

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



Ms. Beth Anne Cornell
Mr. Manny Cruz
Ms. Amanda Campbell

Acting Mayor Robert McCarthy, Chair

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

DATE POSTED: January 11, 2023

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on January 17, 2023 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/82669918842?pwd=T0pCS0dqMVlvNDJhdzh6akVkcZQZz09>

Passcode: 128979


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/yG5j7gyjQS6GuLbY9>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- A. Approval of minutes of Regular SC meeting held on January 9, 2023
- B. Approval of Warrants: **1/12/2023** - \$251,764.24

IV. Public Comment

See above instructions for participating in public comment.

V. Student Showcase - New Liberty Innovation School

VI. Superintendent's Report

- a. Superintendent's Evaluation
- b. Posting timeline for Executive Director Special Education position
- c. 2023-2024 Enrollment Targets for Student Assignment
- d. Student Mental Health Supports update

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

X. Finance & Operations Report

XI. Subcommittee Reports

- a. Policies for second reading:
 - Policy 5101 - School Age and Attendance
 - Policy 1502 - Advisory Committee to the School Committee

XII. School Committee Concerns and Resolutions

XIII. Adjournment

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

"Persons requiring auxiliary aids and services for effective communication such as sign language interpreter, an assistive listening device, or print material in digital format or a reasonable modification in programs, services, policies, or activities, may contact the City of Salem ADA Coordinator at (978) 619-5630 as soon as possible and not less than 2 business days before the meeting, program, or event."

**Sra. Mary A. Manning
Sr. James M. Fleming
Dra. Kristin Pangallo**



**Sra. Beth Anne Cornell
Sr. Manny Cruz
Sra. Amanda Campbell**

Alcalde en funciones Robert McCarthy, Preside

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

FECHA DE PUBLICACIÓN 11 de enero de 2023

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una reunión **regular del Comité Escolar el 17 de enero de 2023 a las 7:00 p.m.** Esta reunión **se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace a continuación.

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

<https://us06web.zoom.us/j/82669918842?pwd=T0pCS0dqMVlvNDJhdzh6akVkcZQZz09>

Contraseña: [128979](#)


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 el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/yG5j7gyjQS6GuLbY9>. 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 Krista Perry en kperry@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

***Sra. Mary A. Manning
Sr. James M. Fleming
Dra. Kristin Pangallo***



***Sra. Beth Anne Cornell
Sr. Manny Cruz
Sra. Amanda Campbell***

Alcalde en funciones Robert McCarthy, Preside

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- II. **Aprobación de la Agenda**
- III. **Aprobación de la Agenda Consensuada**
 - a. Aprobación del acta de la reunión regular del Comité escolar celebrada el 9 de enero de 2023
 - b. B. Aprobación de las órdenes de pago: 12-ene-2023 - \$251,764.24
- IV. **Comentario Público**

Favor de ver arriba para instrucciones sobre cómo participar en los comentarios públicos.
- V. **Exposición de estudiantes - New Liberty Innovation School**
- VI. **Reporte del Superintendente**
 - a. Evaluación del Superintendente
 - b. Calendario de publicación para el puesto de Director Ejecutivo de Educación Especial
 - c. Metas de inscripción para la asignación de estudiantes 2023-2024
 - d. Actualización de apoyos de salud mental para estudiantes
- VII. **Reporte de la Representante Estudiantil**
- VIII. **Elementos de Acción: Asuntos Antiguos**
- IX. **Elementos de Acción: Asuntos Nuevos**
- X. **Reporte de Finanzas y Operaciones**
- XI. **Reportes de los Subcomités**
 - a. Políticas para segunda lectura:
 - Norma 5101 - Edad y asistencia escolar
 - Política 1502 - Comité Asesor del Comité Escolar
- XII. **Inquietudes y Resoluciones del Comité Escolar**
- XIII. **Clausura**

Sometido respetuosamente por,

Krista Perry
Asistente Ejecutiva del Comité Escolar y del Superintendente

***Sra. Mary A. Manning
Sr. James M. Fleming
Dra. Kristin Pangallo***



***Sra. Beth Anne Cornell
Sr. Manny Cruz
Sra. Amanda Campbell***

Alcalde en funciones Robert McCarthy, 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”

“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
January 9, 2023

On January 9, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present In-Person: Acting Mayor Robert McCarthy, Mr. Manny Cruz, Ms. Amanda Campbell, Dr. Kristin Pangallo

Members Absent: Ms. Mary Manning, Ms. Beth Anne Cornell, Mr. James Fleming

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Assistant Superintendent Elizabeth Pauley, Linda Farinelli, Liz Polay-Wettengel, Ms. Ellen Wingard, Dr. Ruben Carmona, Carlos Arias Reyes

Call of Meeting to Order

Acting Mayor Robert McCarthy calls the meeting to order at 7:03 pm and requests a call of attendance. He explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

Attendance

Acting Mayor Robert McCarthy recognizes the attendance with members absent and joining virtually.

Ms. Campbell	Present
Ms. Cornell	Not Present
Mr. Cruz	Present
Mr. Fleming	Not Present
Ms. Manning	Not Present
Dr. Pangallo	Present
Acting Mayor Robert McCarthy	Present

Before approval of agenda, Acting Mayor Robert McCarthy notes his colleagues on the City Council voted him in to serve as Acting Mayor for approximately five months. Mayor McCarthy notes his commitment to education and the Salem High School. We are in this together.

Approval of Agenda

Acting Mayor Robert McCarthy requested a motion to approve the Consent Agenda. Motion made by Mr. Cruz. Seconded by Ms. Campbell. Motion carries.

Ms. Campbell	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 4-0

Approval of Consent Agenda

Acting Mayor Robert McCarthy requested a motion to approve the Consent Agenda. Motion made by Mr. Cruz. Seconded by Ms. Campbell. Motion carries.

Ms. Campbell	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 4-0

Public Comments

The School Committee Secretary announced that there were no public comments.

Student Representative Report

Mr. Cruz confirms Student Representative Natalia Feliz passes along her well wishes for a great new year but Ms. Feliz is unable to join the School Committee meeting this evening.

Superintendent's Report

Superintendent Dr. Zrike welcomes Acting Mayor Robert McCarthy to his first School Committee meeting. Dr. Zrike notes he saw a lot of happy students reuniting with their teachers after the extended winter break. Dr. Zrike notes Project 351 Ambassador will join us last. Dr. Zrike notes we are beginning tonight's Superintendent Report with Mr. Andre Fonseca.

Bentley Academy Innovation School dual language enrollment procedure

Mr. Andre Fonseca, Director of Multilingual Learner Education, begins a presentation to discuss changes to the dual language enrollment protocol. Ms. Fonseca notes he will start his presentation by discussing the historical context of the dual language program at Bentley Academy Innovation School. The three linguistic groups are broken down into three groups, Spanish- Speakers, Bilingual Spanish-English Speakers, and English-Speakers. The goal is to have 16 students per group to maintain equitable distribution for 50 students in two classes.

Mr. Fonseca notes historically few Kindergarten students enrolled in Salem Public Schools score a 1 on the WIDA Screener K, meaning few were eligible to enroll in Group A. In 2020 and 2021, we did not even have 16 eligible students in our pool for A. This has led to under-enrollment of

native Spanish language models. The goal is to allow us to enroll more Spanish language models at the beginning of English proficiency levels who are Spanish dominant. The proposed changes will be a lottery to hold seats in either or both language groups should there be more applicants than available seats. Families are no longer required to check an “opt-in” box. March 20, 2023 is the deadline for Bentley Academy Innovation School and April 14, 2023 is the kindergarten lottery process for the Dual Language Program. The benefits of the lottery is to increase native models of Spanish to 50%, immediate results for families, and equity. Implementing the lottery now ensures equity for families of all incomes.

Dr. Pangallo asked if there will be ways for families entering the city later in the Summer to join the dual language program.

Mr. Fonseca confirms any seats that are not filled, those seats are kept open for any families coming to Salem later in the year.

Update on upcoming Kindergarten Expo scheduled for January 19, 2023

Deputy Superintendent Kate Carbone notes we have been working hard to mail out notices to the community. We have a census to make sure that families who have children eligible for our early childhood programs are getting notices. We decided this year to have an expo remotely and it will also allow us to record and post on websites for families who are not able to attend remotely. The program will focus on early education philosophy and the different programs that we have and who is eligible for those programs and how you seek to enroll. There will be members of our Parent Information Center who will go into detail around the registration process because that’s really what parents want to know in regards to documents and deadlines.

Ms. Carbone notes all departments will be on hand - transportation department and food services. After school programming and special education, the principals as well as Superintendent Dr. Zrike. There will also be a virtual walk through of our school website which is very informative as well. Each school later this year will host an event for parents to come and learn specifically about that individual school since we do have school choice. On- site school tours will be available that parents can sign up for. This includes pre-k, kindergarten, and integrated programs.

Before moving on to the last agenda item, Superintendent Dr. Zrike notes three more updates. He notes at the next School Committee meeting held on Tuesday, January 17th there will be enrollment targets. Dr. Zrike also notes the performances this upcoming weekend at Salem High School, January 13-15th. Dr. Zrike also notes we were accepted into the MSBA pipeline for new construction for eligibility into new school construction. This is a very exciting time for Salem Public Schools. Our clock does not start until May 1, 2023 but we will be working on this project beforehand.

Superintendent Dr. Zrike notes the appointment of the position of Director of Nursing and Health Services. Dr. Zrike thanks Dr. Charlene Moske-Weber stated we are grateful for the time she put in during the most challenging of years through the pandemic.

Superintendent Dr. Zrike asks for a motion to vote in the deliberation and vote on approval for the position of Director of Nursing and Health Services.

Ms. Jane Morrissey states she is honored to work for Salem Public Schools. Ms. Morrissey thanks the School Committee for their support and confidence.

Acting Mayor Robert McCarthy requested a motion to approve the Consent Agenda. Motion made by Mr. Cruz. Seconded by Ms. Campbell. Motion carries.

Ms. Campbell	Yes
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Mr. Cruz	Yes
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Dr. Pangallo	Yes
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Acting Mayor Robert McCarthy	Yes
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Motion carries 4-0

Project 351 Ambassador

Mr. Brad Maloon notes Project 351 helps 8th graders across the entire commonwealth to use skills and leadership. Marcella will attend Fanuel Hall on Saturday and they were looking for someone involved, dedicated, and goal orientated. Marcella is an honor student and the lead in the current play. Marcella thanks her teachers for recognizing her. She notes she always tries to hold herself to a high standard.

Dr. Pangallo notes she has seen Marcela's leadership and kindness and thoughtfulness. She also notes how she welcomes new students to Collins Middle School.

Old Business

none

New Business

- a. Deliberation and vote on approval of Superintendent's appointment for the position of Director of Nursing and Health Services

Finance & Operation Update

none

Subcommittee Reports

none

Sub Committee Updates

none

School Committee Concerns and Resolutions

Mr. Manny Cruz notes the Superintendent's evaluation was pushed back as we had a few members unable to attend this meeting. Members of the public will be available soon.

Adjournment

Motion moved to adjourn. Ms. Campbell motions. Seconded by Dr. Pangallo.

Ms. Campbell	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes
Motion carries 4-0	

Meeting adjourned at 7:52p.m.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to School Committee and Superintendent

Design Labs At NLIS

Student Showcase

NEW
LIBERTY

SALEM - EST. 2016



Our Challenge

Given that we are a small school with limited resources and inequitable access to electives and special programs, we have decided to create our own series of courses for NLIS students.



Describe solution

We surveyed our students to gauge their interest in electives and special programs. Based on the survey and student input, we developed: Design Lab.

Design Lab is a series of elective courses: DIY Stem, Cooking, Art, Music, Collaborative Challenges, Medical Assistant and Early College Speech Class.

**welcome.
challenge.
impact.** *New
Liberty
Innovation
School*

Design Lab - MUSIC



Design Lab - ART

ART COMPETITION: MUÑECAS SIN ROSTRO

North Shore CDC
Punto Urban Art Museum



Congratulations to our top 3 \$500 winners/ Felicidades a nuestros 3 ganadores de \$500 Ceneida Cueto Silvestre, **Belinda Maradiaga** and Adriana Rosales



#8 *Historias de una Muñeca sin Rostro*

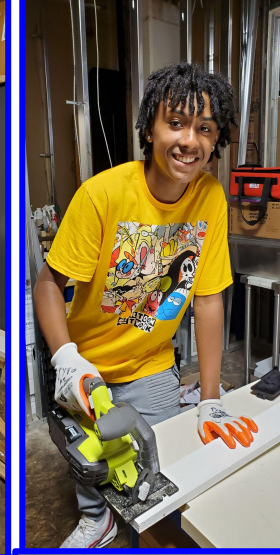
Belinda Maradiaga
Salem

La muñeca sin rostro que elegí hacer en esta competencia está inspirada en las muñecas tradicionales de Honduras llamadas muñecas de tusa, también conocidas como muñecas de hoja de maíz. Estos muñecos como su nombre lo dice están elaborados con cascarilla. Se sabe que son vibrantes y coloridos. Una de las principales razones por las que elegí esta muñeca es porque crecí viendo a mi abuela hacerlas. Las vendía en un festival floral anual en Honduras, recuerdo que siempre la acompañaba a su puesto en el mercado del centro, así que cuando escuché que había una competencia de muñecas, quise intentarlo. No voy a mentir, nunca hice esto, pero fue un desafío y, en general, estoy orgulloso de mí mismo con sus fallas y todo.

www.puntourbanartmuseum.org

Design Lab - DIY STEM

Let's Build
A
Headboard
from
Pallets



Made a profit as
wood is Free \$\$



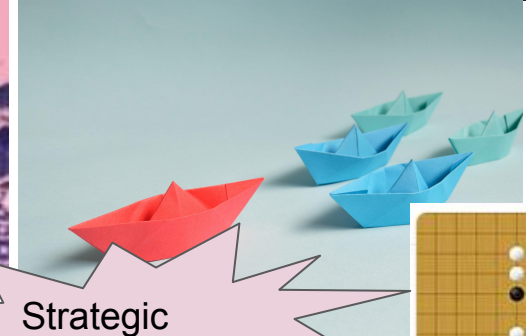
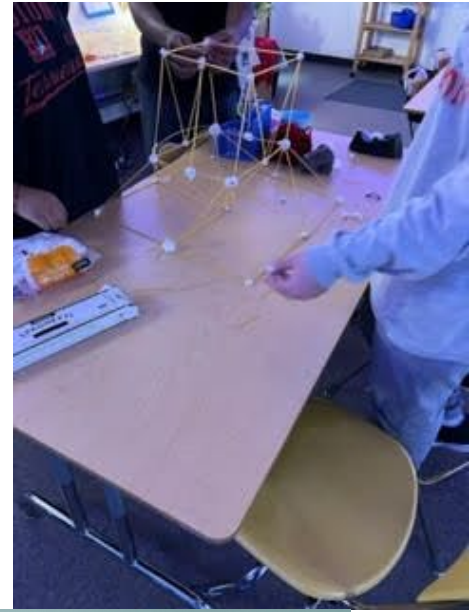
Ta Da

The
final
Product



Design Lab - Collaborative Challenges

Teamwork
and
collaboration

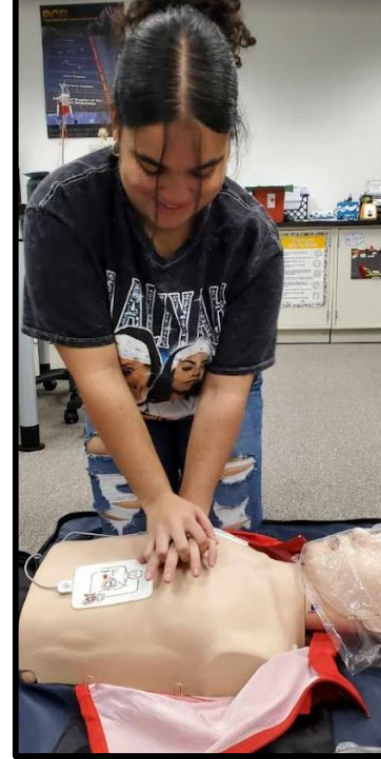
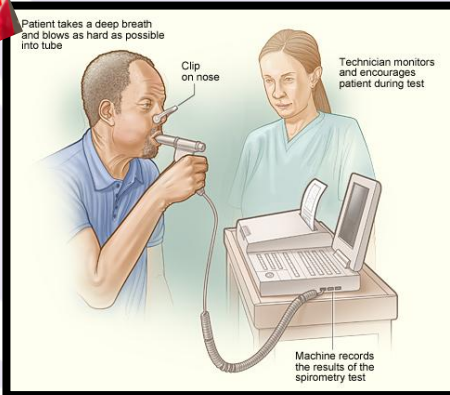


Strategic
Thinking



Design Lab - Medical Assistant

Drawing blood, taking
vitals, performing EKG's,
spirometry, applying
stitches, and stopping the
bleed, are just a few skills
learned in this course



Learning CPR for
adults and infant is
important no matter
what!

Design Lab - Cooking

Student Led Cooking Projects



Chocolate covered pretzels

Sweet Treats



Air Fryer Donuts



Cookies and Chocolates

Hand cut fries with homemade dipping sauces

Early College - Speech

A large, stylized purple graphic on the left side of the slide, resembling a flower or a leaf with several pointed petals or leaves extending upwards and outwards.

A group of 8 juniors and seniors enrolled in Speech - New Liberty's first early college course, offered through North Shore Community College. Students learned about different aspects of public speaking as they wrote and delivered their own pieces to their peers over the course of the semester.



NEW LIBERTY

SALEM - EST. 2016







FROM THE ASHES, A NEW BEGINNING - NLIS

Executive Director of Special Education

2023 Search & Hiring Team Composition

Executive Director of Special Education – 2023 Search Timeline

Job description posted–Rolling deadline for applications	January 17
Superintendent meets with Special Education staff and SEPAC	Week of January 23
Configure Screening Team	By January 30
Screening Team – Orientation meeting	February 6 – 4:00-5:00
Screening Team–Review of applications	February 13 – 4:00-5:00
First Interviews	February 27 – 4:00-6:00 March 1 – 4:00-9:00
Feedback from Screening Team to Superintendent	March 2
Reference checking process	Week of March 6
Central office performance tasks and interviews	Week of March 6
Superintendent recommends Finalist to School Committee/Finalist interview with School Committee	March 20

Executive Director of Special Education

Location: District-wide, Office - 29 Highland Avenue, Salem MA 01970

Application Due Date: Open Until Filled

Reports to: Assistant Superintendent

Position Overview

Salem Public Schools is seeking an Executive Director of Special Education who will be responsible for developing, supporting, and monitoring the delivery of all special education and related services from the age of birth to 22 years for the Salem Public Schools. In collaboration with the administrative team, this position provides leadership in the District's strategic priority to provide all students with an academic experience that is accessible, rigorous, relevant and engaging. The Executive Director of Special Education will actively apply an equity lens by removing any and all structures and/or practices that present barriers to all students being college and career ready upon graduation from the Salem Public Schools.

The Executive Director of Special Education reports to the Assistant Superintendent.

Core Responsibilities:

The Executive Director of Special Education provides oversight and administrative leadership of all special education and related services (including those provided to students who may be placed in out-of-district programs). As such, the ED of Special Education is responsible for:

- IEP and 504 plan process from referral through evaluation, eligibility determination and the implementation of resulting IEPs and 504 accommodation plans.
- Ongoing cycles of student evaluation, re-evaluation and assessment
- Provision of the district's specialized, inclusive instruction
- Oversight of the district's specialized substantially separate programs
- Oversight of the Salem Early Childhood Center (ages 3-4)
- Oversight of the Salem Prep High School (grades 8 to age 22, public day school)
- District-wide management of student special education records and DESE reporting
- Oversight of all related services and staff including occupational therapy, physical therapy, speech pathology, school psychologist, etc.
- Management of the special education budget, including contracted services
- Oversight of required annual state data reporting cycles, grant preparation, Circuit Breaker submissions through DESE
- Evaluation of special education administrators
- Hiring process for special education staff
- Communication with district's special education attorneys
- Oversight of the special education mediation, hearing or PRS complaint resolution

Essential Duties

- Plans, coordinates, and evaluates the delivery of special education and related services to meet or exceed federal and state laws and regulations as a collaborative member of the District's executive leadership team and in support of the district's vision, mission and goals
- Ensures that all students with disabilities have access to appropriate educational supports as determined by the Individualized Education Program team
- Monitors the development and implementation of IEPs throughout the district
- Oversees all aspects of out-of-district student placements

- Prepares, administers and monitors budgets related to supplemental and/or special education services in accordance with federal, state, and district laws, regulations, conventions, and quality criteria
- Oversees the preparation of federal and state grants, data collection and reports related to special education
- Coordinates the District's use of third-party payment system and participation in state Medicare reimbursement program
- Oversees the delivery of MCAS accommodations and development of MCAS-ALTs
- Administers and implements the Salem Public Schools' Special Education Local Plan
- Develops and monitors regional inter-agency agreements
- Builds strong relationships and partnership with local special education collaboratives
- In cooperation with principals, coordinates the work of student review teams and teacher assistance teams.
- Meets with curriculum committees to advocate for the special education programs
- Monitors the development and implementation of 504 plans throughout the district
- Works cooperatively with parents and community on special education matters and attends/participates in meetings of the Special Education Parent Advisory Committee
- As necessary, represents the Salem Public Schools with the Bureau of Special Education Appeals
- Acts as a liaison to community agencies, courts, hospitals and clinics on special education and guidance matters
- Prepares reports as needed for program and state mandates
- Assumes additional duties and responsibilities as necessary or assigned by the Superintendent or Assistant Superintendent

Key Skills, Mindsets and Beliefs

- Holds high expectations for student learning and believes that all students can learn and achieve mastery of the standards when provided with the right supports
- Commits to developing and internalizing a shared educational vision around world-class outcomes, college and career readiness and responsible citizenship for every student in the Salem Public Schools
- Demonstrates strong context and audience-specific interpersonal, written and verbal communication skills
- Demonstrates strong conceptual, analytical, organizational, and management skills and demonstrated leadership ability
- Experienced in the process of identifying and supporting English language learners (ELs) with special needs
- Analyzes situations accurately and adopts an effective course of action
- Works independently with little direction
- Consistently meets schedules, deadlines and timelines

Supervision, Evaluation and Development of Staff

- Builds, develops and sustains effective leadership and teacher teams
- Participates in the process of hiring direct reports and personnel related to supplemental and/or special education level student supports
- Supports supplemental and/or special education level staff with professional learning opportunities that ensure adult performance results in improved student outcomes
- Provides mentorship to special education administrators and team chairpersons through collaboration and consultation

- Supports and empowers staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas and meet the needs of diverse learners
- Ensures that all staff are evaluated annually and receive ongoing, timely, actionable verbal and written feedback & coaching
- Addresses instances of underperformance with support staff to improve student outcomes
- Provides technical assistance to general education staff and administrators, ensuring the implementation of Multi-Tiered Systems of Supports (MTSS)
- Oversees the supervision and evaluation of related services staff, including speech and language pathologists, occupational therapists, physical therapists, etc.
- Ensures that all staff are sensitive to the cultural and religious needs of students and consistently uphold the civil rights of all individuals in the Salem Public Schools

Required Qualifications:

- Master's degree in special education or related field
- MA DESE certification as a Special Education Administrator
- Three to five years of experience as a special education administrator, in increasingly challenging roles, evaluating and developing special education programming
- Three to five years of experience as a classroom and/or special education teacher
- Demonstrated knowledge of public-school laws and policies as they relate to the delivery of special education services and related programs
- Citizenship, residency OR WORK VISA in United States
- Bilingual, candidates of color are strongly encouraged to apply

Work Year:

52 weeks

Salary Range:

\$135,000-\$150,000

Equal Opportunity Employer

Salem Public School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

2023-24 Enrollment Targets for Student Assignment January 17, 2023

Overview

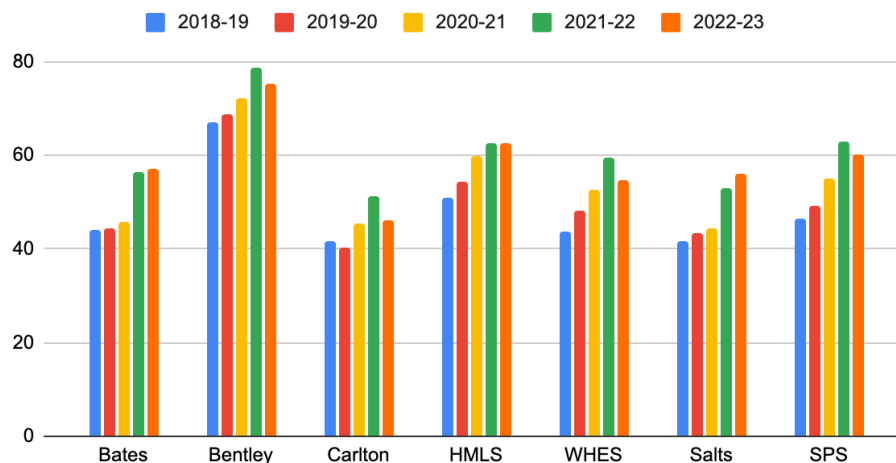
Following the district's student assignment policy (SC Policy #5103),¹ the Superintendent is charged with setting annual enrollment targets for each individual school. The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds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

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

Percentage of Low Income Students by School, 2022-23

According to the policy, the annual school enrollment targets are to be based on the most recent state determination of the percentage of low income students within a school. The graph below depicts the percentage of low income students by K-5/K-8 school, as determined by the state², from October 2018 to October 2022.

% Low Income/Economically Disadvantaged by School,
2018-2022 (October 1st)



	Bates	Bentley	Carlton	HMLS	WHES	Salts	SPS
2018-19	44.2	67	41.5	51.1	43.8	41.7	46.5
2019-20	44.4	68.7	40.4	54.2	48.2	43.4	49.3
2020-21	45.9	72.3	45.3	60	52.8	44.5	55
2021-22	56.5	78.7	51.3	62.5	59.6	52.9	63.1
2022-23	57.2	75.2	46.3	62.6	54.7	56.2	60.3

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

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

School Enrollment Targets for 2023-24 Student Assignments

The school enrollment targets that will be used for all assignments during the 2023-24 school year are outlined below. Table 1 summarizes the targets for the elementary and K-8 schools where all student assignments are bound by the district's student assignment policy. The first column presents the school's current percentage of low income students and the second column identifies whether or not enrollment is "balanced" within each school, based on the percentage of low income students who are enrolled. The third and fourth columns describe the enrollment targets that will be used to assign both low income and non-low income students within each school. Enrollment targets of 50%/50% will be used for schools with "balanced" enrollment. Targets for schools that are not balanced in their enrollment are set based on the specific data for each school.

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

Elementary and K-8 Schools	Oct 2022 (% Low Income)	Is the enrollment within this school balanced (within 5% of district avg)?	2023-24 Low Income Target	2023-24 Non-Low Income Target
<i>Bates K-5</i>	57.2%	Yes	50%	50%
<i>*BAIS K-5</i>	75.2%	No	35%	65%
<i>Carlton K-5</i>	46.3%	No	65%	35%
<i>HMLS K-5</i>	62.6%	Yes	50%	50%
<i>WHES K-5</i>	54.7%	Yes	50%	50%
<i>Saltonstall K-8</i>	56.2%	Yes	50%	50%
<i>SPS-District</i>	60.3%			

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

Application of the Enrollment Targets to the 2023-24 Student Assignments

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

Important Notes

- Salem saw a slight decline in low-income students in the last year (from 63.1% in Oct. 2021 to 60.3% in Oct. 2022). As a reminder, we saw a significant increase in the % of low income students (from 55 % in Oct. 21 to 63.1% in Oct. 22) due to, in large part, the provision under the [Student Opportunity Act](#), where the Massachusetts Department of Elementary and Secondary Education (DESE) is required to identify eligible students up to 185% of the Federal Poverty Level (FPL). In response to this requirement, Salem was able to claim additional students who qualify as low income under the 185% FPL standard but who were not previously being identified through our match with state databases for public assistance programs.
- This school year Bentley Academy Innovation School (BAIS) shifted to a full dual language program in Kindergarten and grade 1 and will over time phase out its general education programming. In support of this change, SPS proposed the following at the January 9th School Committee meeting:
 - o Families interested in Dual Language will select Bentley as their first choice school in the Kindergarten application form and submit it by no later than March 20th.. (**Families are no longer required to check an "opt-in" box.**)
 - o The two language learning groups (Group 1: Spanish speakers who are identified as early proficient English Learners and who are measured at WIDA levels 1-3 of English proficiency and are at levels 2 and above on the Pre-Las Español; Group 2: Native English speakers and speakers of non-Spanish

languages) will still be determined by information from the home language survey, the bilingual continuum, interviews with family members, and the WIDA screener (given to those who identify a language other than English on the home language survey).

- o A lottery will only be held for seats in either or both language groups should there be more applicants than available seats. The lottery for language learning Group 2 will use the enrollment targets set by SPS. These targets will not be applied to Group 1 given the requirement that a student demonstrate proficiency in Spanish in order to be considered. A total of 50 seats (2 classrooms) are available. The lottery will be held on Friday, April 14, 2023.
- Available seats for our pre-kindergarten program will be assigned to the ratio that we established in advance of the 22-23 school year:
 - o 65% of the seats for students living in a household identified as low income
 - o 35% of the seats for students living in a household identified not as low income
 - o Current low-income enrollment is 43.7%



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PUBLIC SCHOOLS
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- Grades 3-12

Salem's diverse, interdisciplinary Cartwheel Care Team



Juliana Chen, MD

MEDICAL DIRECTOR

Child-adolescent psychiatrist with 15 years' experience working with students and families in Massachusetts.



Sarah Nichols, LICSW

PROGRAM DIRECTOR

Day-to-day partner for Salem staff and families. Former special education teacher and clinical social worker.



Camila Azuero, LICSW

CLINICAL TEAM LEAD

Clinical social worker with 10 years' experience serving kids and families in Greater Boston.



Example care journey for a student



Cartwheel handles all logistics and keeps school mental health teams in the loop on student progress

Additional support for school staff and families

- Parent guidance with a licensed therapist
- Case consultations for school staff
- Ongoing partnership to strengthen the Multi-Tiered System of Support



Supporting our kids
takes teamwork.



Reach out to our CEO, Joe English, to learn more
joe@cartwheelcare.org



Cartwheel

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STUDENTS AND INSTRUCTION 5000 ATTENDANCE 5100 SCHOOL AGE AND ATTENDANCE 5101

Attendance is vital for student learning. For this reason, the Salem Public Schools encourage families to ensure that students are in school, on time every day. Under Massachusetts General Law (School Attendance, Chapter 76) attendance is compulsory. This means that, at a minimum, all children between the ages of six and sixteen are required to attend school daily. The School Committee also believes that daily attendance up to a student's graduation is essential to optimize learning.

Under the law, students with 78 or more unexcused absences or 145 unexcused half-days in any period of six months may, upon the recommendation of the school principal or designee, be referred to the Supervisor of Attendance for intervention or action. Every absence impacts student learning, however, regardless whether it is excused, unexcused, a tardy, or an early dismissal. Any student with 8 or more absences (excused or unexcused) may be referred to the school student support team. Considered together, absences for any reason can have an impact on student learning and academic and social emotional outcomes.

Students absent from school for a full-day may not participate in school-sponsored activities on the day or evening of the absence.

Excused Absences

Salem Public Schools recognizes that students will, at times, have legitimate reasons to be absent. Potential reasons for excused absences include the following:

- Student's illness or injury
- Death of a close family member
- Observance of a major religious holiday
- Court summons (student's name must appear on the summons)
- School/administration approved activities
- College visits (documentation required)
- Legal, immigration, military or other similar obligations
- Medical or psychological appointments during the school day
- Suspension

Parents/guardians are expected to call in a student's absence into the school's absence reporting system each day the student is absent. To be eligible for an excused absence, the parent/guardian shall provide the school with notice explaining the absence as soon as possible and within no more than 5 days of the return to school.

Medical Documentation Requirements

To be deemed excused, an absence of more than 3 consecutive days must be documented in writing by an appropriately licensed medical professional, e.g. physician, nurse practitioner, physician's assistant, psychiatrist, psychologist, therapist, or dentist who has physically assessed the student.

Unexcused Absences

An absence is considered unexcused when a student misses school for reasons that fail to meet the criteria for an excused absence as defined above.

Annual School Absence Protocol and Notification

The Salem School Committee requires that each school establish a student absence protocol and notification system. Principals shall send, at the beginning of each school year, notifications to the parent/guardian of each student regarding the school's protocol.

Truancy and Habitual Truancy

A student is considered truant when s/he misses school without permission or a valid excuse. Parents/guardians will be notified if a student is suspected of being truant.

A student is considered habitually truant if they are willfully failing to attend school for eight (8) or more school days in a quarter without a lawful and reasonable excuse as outlined above. For schools not operating on a quarter system, sixteen (16) missed days per semester or eleven (11) missed days per trimester shall apply.

Parent/Guardian and School Responsibilities

Parents/guardians are legally responsible for ensuring that their child attends school daily. Pursuant to M.G.L. c. 76, § 1B, the school will notify the parent/guardian of a student who has missed 5 or more school days unexcused in a school year. The school administrator/designee will make a reasonable effort to meet with the parent/guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent/guardian and with input from other relevant school personnel and officials from public safety, health and human service, housing and nonprofit agencies.

Chronic Absenteeism

Chronic Absence is defined as a student missing 10% or more days of school within a school calendar year including all absences regardless of whether they are excused or unexcused. Starting as early as preschool and kindergarten, students' chronic absence is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out

of school. Students who have poor attendance over multiple years will struggle to make up for the lost time in the classroom. Students' chronic absenteeism can leave third graders unable to read proficiently, sixth graders struggling with coursework and high school students off track for graduation.

Plan for Reducing Chronic Absenteeism

The Superintendent shall track and measure chronic absenteeism across the district and shall develop a comprehensive plan to reduce chronic absenteeism wherever concerning patterns exist. Each school shall also develop its own plan to reduce chronic absenteeism that shall be included in its School Improvement Plan. Such plans should be proactive in reducing barriers to consistent student attendance, responsive to student and family needs, and involve key school staff members (such as a Student Support Team), and other stakeholders including community partners.

Enforcement of Student Attendance

Salem Public Schools exercises its rights to enforce M.G.L. 76, §1 or Chapter 119, §51A. The Salem School District will be proactive in efforts to intervene when absenteeism is high and/or impacts student learning. For such irregular attendance of any kind, a student shall be referred to the school attendance team. Students who are identified as habitually truant (as defined above) will be referred to the district's Supervisor of Attendance and potentially other forms of intervention or action.

Educational Services Due to Absences for Illness/Injury

For absences of several days due to illness or injuries, students and families should contact teachers to establish a reasonable schedule for making up missed work. Students in middle and high school are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher as the result of an absence.

Per 603 CMR 28.03(3)(c) and 28.04(4), parents/guardians of students who are absent because of illness or injury for 14 consecutive school days, or students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are eligible for home or hospital educational services if they are requested and the medical need is documented by the treating physician. In these cases, the parent/guardian should contact the Office of Student Services and Family Supports to set up educational services that will enable the student to keep up in his/her courses of study and minimize the educational loss that might occur during the period of confinement at home or hospital.

Legal References: MGL 76:1, 1A, 1B, 2, 4, 5, 20 and 119: 51A

603 CMR 28.03(3)(c)

<https://www.mass.gov/juvenile-court-rules/juvenile-court-standing-order-3-21-child-requiring-assistance-proceedings>

www.attendanceworks.org/research/

Reviewed: December 214, 2022

Approved: 6/21/21

COMMUNITY RELATIONS **1000**

PUBLIC PARTICIPATION 1500

ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE 1502

The following general policies will govern the appointment and functioning of advisory committees to the School Committee (with the exception of other than the Student Advisory Committee, SEPAC, LPAC which are governed by the terms of the Massachusetts General Laws):

Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. There will be no standing overall advisory committee to the School Committee;

If state or federal law requires an advisory committee, its composition and appointment will meet all of the guidelines established for that particular type of committee;

The composition of task forces and other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants.

The School Committee will make appointments to such committees. The School Committee, upon recommendation of the superintendent of schools, will ~~appoint~~~~make~~ ~~appointment~~ staff members to such committees when appropriate.

Each advisory committee will be clearly instructed as to:

The length of time each member is being asked to serve;

The assignment the School Committee wishes the advisory committee to fulfill and the extent and limitations of its responsibilities;

The resources the School Committee will provide;

The approximate dates on which the School Committee wishes to receive major reports;

The guidelines for the release of information to the press.

NOTE: The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. All recommendations of an advisory committee must be submitted to the School Committee. The School Committee will have

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

Reviewed: December 21⁴, 2022