

- Using resources within the community
- Public transportation training
- Consumer skills
- Social skill training and application
- Leisure options
- Oral & written communication; computer literacy
- Current events and issues
- Health issues & issues pertaining to adult sexuality
- Occupational Development

#### Occupational Development

The Occupational Development component includes foundation skills, vocational/career preparation and placement, occupational assessment and advisement; internship opportunities. Students must attend Embark for a minimum of two years, up to a maximum of four years. The program sequence is individualized and includes the following:

- Vocational assessment
- Internship and/or job placement
- Residential living preparation
- Transition related issues
- Maintaining employment





# Transition Programs

## SOAR Program

**SOAR** is a specially designed transition program for students aged 18-22 with Autism Spectrum Disorder, anxiety disorders and related diagnoses. The goal of the program is to assist students in transitioning to college and the world of work and to support students in becoming confident contributing members of society.

During the 2020-2021 school year, 31 students attended the program. 10 students graduated with high school diplomas. Five of these students went on to college and two were employed as of the writing of this report. The three remaining students were connected with adult service agencies. All had skills for independent travel.

### PROGRAMS COMPONENTS

- Life skills (contract with parents, student, and school)
- Curriculum (self-awareness, self-disclosure, self-advocacy)
- Time management
- Physical education (self-calming, self-regulation, yoga)
- Study skills (test preparation)
- Class etiquette (how to speak with different levels/relationships, etc.)
- Organizing work
- Group skills
- Raw arts (therapeutic art program)
- Negotiating (Compromising skills teaching brain function, language)
- Transportation
- Leisure (drugs, alcohol, sex, social networking)
- Social Skills (dating, roommates, hygiene)
- Vocational



# Consultation, Contract Services and Regional Training

During the 2020-2021 school year, NEC provided vision, orientation and mobility services to 22 districts, and mental health consultation or wraparound services to 12 districts.

## **CONNECTIONS WRAPAROUND PROGRAM**

We were particularly proud of the expansion of our Connections Program. Through this program we were able to serve 25 high risk students in 9 different districts. Connections clinicians were able to keep “eyes on” students who weren’t attending school or were disengaged from the learning process, help districts with assessing student mental health needs, and help students and families access community based services.

## **REGIONAL PROFESSIONAL DEVELOPMENT**

In addition, we were able to continue to provide Youth Mental Health First Aid training and Stress, Self-Care, and Resilience training remotely and free of charge to our districts thanks to grant and philanthropic support.

Throughout the pandemic, NEC expanded our hosting of job-alike groups for Special Education Administrators, team chairpeople, and school psychologists, providing much-needed collegial support during a very stressful year.

## **NEC FAMILY CENTER**

The NEC Family Center runs several parent support groups and maintains a comprehensive resource library filled with books, pamphlets, and other materials on a wide range of disabilities and special education, mental health, and substance abuse issues. These resources are available for parents and professionals throughout the region.

**"My daughter now has a goal that she set. If it weren't for your school and staff, I feel she would not have accomplished as much as she has. I never thought her transformation would be this great. I cannot express how thankful I am."**

- NEC Parent





# Cost Effectiveness of Programs & Services

NEC's approved day programs are both cost-effective based on a clear financial analysis of rates, but also enable districts to save on transportation costs by keeping students closer to home, and they are able to provide a higher quality service to students by pooling specialized expertise within one central location.

The simplest way to discuss the cost-effectiveness of NEC approved public day programs is to compare them to private special education placements that serve similar populations. (See chart on next page.)

Based on an analysis of private schools serving similar populations, member districts can save up to \$300/day (over \$50,000/year, not including transportation costs) by sending a student to an NEC program. (All rates are based on OSD FY 2021 data, compared to NEC FY-21 rates, and are based on daily rates for day programs, and rounded to the nearest dollar). NEC tuition rates include all therapy services. It is important to note that for FY21, the NEC Board voted to freeze tuition rates and utilize surplus funds to balance the budget. This was enormously beneficial to our member districts during a very uncertain time.

## **COST EFFECTIVENESS OF RECOVERY HIGH SCHOOL**

It is difficult to articulate the cost-effectiveness of RHS based on financial analysis. There are only five Recovery High Schools in MA, and there are not a lot of similar programs or schools to compare them to. By providing a regionalized Recovery High School, we are able to offer highly specialized services to a targeted group of high risk teenagers and enable these students to receive the needed supports to earn their diplomas. Most districts would be unable to provide these services within districts, as the cohort of students who need the service would be too small.

Districts were charged tuition of 73 to 115/ day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by the DPH grant.

Many of the students, prior to enrollment at RHS were utilizing extensive mental health services within their public schools, or were enrolled in public or private day or residential schools with tuitions ranging from 232/day (Northshore Academy) to 519/day (Manville School).

## **COST EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT**

Our professional development offerings are cost effective as they enable us to bring experts to our region and share the expertise of our own staff. Without these offerings, districts would have to pay individual staff members to travel to trainings given by these providers or by private, often for-profit, entities.

## **SUBSIDIZING THROUGH PHILANTHROPY**

Given our desire to keep tuition rates affordable and to provide the highest quality programs and services for our students, we have expanded our capacity to seek private philanthropic dollars to supplement and enhance what we are able to provide without increasing tuition rates. During the 2020-2021 school year, Friends of NEC raised over \$419,000 through grants and private donations. This enabled us to provide low cost training, purchase new technology and communication devices, as well as to support a wide range of extracurricular and enrichment activities. When the pandemic hit, we were able to divert some of these funds to support our remote learning initiatives and to purchase necessary PPE.



*NEC's annual road race, Festivus 5K for Autism, was held virtually in December 2020.*



*In March 2021, NEC received a donation of blankets to warm and comfort students from Project Linus: Greater Boston Chapter.*

# Cost Effectiveness of Programs & Services

## Severe Disabilities

SCHOOL	DAILY RATE FY 21
<b>NEC Kevin O'Grady: Member</b>	<b>411</b>
<b>NEC Kevin O'Grady: Non-Member</b>	<b>495</b>
Melmark	506
Nashoba Learning Group	529
NE Center for Children	554
Hopeful Journeys	572
Perkins School for the Blind: Multiple Disabilities	868
BC Campus School	483
Beverly School for the Deaf: Children's Communication Center	488

## Emotional Disability (grades K-12)

EMOTIONAL DISABILITY (GRADES K-12)	DAILY RATE FY 21
<b>Northshore Academy, Topsfield Vocational &amp; STEP: Member</b>	<b>232</b>
<b>Northshore Academy, Topsfield Vocational &amp; STEP: Non-Member</b>	<b>278</b>
Manville / Judge Baker	533
Walker	435
Dearborn Academy / School for Children	496
Lighthouse School	494
Arlington School (McLean)	378
Community Therapeutic Day School	453
New England Academy	337

## Intellectual Disability / Autism (ages 18-22)

INTELLECTUAL DISABILITY / AUTISM (AGES 18-22)	DAILY RATE FY 21
<b>Embark/SOAR: Member</b>	<b>200</b>
<b>Embark/SOAR: Non-Member</b>	<b>225</b>
Riverview	281
Cardinal Cushing Vocational	449

# Progress Toward Achieving Purpose and Objectives

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The purpose and objectives of NEC are stated in the Collaborative Agreement as:

## **PURPOSE:**

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

## **FOCUS:**

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

## **OBJECTIVES:**

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium and member districts.

In terms of objective 1, the Executive Director continues to be a regular participant in MOEC state-wide and regional meetings, and is a regional representative to the MOEC Board. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region’s universities and child-serving state agencies.

Progress toward meeting objectives 2-4 is generally assessed in an ongoing way by looking at utilization of programs and services, gathering both formal and informal data about student outcomes, and gathering both formal and informal feedback from consumers including school district personnel and parents. Information about utilization, outcomes, and cost effectiveness is contained in each of the program descriptions in earlier sections of this report.

## Strategic Goals

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Over the past year, our focus shifted to health and wellness as we navigated the pandemic. However, we continued to be guided by our three strategic goals:

**Goal 1: Continue to Strengthen Quality of Programs and Services**

**Goal 2: Maintain Financial and Leadership Stability for Long-Range Sustainability**

**Goal 3: Expand capacity to meet Regional Needs around Special Education and Youth at Risk and participate in larger scale efforts**

Specific accomplishments:

Goal 1: Staff created robust and meaningful Remote Learning Plans for students receiving hybrid instruction and for those who remained fully remote at parental request. We continued our work on inclusive curriculum and pedagogy for diverse learners, as well as our work on anti-racist education.

Goal 2: NEC was in a strong enough financial position that in the spring of 2020 we were able to pass a budget for FY21 that froze tuition rates and utilized funds from our cumulative surplus to balance the budget. We were able to honor all commitments to our employees, and stay true to this budget plan.

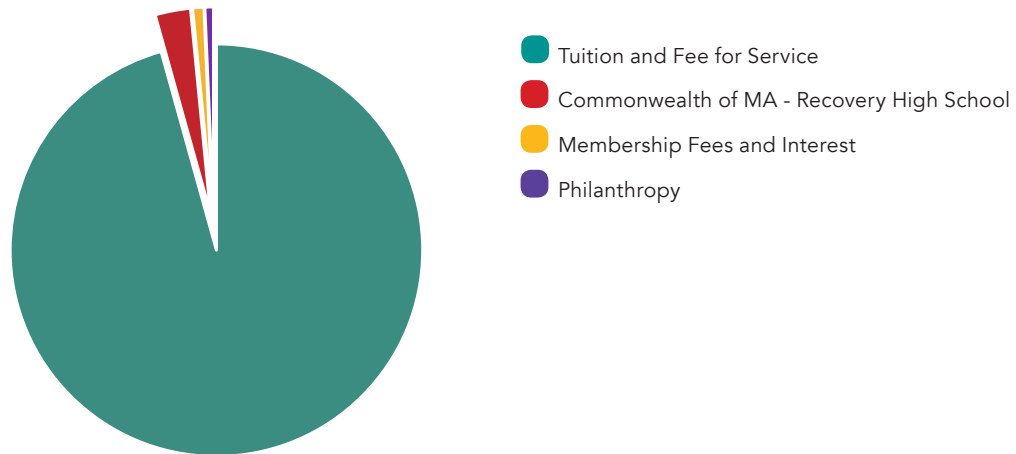
Goal 3: NEC played an important role throughout the year in supporting our region by offering a range of zoom job-alike groups, offering training on stress, trauma, and mental health, and expanding our wraparound programming. Senior staff continued to be active in state-wide coalitions and committees, as well as to provide training and consultation to member districts as well as to the broader community.

# Financial Summary FY 2021

A snapshot of NEC's financial performance is included below. For more detailed information please see the Audited Financial Statements and Uniform Financial Report.

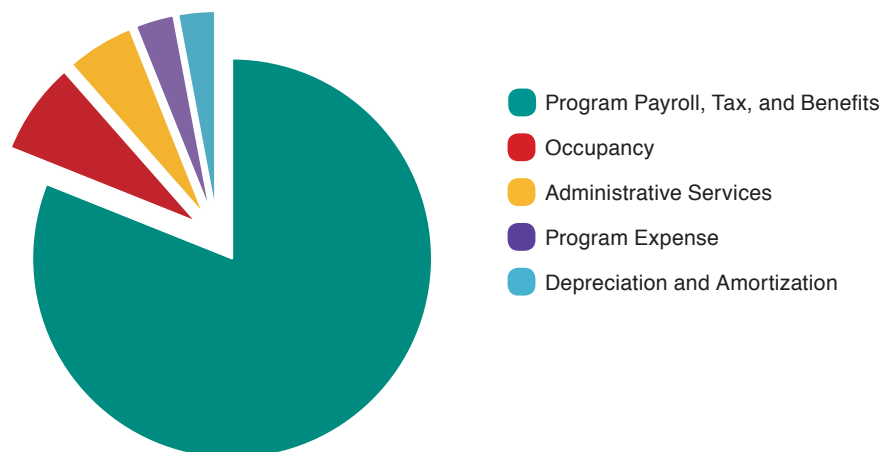
## FY 2021 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$ 22,542,091	95.67%
Commonwealth of MA - Recovery High School	\$ 653,613	2.77%
Membership Fees and Interest	\$ 207,431	0.88%
Philanthropy	\$ 158,120	0.67%
<b>Total Revenue</b>	<b>\$ 23,561,255</b>	<b>100%</b>



## FY 2021 EXPENSE CATEGORIES

Category	Dollars	Percentages
Program Payroll, Tax, and Benefits	\$ 20,229,072	81.06%
Occupancy	\$ 1,861,956	7.46%
Administrative Services	\$ 1,353,647	5.42%
Program Expense	\$ 774,435	3.10%
Depreciation and Amortization	\$ 737,984	2.96%
<b>Total Expense</b>	<b>\$ 24,957,094</b>	<b>100%</b>





## Contact Information

Executive Director | Fran Rosenberg | [frosenberg@nsedu.org](mailto:frosenberg@nsedu.org)

Executive Assistant & PD Coordinator | Kathy Mahoney | [kmahoney@nsedu.org](mailto:kmahoney@nsedu.org)

Chief Financial Officer | Glenn Bergevin | [gbergevin@nsedu.org](mailto:gbergevin@nsedu.org)

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Director of Facilities | Monique Bourgault | [mbourgault@nsedu.org](mailto:mbourgault@nsedu.org)

Director of Educational Technology | Eric Aldrich | [ealdrich@nsedu.org](mailto:ealdrich@nsedu.org)

Director of Development | Sarah Seiler | [sseiler@nsedu.org](mailto:sseiler@nsedu.org)

Kevin O'Grady School | Martha Krol | [mkrol@nsedu.org](mailto:mkrol@nsedu.org)

Northshore Academy Upper School | David Mercier | [dmercier@nsedu.org](mailto:dmercier@nsedu.org)

Northshore Academy Lower School | Tracy Farraher | [tfarraher@nsedu.org](mailto:tfarraher@nsedu.org)

Northshore Recovery High School | Michelle Lipinski | [mlipinski@nsedu.org](mailto:mlipinski@nsedu.org)

Topsfield Vocational Academy & STEP | Charles LeBuff | [clebuff@nsedu.org](mailto:clebuff@nsedu.org)

SOAR & EMBARK Programs | Ellen Heald | [ehald@nsedu.org](mailto:ehald@nsedu.org)

## **LGBTQ+ Equity Statement Rationale**

Prepared by the LGBTQ+ Action Committee for the Salem Public Schools

The Salem Public School district has established equity as a core value of its educational mission, emphasizing the unique needs of students regardless of “ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression.”

While the Massachusetts State Department of Education and most school districts articulate similar commitments to equity, many districts within the state as well as nationally have taken the additional step of developing statements specific to the LGBTQ+ community. It's important for Salem Public Schools to join this initiative and specify its commitment to Salem's LGBTQ+ students for the following reasons:

1. According to the Gay, Lesbian & Straight Education Network –the leading national education organization focused on ensuring safe schools for all students – LGBTQ+ students disproportionately report being subject to unsafe school climates, and are thereby denied equal access to educational opportunity and the opportunity for healthy social and emotional development. GLSEN research shows that:
  - a. 59.5% of LGBTQ+ students felt unsafe at school because of their sexual orientation
  - b. 44.6% felt unsafe because of their gender expression
  - c. LGBTQ+ students report higher levels of peer victimization at school than other students: 89.4% of LGBTQ+ students reported victimization experiences versus 71.4% of other students.
2. Suicide is the second leading cause of death among young people (Centers for Disease Control and Prevention, 2020), and LGBTQ+ youth are **four times** more likely to seriously consider suicide, to make a plan for suicide, and to attempt suicide than their peers (Johns et al., 2019; Johns et al., 2020). As a result, it is the responsibility of the district to articulate its unequivocal commitment to the health and well-being of the LGBTQ+ students in its care.

3. Rights and protections for the LGBTQ+ community – and especially for trans and gender-nonconforming populations – are subject to political whims that often do not reflect the spirit of Equal Protection clause of the 14th Amendment. Adoption of an LGBTQ+ equity statement will solidify the district's commitment to equity for LGBTQ+ students, families, and staff, irrespective of political climate.

The Salem Public School District strives to ensure a safe and inclusive learning environment for all students and staff, including the Lesbian and Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) members of our school community, who deserve welcoming schools free from discrimination and harassment based on sexual orientation and gender identity.

SPS affirms that transgender and gender expansive rights are basic human rights, that gender identity is not determined by sex assigned at birth and that gender expands beyond a binary. Our School Committee, Superintendent, school leaders, teachers, and support personnel are committed to the basic rights of students to self determine their gender identity without fear of reprisal or discrimination.

We believe that to be student-centered is to celebrate the entire student, which includes race, class, culture, religion, gender, gender identity, sexual orientation, and ability, all of which adds to the rich diversity of our school communities.



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**MEMORANDUM**

To: Salem School Committee

From: Mary C. DeLai

Date: December 20, 2021

Re: FY22 Budget Transfer Request 2

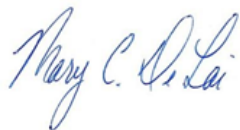
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The Special Education Department requests the following transfer be made from Special Education Private Tuition to Medicaid Billing Services to fund services provided by our Medicaid reimbursement claiming services vendor previously paid for from Medicaid Revenues.

Account Description/Use	Account Number	Amount From	Amount To
Special Education Private Tuition	13640161-5324	\$45,000	
Medicaid Billing Services	13502011-5320		\$45,000

I recommend approval of the transfer.



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**MEMORANDUM**

To: Salem School Committee

From: Mary C. DeLai

Date: December 20, 2021

Re: FY22 Budget Transfer Request 1

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The Special Education Department requests the following transfer be made from Special Education Transportation Salaries to Special Education Transportation Contract Services to fund in-district special education transportation vendor expenses.

Account Description/Use	Account Number	Amount From	Amount To
Transportation Salaries	13640180-5112	\$200,000	
In-District Special Education Transportation	13640181-5333		\$200,000

I recommend approval of the transfer.

*Mary C. DeLai*

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**MEMORANDUM**

To: Salem School Committee

From: Mary C. DeLai

Date: December 20, 2021

Re: FY22 Budget Transfer Request 3

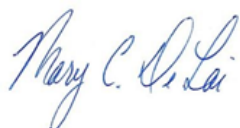
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The Special Education Department requests the following transfer be made from Special Education Private Tuition to Special Education Collaborative Tuition. In an effort to improve transparency and the accuracy of our expenditure reporting to DESE, we recently created a new Special Education Collaborative Tuition account line and renamed the former Special Education Tuition to Special Education Private Tuition. This transfer creates a budget for this new line and allows us to properly segregate and track our private and public collaborative tuition expenses.

Account Description/Use	Account Number	Amount From	Amount To
Special Education Private Tuition	13640161-5324	\$1,200,000	
Medicaid Billing Services	13640161-5322		\$1,200,000

I recommend approval of the transfer.



<b>COMMUNITY RELATIONS</b>	<b>1000</b>
<b>SCHOOL-COMMUNITY RELATIONS</b>	<b>1101</b>
<b>NONDISCRIMINATION</b>	<b>1101.1</b>

The Salem Public School District has the responsibility to overcome, inasmuch as possible, any barriers that prevent children, students and staff from achieving their potential. To create that environment, the Salem School Committee shall:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, applicable legislation and judicial interpretations;
2. Encourage positive experiences in human values for all its students, staff, and other members of the community, affirming the diversity of familial backgrounds, socioeconomic statuses and ethnicities represented in the Salem schools community;
3. Work toward a more integrated, harmonious community and to enlist all individuals, groups and agencies—both private and governmental—to support this effort; 4. Use all appropriate communication and action techniques to hear and address the grievances of any individuals and/or groups;
5. Consider carefully the potential benefits or adverse consequences of any decision made within the Salem school system on human relationships within the schools and the larger Salem community;
6. Initiate procedures and practices that will actively promote the objectives of this policy in the Salem school system.

This policy of nondiscrimination shall extend to all students, staff, the general public, and individuals with whom the School District does business. No person shall be excluded from or discriminated against in admission to a Salem public school, or in obtaining the advantages, privileges, and/or courses of study of our public schools on account of sex, sexual orientation, gender identity, age, race, color, national origin or socioeconomic status, union seniority, disability or pregnancy.

If someone has a complaint or believes that he or she has been discriminated against because of his or her sex, sexual orientation, gender identity, age, race, color, national origin or ethnicity, socioeconomic status, union seniority, disability, or pregnancy, he or she is encouraged to

register that complaint with the District's Title IX compliance officer.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX,  
Education Amendments 1972

Rehabilitation Act of 1973

Education for all Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L. 76.5;

Amended 2011

M.G.L. 76.16

BESE regulations 603 CMR 26.00; Amended 2012

BESE regulations 603 CMR 28.00

First reading: 17 December 2012

Second reading: 7 January 2013

Third reading: 22 January 2013

**COMMUNITY RELATIONS** **1000**

COMMUNICATIONS WITH THE PUBLIC 1100

DISTRIBUTION OF NOTICES 1103

Distribution of notices by non-school organizations or regarding non-school matters shall be permitted only under the following conditions:

Such notices may be distributed only with the superintendent's authorization;

Such notices shall relate to activities for school children;

Such notices shall be those of civic or non-profit organizations located within the city or, with the superintendent's prior approval, non-profits from the surrounding area, if such distribution would be of benefit to Salem students;

All such notices must be distributed in both English and Spanish.

The organization must provide the copies.

**Approved: January 3, 2017**

**COMMUNITY RELATIONS** 1000

COMMUNICATIONS WITH THE PUBLIC 1100

PUBLIC'S RIGHT TO KNOW 1107

The School Committee is a public servant, and its meetings and records will be a matter of public information except as such meetings and records pertain to individual personnel and other classified matters, **and exemptions under Massachusetts Public Records and Open Meeting Law.**

The School Committee supports the right of the people of the district to know about the programs and services of their schools and will make every effort to disseminate information. All requests for information will be acted on fairly, completely, and expeditiously.

The official minutes of the committee meetings, its written policies and regulations, and its financial records will be open for inspection by any citizen desiring to examine them. No records pertaining to individual students or staff members will be released for inspection by the public or any unauthorized persons by the superintendent or other persons responsible for the custody of confidential files. The exception to this will be information about an individual employee (or student), which has been authorized in writing for release by the employee (or student, or student's parent) or by court order.

Each building administrator is authorized to use all means available to keep parents and others in the particular school community informed about the school's program and activities.

Legal Reference: MGL **Ch. 4:7**  
**~~39:23A, 23B, 23C~~**  
**Ch. 66:10**  
**Ch. 30A:20**

APPROVED: 8/2/04

Reviewed: December 2016

**Legal Edits Provided by Justin Gomes, December 8, 2021**

Reviewed December 14, 2021 to send to SC for First Reading

**COMMUNITY RELATIONS** **1000**

COMMUNICATIONS WITH THE PUBLIC **1100**

MEDIA RELATIONS/NEWS RELEASES **1105**

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the programs, problems, planning, and activities of the school department.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all of the media simultaneously. There will be no exclusive releases except as media representatives request information on particular program plans or problems.

In order that school department publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

The School Committee chair will be the official spokesperson for the committee, except as this duty is delegated to the superintendent, or to a particular School Committee member such as subcommittee chairs or vice chair of the School Committee;

News releases that are of a citywide or sensitive nature or pertain to established committee policy are the responsibility of the superintendent;

News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the principal of that particular school with support from the district administration as needed.

While it is impossible to know how the press will treat news releases, every possible effort should be made to obtain coverage of school activities, which will create and maintain a dignified and professionally responsible image for the Salem Public Schools.

Approved: January 3, 2017



## **COMMUNITY RELATIONS** **1000**

### **COMMUNICATIONS WITH THE PUBLIC** **1100**

#### **ADVERTISING IN THE SCHOOLS** **1102**

The purpose of this policy is to limit advertising in the schools and the use of schools to distribute commercial and promotional material. The goal is that both the superintendent and the building principal approve all such material in advance of any use.

To advance this general policy, the following specific restrictions on the presence of advertising in the schools and use of schools to disseminate material are adopted.

Public school material and announcements made by the city may be distributed to parents through the school system with no advance approval required. Such announcements include, for example, notices of recycling programs, civic functions, and the like. All such announcements and/or material must be distributed in both English and Spanish. Political announcements may not be distributed through the school system.

Use of school property for advertising purposes is prohibited except when approved by the building principal and the School Committee. Such approval will only be granted when there is a demonstrated educational benefit derived from the use. An example would be a set of bulletin boards placed and maintained by a private company to present uplifting and educationally useful information. Space is reserved on those boards for advertisements and this is permissible if the building principal approved of each advertisement and retains the right to remove those that are not consonant with school policy. If there is any question about appropriateness of any such use of school property, the matter should be referred to the superintendent's office. The superintendent will refer to the School Committee any matters of major import.

Any distribution instigated by a private party shall be marked as such as to distinguish it from an official school department correspondence. All such materials must be presented through the superintendent's office and then to the building principal for approval.

there may be allocated special bulletin boards placed in schools on which public notices may be freely posted. space on these boards will be on a first come first served basis with priority granted to students in the school. others may post notices with the permission of the principal clearly marked on the notice. these notices are limited to job offers and information of interest to the school community at large such as club meetings and other public organizations. the school may charge a fee for the placement of any advertising on its property, but no such fee-generating ads will be placed without express

approval of the school committee. This includes all use of school property including parking lots. no ads will be placed within or attached to school buildings with the exception of gymnasiums used for interscholastic sporting events. it is recognized that any advertisements used in conjunction with sporting events may be removed or covered when that event is not occurring.

If an outside company wishes to use students for an experiment such as piloting a television program, and wishes to solicit interested parties through the system, permission of each and every parent must be obtained, and permission must be granted by the School Committee for such a solicitation. Governmental surveys and educational inquiries (doctoral dissertations etc.) need superintendent's approval only.

Through each school's student handbook, parents are to be made aware that students may be photographed or have their pictures otherwise used by local newspapers, cable access television and/or other such media outlets. Parents will have the opportunity to deny access to their child's pictures for the aforementioned use.

Approved: 12/03/07

Reviewed: December 2016

**COMMUNITY RELATIONS** **1000**

COMMUNICATIONS WITH THE PUBLIC 1100

TAPING AND VIDEO 1108

The taping and/or audio video recordings must not interfere with the normal progress of any meeting and equipment used in such operation must be set up well in advance of the start of such meeting.

Approved: 12/3/07

Reviewed: December 2016

After legal review no changes made, December 14, 2021 to review at SC