

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



Ms. Beth Anne Cornell
AJ Hoffman
Ms. Veronica Miranda

Mayor Dominick Pangallo, Chair

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

DATE POSTED: February 1, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on February 5, 2024 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/86021494627?pwd=RUNsSDRjdm5uaGxmc0JXZ1hQWDE2Zz09>

Passcode: 488668

I. Call of Meeting to Order


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

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

The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.

B. Live Spanish Interpretation.

Spanish language interpretation is now provided for all regular School Committee meetings. To listen to this meeting with Spanish language interpretation, please see instructions below:

1. Click **Interpretation** .
2. Click **Spanish**
3. (Optional) To hear the interpreted language only, click **Mute Original Audio**.

C. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the following link to sign up and submit your comment electronically: <https://forms.gle/WeGLH3mVrSkUn4wF6>. 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 22, 2023
- B. Approval of Warrants: **1/25/24** - \$452,013.62; **2/1/24** - \$616,668.92

IV. Public Comment

See above instructions for participating in public comment.

V. Student Showcase - Horace Mann Laboratory School

VI. Superintendent's Report

- A. Recognition of SPS' representative to Project 351 (Strategy 3.4)
- B. Superintendent's Evaluation (Strategy 2.3)
- C. Superintendent's Goals for 2024-25 (Strategy 2.3)
- D. Updated data for 2024-2025 Enrollment Targets for Student Assignment (Strategy 4.1)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

- A. Deliberation and vote on approval of superintendent's evaluation
- B. Deliberate and vote on 2024-2025 enrollment targets for student assignment
- C. Deliberate and vote on approval of SY24-25 calendars
- D. Deliberation and vote on approval to accept the donation from Pabich Family to the CTE program at Salem High School

X. Finance & Operations Report

- A. Budget Transfers

XI. Subcommittee Reports

- A. Policies for first reading
 - Policy 2102 Organization
 - Policy 2103 Qualifications, Duties and Responsibilities
- B. Policy with no substantial changes
 - Policy 2105 Evaluation of the Superintendent

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & Superintendent

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

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“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 1 de febrero de 2024

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 5 de febrero de 2024 a las 7:00 p.m.** Esta reunión se **llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace a continuación.

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

<https://us06web.zoom.us/j/86021494627?pwd=RUNsSDRjdm5uaGxmc0JXZ1hQWDE2Zz09>

Contraseña:[488668](#)


I. Convocatoria a la Sesión Abierta

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

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

b. Interpretación al español en vivo

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

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

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/WeGLH3mVrSkUn4wF6>. 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

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reunión. Por favor, póngase en contacto con Krista Perry en kperry@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

- A. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 22 de enero de 2023
- B. Aprobación de Warrants: **25-ene-24** - \$452,013.62; **1-feb-24** - \$616,668.92

IV. Comentario Público

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

V. Exposición de estudiantes - Escuela Horace Mann Laboratory

VI. Reporte del Superintendente

- A. Reconocimiento al representante de las Escuelas Públicas de Salem (SPS) en el Proyecto 351 (Estrategia 3.4)
- B. Evaluación del Superintendente (Estrategia 2.3)
- C. Metas del Superintendente para 2024-25 (Estrategia 2.3)
- D. Datos actualizados para 2024-2025 Metas de inscripción para la asignación de estudiantes (Estrategia 4.1)

VII. Reporte de la Representante Estudiantil

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- A. Deliberación y votación sobre la aprobación de la evaluación del superintendente
- B. Deliberación y votación sobre los objetivos de matrícula 2024-2025 para la asignación de estudiantes
- C. Deliberación y votación sobre la aprobación de los calendarios del año escolar 24 -25 (SY24-25)
- D. Deliberación y votación sobre la aprobación para aceptar la donación de la Familia Pabich para el programa CTE en Salem High School.

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X. Reporte de Finanzas y Operaciones

A. Transferencias presupuestarias

XI. Reportes de los Subcomités

- A. Políticas para primera lectura
 - Política 2102 Organización
 - Política 2103 Cualificaciones, deberes y responsabilidades
- B. Política sin cambios sustanciales
 - Política 2105 Evaluación del Superintendente

XII. Inquietudes y Resoluciones del Comité Escolar

XIII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
January 22, 2024

On January 22, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

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

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Ms. Elizabeth Pauley, Ms. Ellen Wingard, Dr. Kimberly Talbot, Mr. Carlos Arias Reyes, and Mr. Christopher O'Donnell, Mr. Jamaal Camah

Others in Attendance Virtually: Ms. Laura Assade

Call of Meeting to Order

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

Attendance

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

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

Approval of Agenda

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

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

AJ Hoffman Yes
Mayor Pangallo Yes
Motion Carries 7-0

Approval of Consent Agenda

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

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

Public Comment

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

Student Showcase - New Liberty Innovation School

Principal Camah begins the presentation by noting the New Liberty mission statement. To engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation. Three initiatives started this year have been dual enrollment courses, BUILD program, and diversity, equity, and inclusion work with Dr. Carlos Hoyt. It is important for students to be exposed to college courses and have the opportunity to speak to college professors. Year 1 of the BUILD course is an introduction to entrepreneurship and empowering students to become the CEO of their own lives. In year 2, students will be involved in community or school challenges. One New Liberty student discusses his food pantry idea for families not able to afford groceries. They are hoping to be able to gain sponsors to expand to Peabody and surrounding areas and how far this can go.

Mr. Camah also notes applying the cycle of socialization to experiences allows for us to create more impactful changes and disrupt the cycles. Student B discusses their experience in the cycle of socialization and for them knowing english was a problematic factor. They felt they did not belong because of not knowing the language. Student C suggests that students should have the option to vote on School Committee members and if starting at a young age they would feel the urge to participate and feel heard.

Mayor Pangallo notes to take a brief five minute recess before proceeding to the Superintendent’s Report.

Superintendent's Report

- A. Draft SY24-25 Calendar and Proposed Changes to SY23-24 Calendar (Strategy 4.2)
- B. 2024-2025 Enrollment Targets for Student Assignment (Strategy 4.1)
- C. FY25 Capital Requests (Strategy 4.3)

Superintendent Dr. Zrike notes the proposed changes to the SY23-24 calendar. We are proposing the Salem High School Math MCAS to Wednesday, May 22nd. We have an all district early release day for staff professional development. We are proposing to keep the early release day for K-8 students on this day and move the High School early release to May 15, 2024 so as not to conflict with MCAS. If we do not move the early release for elementary/middle school families, this will minimize the disruption for K-8 families. The next proposed change is moving the PD day to Monday, March 5th which is the presidential primary. This would avoid voting and school happening at the same time in some of our schools. After reflection, it is our recommendation to keep the current schedule for two reasons:

SPS is planning a conference style, district-wide professional development at Salem High School. We are worried about the (parking) congestion at SHS on this day. Also, we are concerned about the changing schedule for our families who may have already secured child care well in advance on this day.

Mayor Pangallo notes a correction to be made regarding the dates. The correct dates are as follows: Tuesday, March 5th and Wednesday, March 6th.

Dr. Zrike shares why he is submitting the drafted SY24-25 calendar and would like to vote on this calendar at the next School Committee meeting. There is a later start to the student school year due to a leap year with a longer winter break. This leaves very little room for adding additional calendar pauses without the extended school year. Feedback suggested that the staff/community appreciate a break after New Year's Day. To do so, this requires having no school on Thursday, January 2nd and Friday, January 3rd due to January 1st falling on a Wed. The other recommendation is an early release on Halloween to avoid road closures during the day. Feedback from this year was that between Oct 30th through Thanksgiving it was choppy given the 6 days of no school and 1 early release day. Two early releases in December were disruptive so one of the early release days was moved to Feb instead. There was a push for PD early release days to be on Fridays however no changes were made because we believe that would have a detrimental impact on student and staff attendance. Staff did like the full day staff PD in March but with the leap year calendar, adding this day into the middle of the school year will push out the last day of school. Other notes made is that this calendar is only a draft and there will be a final vote for approval from the School Committee at the Feb 5th meeting. Bentley plans to follow the SPS calendar. School Committee members have copies of the NLIS and Salem High/Salem Prep calendar for review as well. Carlton will also be sharing their calendar for final approval at the Feb 5th meeting.

Ms. Campbell asks Dr. Zrike if he had given thoughts into a SHS student needing to care for a younger sibling that would be K-8 age?

Dr. Zrike notes the high school has reduced the early release days. He will look into this and get back to Ms. Campbell with more information regarding her question.

Dr. Zrike notes Bentley and Carlton are outside of the 5% district average. We can set more aggressive targets for both of these schools. All of the other schools fall within the 5% and are very similar to last year. As of now, we are planning with the Pre-K at Bentley for replicating what we do for the dual language Pre-K with the Pre-K program. All School Committee members were given hard copies of the five year trends. Dr. Zrike notes Bentley is a wall to wall dual language school and what will opening a Pre-K do for this school and our targets.

Mr. Cruz asks Dr. Zrike if he predicts more lower income families will apply to Bentley?

Dr. Zrike notes there will be more stability in population in this school and there is more commitment to this school now that it is a dual language school.

Ms. Cornell notes the flaws with having this 5% as a district number. We really want to have balanced classes. In order to adjust so we can bring in Carlton and Bentley is an ongoing challenge. We cannot continue to look at this 5% as a district number.

Ms. Miranda asks if there was a classroom closed at Bentley last year?

Dr. Zrike notes there are only two Kindergartens. Depending on the grade there were at least two dual language classes.

Ms. Campbell agrees with Ms. Cornell's comments and each cohort is not balanced. Ms. Campbell states significant concerns she has in regards to dual language and having the english bucket side. There is a significant amount of research noting that native language students who are low income and denied access to the opportunity to become bilingual is very concerning.

D. FY25 Capital Requests (Strategy 4.3)

Ms. Elizabeth Pauley discusses the FY25 Capital Requests first stating the city department's annual request. Last year for FY24 our request was over \$10. Some repeat asks for this year are roof repairs, generator, replacements, gym floors, and HVAC. Some major new projects are the MSBA Project and Witchcraft playground. Ms. Pauley reviews FY24 numbers and what we received from the city and what was spent reflecting the Capital Funds. Ms. Pauley gives some updates on repairs and replacements for any HVAC issues that were resolved.

Ms. Manning notes Witchcraft is a school that has students in programs who are in need of the accessibility of this playground to be built.

Ms. Pauley notes last year we consolidated in groupings to have more navigable requests. As of right now, Capital Requests are due to the City in January and we are at the front end of the process. Developing our Capital Requests and what aligns to city and school priorities and plans. Based on multi-year planning, mix of continuing requests and new purchases, projects, and annual maintenance. Including preventative maintenance and repairs, and aligned to Ameresco recommendations. What is not included for FY25 we did not include costs of roof repairs, gym floors, ADA investments, and large projects at SHS or BAIS. Ms. Pauley looked at what was most urgent and what we could hold off on. The requests for this year are the playground and grounds, building repairs and weatherization, HVAC and mechanical, technology, and safety and security. Again, Salem High School building will be replaced and Bentley does have significant HVAC needs and may need its own plan.

Ms. Pauley reviewed the tiered system for requests starting with tier 1 regarding work benefiting all schools district wide including ongoing maintenance and repairs, tier 2 working on a subset of facilities and may include emergency response and schedule upgrades, and last tier 3 including special projects including grant funded projects. We are asking for \$500,000 for Playground work and repairs, \$1,755,000 for envelope and weatherization projects including lighting controls, painting, mechanical, plumbing, and weatherization, and lastly is \$1,990,000 for HVAC and Mechanical repairs such as chillers, HVAC controls, generators, and WHES boilers. For Safety and Security the task is for \$225,00 which will install cameras, doors and security hardware. Next steps are getting input from the Facilities and Grounds Subcommittee on January 16th, presented to the school committee on Jan 22nd, meeting with the city on Feb 2nd, and providing additional info as needed.

Ms. Manning notes we plan to meet with Mr. Duffy from the City as an overview of what the Building & Grounds subcommittee to focus on.

Ms. Cornell notes we need a more sustainable approach towards these outdoor spaces.

Ms. Miranda asks to place the following agenda item to Old Business at the Feb 5th School Committee meeting:

G. Approval of facilities use request from BG1 (Brayson Green One) to waive the facility fee for the use of the Horace Mann Laboratory School gymnasium on 1/27/24

Student Representative Report

none

Old Business

none

New Business

A. Deliberate and vote on proposed changes to the SY23-24 calendar

Ms. Cornell makes a motion to accept the changes made to the FY23-24 calendar and Ms. Campbell seconded the motion. A roll call vote was taken.

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

Motion Carries 7-0

B. Deliberate and vote on 2024-2025 enrollment targets for student assignment

Ms. Cornell makes a motion to table until the next meeting on Feb 5th and Ms. Campbell seconded the motion. A roll call vote was taken.

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

Motion Carries 7-0

C. Deliberate and vote to support SPS recommended FY25 Capital Requests

Ms. Cornell makes a motion and Ms. Miranda seconded the motion. A roll call vote was taken.

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

Motion Carries 7-0

Finance & Operations Report

none

Subcommittee Reports

A. Policies for third reading

Policy 1101.01 Non-Discrimination
Policy 4106 Nondiscrimination and Equal Employment Opportunity

Ms. Cornell makes a motion to accept policies 1101.01 and 4106 for a second read. Ms. Campbell seconded. A roll call vote is taken.

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

School Committee Concerns and Resolutions

none

Adjournment

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

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

Meeting adjourned at 9:30PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

We **All** Belong

Including **Everyone** at Horace Mann
#AllOurKids

What is Inclusion?

Inclusion in the classroom means that **all** students, no matter their race, culture, ability, gender, or learning style, are given equal access to educational opportunities where they are supported, and feel safe, valued, and respected.



Benefits of Inclusion

- **Everyone** benefits from inclusion in the classroom.
- **All students benefit** from interacting and developing friendships with a diverse group of peers.
- Teachers and administration see less absences and disruptive behaviors, because students feel valued and tend to participate more positively in their learning environment
- For parents, inclusive classrooms mean their children are learning and spending much of their time in a safe and nurturing environment.



What does **inclusion** looks like?



What is **Reverse Inclusion**?

- Reverse inclusion is when selected students from the mainstream setting participate in lessons in a substantially separate education classrooms.
- Students who are reverse integrated can be intentionally chosen based on characteristics that would benefit the group (e.g., age, leadership goals, similar likes and interests)



What is **Reverse Inclusion**?

- Effective instruction provides the students with disabilities **opportunities to practice** their individualized learning goals with the **support of a peer model**. The models, in turn, **develops collaborative working skills** & build upon **social relationships** with other students.
- The educator is able to **choose appropriate and effective instructional strategies** to help the students achieve their individualized goals. Educators can use this time to **pinpoint areas of need and practice specific skills** that **help students function effectively in the larger classroom**.



Benefits of Reverse inclusion

- Reverse inclusion **helps all** students develop and practice positive interactions and **develop meaningful relationships in a structured environment.**
- For students who have challenges exploring new areas of the school environment, the reverse-integrated approach allows them to develop new social interactions while staying in a familiar and predictable space.



Benefits of Reverse inclusion

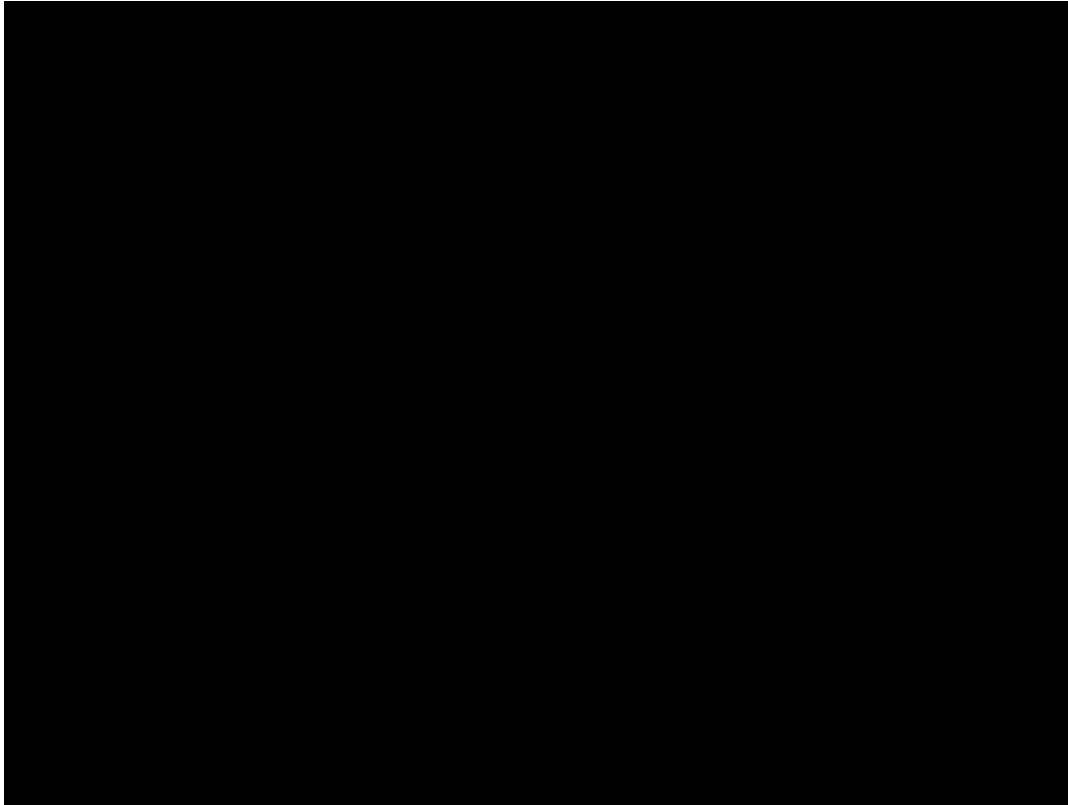
- Various *individualized learning expectations can be achieved faster* when students are exposed to a number of peers modelling the desired expectations.
- Shows students that they are *part of a community* and **all parts of the school are accessible to everyone.**



What our students think about Reverse Inclusion at HMLS!



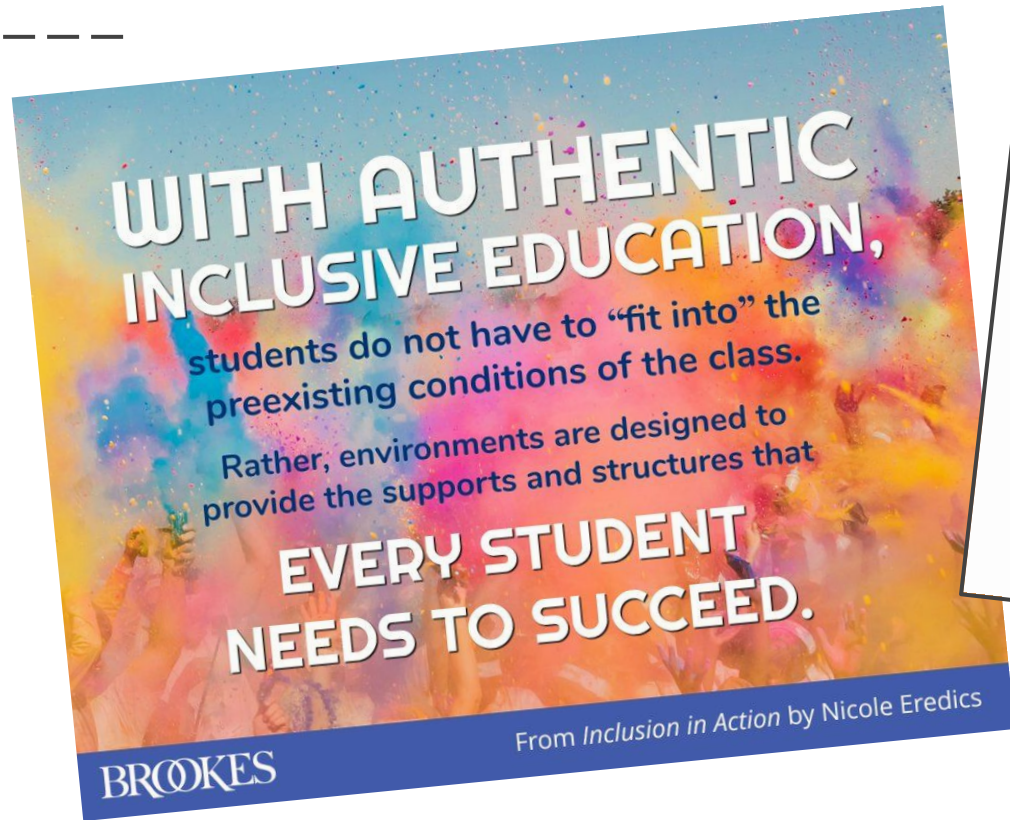
What our students think about Inclusion at HMLS!



What kinds of things do we learn together?



Our vision for Inclusion at HMLS



**WITH AUTHENTIC
INCLUSIVE EDUCATION,**
students do not have to “fit into” the
preexisting conditions of the class.
Rather, environments are designed to
provide the supports and structures that

**EVERY STUDENT
NEEDS TO SUCCEED.**

BROOKES

From *Inclusion in Action* by Nicole Eredics

“INCLUSION IS NOT
BRINGING PEOPLE INTO
WHAT ALREADY EXISTS; IT
IS MAKING A NEW SPACE,
A BETTER SPACE FOR
EVERYONE.”

– *George Dei*



WHAT IS PROJECT 351?

At Project 351, we believe that every young person is remarkable and that within them, lies the tools, vision, and desire to build a more just, inclusive and united global community.

Project 351 is a nonprofit organization that develops a new generation of community-first service leaders through the yearlong engagement of an eighth grade Ambassador from each of the 351 cities and towns in Massachusetts. Youth are selected by hometown educators for an exemplary ethic of service and the values of kindness, compassion, humility, and gratitude. Project 351 encourages the recognition of an unsung hero and quiet leader, and seeks to build a community rich in diversity and lived experiences.

Since our founding in 2011, Project 351 has engaged 4,492 eighth grade Ambassadors as change agents in their communities. United as 350NE, they've impacted more than 1.1 million neighbors through transformational service.

With essential support of hometown educators and guided by Project 351, this rising generation builds the skills required to lead positive change, deepen awareness of critical issues, and foster community values. With new-found confidence, Ambassadors mobilize schools and hometowns in service to partners including Cradles to Crayons, Wonderfund, and Massachusetts Military Heroes Fund. Through these service platforms, Ambassadors cultivate kindness and empathy, foster civic engagement, unite schools in common values and a shared mission, and progress positive social change.

Over a year's term, Ambassadors -- and the thousands of classmates they engage -- demonstrate the power and potential of young people in service. During a time of increased division and polarization, their activism and devotion to a cause greater than self builds a more united, engaged, and compassionate world.



Superintendent's Annual Plan

February 2024

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

Key Actions

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

Evidence

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





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

Measurable Outcomes

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

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

Key Actions

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

Evidence

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



Measurable Outcomes

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

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

Key Actions

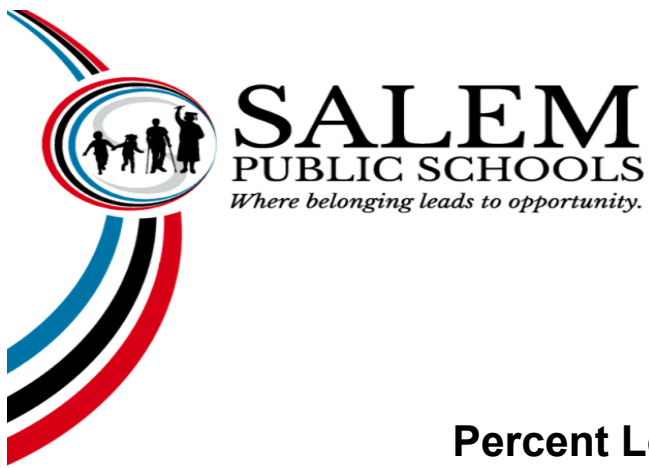
1. Ensure that a diverse and robust group of stakeholders consistently make connections to the district strategy when making decisions;
2. Present the district strategy and progress updates to a range of school-based and community stakeholders and partners;
3. Host forums/workshops for the business and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

Evidence

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

Measurable Outcomes

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



Percent Low-Income at Each Grade Level

	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Bates	58%	56%	58%	82%	65%	63%	58%
Bentley		82%	85%	66%	84%	83%	75%
Carlton		38%	52%	55%	54%	53%	56%
EEC	50%						
Horace Mann	55%	70%	80%	60%	63%	72%	77%
Saltonstall		69%	60%	67%	54%	53%	58%
WHES		58%	64%	54%	64%	58%	69%

(Salts Continued)

	Grade 6	Grade 7	Grade 8
Saltonstall	83%	73%	68%

Carlton Kindergarten Trimester Enrollment Breakdown Based on Low-Income Status



Note: No enrollments recorded for 19-20 (Trimester 3), 21-22 (Trimester 2), and 22-23 (Trimester 3)

Low-Income Not Low-Income

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

Overview

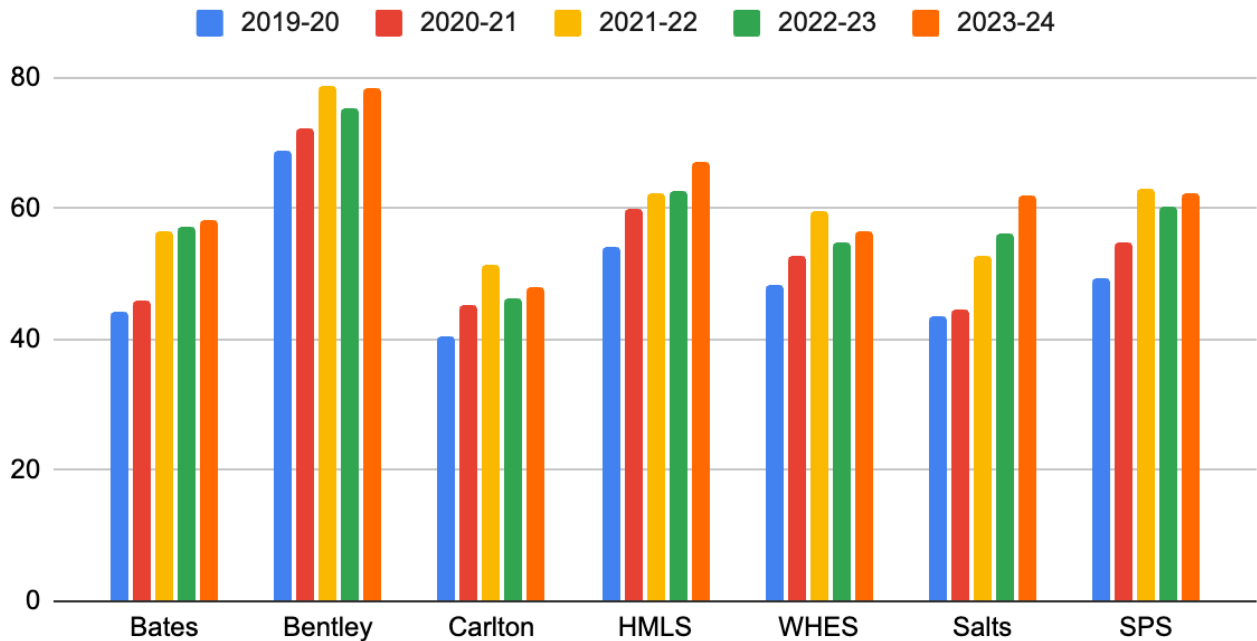
Following the district's student assignment policy (SC Policy #5103),¹ the Superintendent is charged with setting annual enrollment targets for each individual school. The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds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

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

Percentage of Low Income Students by School, 2023-24

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

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



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

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

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

School Enrollment Targets for 2024-25 Student Assignments

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

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

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

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

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

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

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

Important Notes

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

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

Salem Public Schools

2024 - 2025 Calendar

Bates, Bentley, Collins, ECC, Horace Mann, Saltonstall, Witchcraft Heights

2024



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

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

2025

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

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

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

August	
19-23	New Hire Orientation
26-29	Professional Development Days (full)
30	No School
September	
2	Labor Day
3	First day, grades 1-12
5	First day, PreK-K
18	Professional Development Day (half)
October	
14	Indigenous Peoples' Day
23	Professional Development Day (half)
31	Halloween - Early Release
November	
5	Professional Development Day (full)
11	Veterans Day
27	Thanksgiving Early Release
28-29	Thanksgiving Break
December	
4	Professional Development Day (half)
23-31	Winter Break
January	
1	New Year's Day
20	Martin Luther King, Jr. Day
29	Professional Development Day (half)
February	
17-21	February Break
26	Professional Development Day (Half)
27	Dominican Independence Day, school in session.
March	
19	Professional Development Day (half)
April	
18	Good Friday
21-25	April Break
May	
21	Professional Development Day (half)
26	Memorial Day
June	
13	Last Day of School PreK/K
17	Last Day of School Grades 1-12
19	Juneteenth Independence Day
18, 20	Snow days as needed
23-25	



Salem Public Schools

2024 - 2025 Calendar

New Liberty Innovation School

2024

August

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DRAFT

October

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2025

January

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March

M	T	W	T	F
3	4	5	6	8
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

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

August	
19-23	New Hire Orientation
26-29	Professional Development Days (full)
30	No School
September	
2	Labor Day
3	First day, grades 1-12
11, 18, 25	Professional Development Days (half)
October	
2, 9, 16, 23, 30	Professional Development Days (half)
14	Indigenous Peoples' Day
31	Halloween - Early Release
November	
5	Professional Development Day (full)
6, 13, 20	Professional Development Days (half)
11	Veterans Day
27	Thanksgiving Early Release
28-29	Thanksgiving Break
December	
4, 11, 18	Professional Development Days (half)
23-31	Winter Break
January	
1	New Year's Day
8, 15, 22	Professional Development Days (half)
29	Martin Luther King, Jr. Day
February	
5, 12, 26	Professional Development Days (Half)
17-21	February Break
27	Dominican Independence Day, school in session.
March	
5, 12, 19, 26	Professional Development Days (half)
April	
2, 9, 16, 30	Professional Development Days (half)
18	Good Friday
21-25	April Break
May	
7, 14, 21, 28	Professional Development Days (half)
26	Memorial Day
June	
4, 11	Professional Development Days (half)
17	Last Day of School Grades 1-12
19	Juneteenth Independence Day
18, 20 23-25	Snow days as needed

Salem Public Schools

2024 - 2025 Calendar

DRAFT

Salem High School / Salem Prep High School



August	
19-23	New Hire Orientation
26-29	Professional Development Days (full)
29	First day Grade 9
30	No School
September	
2	Labor Day
3	First day, Grades 10-12
18	Professional Development Day (half)
19	Meet The Teacher Night 6:00-8:00pm
October	
11	Mid Quarter - Quarter 1
14	Indigenous Peoples' Day
21	Progress Reports Posted
23	Professional Development Day (half)
30	Parent Conferences 2:40-3:40pm
31	Halloween - Early Release
November	
5	Professional Development Day (full)
11	Veterans Day (observance)
13	End of Quarter 1
27	Thanksgiving Early Release
28-29	Thanksgiving Break
December	
4	Professional Development Day (half)
5	Parent Conferences 6:00-8:00pm
20	Mid Quarter - Quarter 2
23-31	Winter Break
January	
1	New Year's Day
8	Progress Reports Posted
20	Martin Luther King, Jr. Day
29	Professional Development Day (half)
30	End of Quarter 2
February	
6	Report Cards Posted
12	Parent Conferences 2:40-3:40pm
17-21	February Break
26	Professional Development Day (half)
27	Dominican Independence Day, school in session.
March	
13	Mid Quarter - Quarter 3
19	Professional Development Day (half)
20	Progress Reports Posted
26	Parent Conferences 2:40-3:40pm
April	
10	End of Quarter 3
17	Report Cards Posted
18	Good Friday
21-25	April Break

- School Closed: Holiday or Vacation
- All schools closed - Staff Professional Dev
- Early Release Day - Staff Professional Dev
- New Hire Orientation
- Date of Importance
- Holiday, school in session
- Early Release before break, on Halloween, or end of year
- First day (Grade 9)
- First day (Grades 10-12)
- Snow Days as Needed

2024

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

October

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November

M	T	W	T	F
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4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December

M	T	W	T	F
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2025

January

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March

M	T	W	T	F
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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May

21	Professional Development Day (half)
23	Mid Quarter - Quarter 4
26	Memorial Day

June

2	Progress Reports Posted
6	Salem High School Graduation
17	Last Day of School Grades 1-12
19	Juneteenth Independence Day
18, 20	Snow days as needed
23-25	

<p>I am sure much thought has gone into this calendar however a half day on Halloween is beyond ridiculous. For those that have to bring kids to school like the ECC that doesn't provide transportation by the time you fight the traffic to get home you will be home 30-45 min to turn around and go back to get child fight traffic again to get them on time. Just take the day. I'm sorry that's just such poor planning. Thank you for reading</p>
<p>Hi! I received the proposed calendar for the 23-24 school year and I wanted to share some thoughts:</p> <ol style="list-style-type: none">1. There are still SO many Wednesday half days. Any way to reduce the number of these or shift them to a Friday so they don't cut up the week?2. I do not think we should have a half day in the week following Feb school vacation!3. I think with Halloween being a half day on a Thursday a lot of kids will take Friday Nov 1 off. Can we make that a day off and add back a day somewhere else?
<p>Thank you so much for the work you and your team have put into the 24/25 calendar. My only comment is that it was nice to have Halloween off in 2023. My daughter attends Bates and in previous years it was a little chaotic getting to and from school on the 31st. Last year it was nice to avoid downtown. It would be nice to avoid that area in 2024. Thank you for taking the time to read my comment!</p>
<p>Given the change we just had to make due to Math MCAS, I'm wondering if we should rethink the proposed half day on May 21, 2025.</p>
<p>I would like to take this opportunity to share some comments regarding the proposed 24-25 school calendar, some of which pertains specifically to my membership on staff, while some is more specific to my role as a parent.</p> <ul style="list-style-type: none">-Four PD days at the start of the school year, that are a full week in advance of the Labor Day start, almost contradict the "after Labor Day" start to the school year. Could some of those days occur on days such as 11/1, 4/17 or others?-Monthly half days during the middle of the week make it extremely challenging for working parents in securing childcare; having enough sick time to leave work early; etc. There are two early release days in consecutive weeks in December. That is a lot to ask of parents just before the holidays.-Four sessions for parent conferences, in addition to four rounds of progress reports and four report cards, requires a significant amount of time for teachers to be grading, analyzing data and providing feedback. In the 13 years I have been in the district, the afternoon conferences are poorly attended. Maybe one of the early release days is used for conferences rather than for PD? <p>Just some of my thoughts. Thank you for reading and passing along for consideration.</p>
<p>I read the Draft Calendar and would like to make the suggestion that we have off January 2nd and 3rd.</p>

My opinion return to school Monday the 6th of January so that families don't need to cut their vacation short in the middle of week and we all know if we make the Wednesday being into 2025 of New Year of January we're going to have extremely low attendance because parentMs are not going to come back to work or school just vacations short two day's ? That's my opinion Have everyone return the following Monday first week of January to school. Thank you



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

To: Salem School Committee

From: Mario Sousa, CTE Director & Co-Op Coordinator

Re: Freigh Farm Donation

Date: February 5, 2024

I am writing on behalf of Salem High School CTE to formally request the School Committee's consideration of a generous donation offered by Mr. Pabich. Mr. Pabich has graciously offered to cover the expenses for the necessary repairs to our existing freight farm.

We have attached a comprehensive proposal outlining the repairs required and Salem High School's Operation and Maintenance plan, highlighting our commitment to sustainability, internships, and collaboration with the Salem Pantry. These initiatives align with Mr. Pabich's request and vision for the project.

We believe that this donation from Mr. Pabich will significantly enhance our ability to continue providing valuable educational opportunities and promoting sustainability within our school community. We kindly request that the School Committee review this proposal and consider accepting Mr. Pabich's generous offer.

Please do not hesitate to reach out if you require any additional information or have any questions regarding this matter. We are excited about this project's potential impact on our school, and we hope to receive the School Committee's approval to move forward with this wonderful opportunity.

Thank you for your time and consideration.

Respectfully,
Mario Sousa
CTE Director & Co-Op Coordinator
Tel: 978-745-9300 ext: 65545
Cell: 978-265-9578





Mario Sousa
CTE Director & Co-Op Coordinator
Salem High School
77 Willson Street
Salem, MA 01970
Tel: 978-745-9300 Ext: 65545
Email: MSousa@Salemk12.org



Salem High School Freight Farm Success and Long-Term Sustainability Plan

At Salem High School, we are not only dedicated to the successful relaunch of the Freight Farm but also to its long-term sustainability as a vital educational and community resource. Our commitment extends beyond the initial setup, ensuring that the Freight Farm remains a valuable asset for years.

Operational Expertise:

Central to our approach is having three dedicated staff members with the necessary training and expertise to operate and maintain the Freight Farm effectively. This team shall consist of one administrator and two educators who are or will become well-versed in the intricacies of hydroponic farming, climate control systems, and sustainable agricultural practices. Their continuous involvement guarantees that the Freight Farm functions optimally, providing a dynamic learning environment for our students.

Sustainable Infrastructure Enhancements:

To further bolster the sustainability of the Freight Farm, Salem High School has plans to integrate additional equipment and systems. Among these enhancements are the installation of solar panels and water collection systems. These eco-friendly additions will serve multiple purposes. Solar panels will harness clean energy from the sun, reducing our reliance on conventional power sources and keeping operating costs low. Water collection systems will help us conserve this precious resource, contributing to the eco-conscious operation of the Freight Farm. These investments align with our commitment to environmental stewardship and lower our carbon footprint.



Mario Sousa
CTE Director & Co-Op Coordinator
 Salem High School
 77 Willson Street
 Salem, MA 01970
 Tel: 978-745-9300 Ext: 65545
 Email: MSousa@Salemk12.org



Community Engagement:

A core tenet of our sustainability strategy is community involvement. Salem High School is dedicated to giving back to our local community through the Freight Farm. We pledge to donate 50% of the produce yield from the Freight Farm to the Salem Pantry, an organization that supports families in need with food assistance. This direct contribution to local food security efforts embodies our commitment to social responsibility and community well-being. The remaining 50% of the harvest will be integrated into Salem Public Schools' food service and culinary program, providing fresh and locally grown ingredients to our students and fostering a connection between sustainable farming and culinary education.

Educational Impact:

Beyond its charitable contributions, the Freight Farm is a hands-on educational tool, allowing our students to gain valuable insights into sustainable agriculture, STEM principles, and food systems. As students actively participate in planting, cultivating, and harvesting crops, they develop a deep understanding of where their food comes from and the environmental impacts of agriculture. This experiential learning opportunity empowers our students to make informed choices and advocate for sustainable practices in their communities.

Salem High School's commitment to the Freight Farm encompasses its successful relaunch and its enduring sustainability, community engagement, and educational value. By fostering an environment of sustainability and philanthropy, we are cultivating responsible citizens and promoting lasting positive change within our school and community. We look forward to the continued growth and success of our Freight Farm as it serves as a beacon of sustainability and educational excellence for generations to come.

In our unwavering commitment to enriching the educational impact of the Freight Farm at Salem High School, we are thrilled to introduce an exciting new opportunity for our scholars - internships. These internships will provide scholars with hands-on experience and responsibility for managing and operating the Freight Farm, all under the expert supervision of our trained staff members.



Mario Sousa
CTE Director & Co-Op Coordinator
 Salem High School
 77 Willson Street
 Salem, MA 01970
 Tel: 978-745-9300 Ext: 65545
 Email: MSousa@Salemk12.org



Hands-On Learning and Responsibility:

The scholar internships at the Freight Farm will offer a unique and immersive educational experience. Under the guidance of our trained staff members, scholars will actively participate in every aspect of hydroponic farming, from planting and tending to harvesting and maintaining the farm's equipment. This real-world involvement will empower scholars with practical skills, knowledge, and a deep understanding of sustainable agriculture, STEM principles, and food systems.

Paid Internships for Scholar Empowerment:

Recognizing the value of our scholars' dedication and hard work, these internships will be paid positions. This financial support not only provides scholars with an opportunity to earn while they learn but also encourages their active engagement in the Freight Farm project. By compensating scholars for their contributions, we aim to instill a sense of responsibility, accountability, and the importance of their role within the community.

Partnership for Scholar Opportunities:

To make these internships a reality, Salem High School is committed to continuing to collaborate with the READ Family Trust as they provide yearly financial support for STEM based internships and the Pabich Family. With their support, we will secure and allocate funds specifically for these internships. Our shared goal is to ensure that there are a minimum of four internships available during each semester, offering scholars ample opportunities for hands-on learning and personal growth. Additionally, we are dedicated to providing two internships during the summer, allowing scholars to continue their experiential education beyond the traditional school year.



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Empowering the Future:

The introduction of scholar internships at the Freight Farm not only amplifies the educational impact of this innovative project but also reinforces our commitment to preparing our students for successful futures. Through these internships, scholars will gain valuable skills, work experience, and a profound understanding of sustainable practices. They will be equipped to pursue careers in agriculture, STEM fields, or any other path they choose, armed with the knowledge and confidence to make a positive impact on their communities and the world.

At Salem High School, we believe that experiential learning and real-world opportunities are essential for scholar growth and development. These internships at the Freight Farm represent our dedication to providing scholars with the tools they need to thrive in an ever-changing world. We look forward to seeing our scholars flourish and make a meaningful difference through this exciting new initiative.

Maintenance and Operations:

The maintenance and operations checklist, along with the [Lettuce Handbook](#), plays a vital role in ensuring the efficient and sustainable operation of the Salem High School Pabich Family Freight Farm. It provides us with a clear path to maintain ideal growing conditions year-round and swiftly address any potential issues. Our approach emphasizes maximizing yield while prioritizing sustainability and efficient resource use. These resources combined empower us to achieve our objectives of enriching education, engaging with the community, and ensuring the long-term sustainability of the Freight Farm.

The checklist for the Salem High School Pabich Family Freight Farm has been meticulously structured to cover daily, weekly, monthly, quarterly, and yearly tasks. It offers a comprehensive framework for ongoing maintenance and recordkeeping. By faithfully following this checklist, we can promptly address maintenance requirements, monitor our progress, and uphold the Freight Farm's peak condition throughout the year. This proactive approach aligns with our commitment to achieving sustainable and high-performance outcomes in our cultivation efforts, all while enhancing the educational impact and community involvement of the project.



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Daily Maintenance:

- Check the air and water temperature within the farm and ensure they are within the recommended ranges.
- Monitor and record relative humidity levels in the Greenery S.
- Inspect the CO2 concentration and adjust as needed.
- Verify that the lights are functioning correctly and at the appropriate intensity.
- Check dissolved oxygen (DO) levels in the nutrient solution and maintain them at the recommended 7 mg/L or ppm.
- Examine the plants for signs of stress, disease, or pest infestations.
- Clean and sanitize any equipment or surfaces that come in contact with the plants.
- Ensure that all safety systems are operational and monitor for any alerts.
- Check water turnover and drainage systems.
- Maintain records of daily observations and any adjustments made.

Weekly Maintenance:

- Clean filters in the farm's ventilation system.
- Inspect and clean emitters for clogs.
- Check and refill the CO2 canister if necessary.
- Perform zerotal foliar spray as part of routine plant care.
- Calibrate hydro sensors to ensure accurate measurements.
- Clean cultivation gutters and nursery troughs.
- Mix nutrients according to the Farmhand form and grow schedule.
- Check and replace/refill nutrient dosing tanks.
- Conduct yield tracking and record the information.
- Perform administrative tasks related to farm operations.

Monthly Maintenance:

- Conduct thoroughly cleaning the Northern Air HVAC system, including the evaporator and condenser coils.



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- Replace air filters in the HVAC system.
- Flush the nutrient dosing tanks to prevent buildup.
- Clean and flush the cultivation and nursery recirculation lines.
- Clean and sanitize the cultivation tank recirculation line.
- Review and address any common crop health issues.
- Verify the functionality of optional hardware components.
- Perform custom software programming as needed.
- Conduct any monthly administrative tasks for Greenery S Farmers.
- Ensure that the lighting system is calibrated for optimal growth conditions.

Quarterly Maintenance:

- Review and update the Farmhand recipe set-up as needed.
- Replace and replenish consumables such as filters, solutions, and CO2 canisters.
- Conduct a comprehensive review of the farm's performance data and adjust settings or procedures accordingly.
- Check for any required maintenance or updates to the farm's infrastructure.
- Perform a thorough review of safety protocols and emergency procedures.

Yearly Maintenance:

- Conduct a comprehensive inspection and maintenance of the entire Freight Farm unit, including structural components, plumbing, and electrical systems.
- Ensure that all safety equipment and systems are up-to-date and properly working.
- Review and update the crop plan based on the previous year's performance and goals for the coming year.
- Collaborate with relevant stakeholders to plan for major upgrades or changes to the farm's technology or infrastructure.
- Conduct training sessions for farm operators and staff to stay updated on best practices and new technologies.



Salem High School Repairs

Salem High School

29 Highland Avenue
Salem, MA 01970
United States

Reference: 20231027-114827819

Quote created: October 27, 2023

Quote expires: February 29, 2024

Quote created by: Colleen Marx

colleen@freightfarms.com

Richard Pabich

rjpabich@gmail.com
19788352306

Comments from Colleen Marx

Products & Services

Item & Description	Quantity	Unit Price	Unit Discount	Total
Farmhand Hub Installation Kit Ethernet cords, fasteners, PVC, ect.	1	\$475.00		\$475.00
Tank Depth Assembly 2x Farmhand Hub Input Module, 2x Tank Depth Pressure Sensor	1	\$1,000.00		\$1,000.00
Farmhand Hub Environmental Module Farmhand Hub Environmental Module	1	\$350.00		\$350.00
Farmhand Hub Dosing Assembly 2x Farmhand Hub Dosing Modules, 8x Dosing Pumps, Dosing Cabinet with Recirculation and Nutrient Lines	1	\$3,750.00		\$3,750.00

Item & Description	Quantity	Unit Price	Unit Discount	Total
Farmhand Hub Control Assembly Hub Controller, 5-Port CloudGate, Hub Output Module, Network Switch	1	\$2,000.00		\$2,000.00
LGM Complete Cultivation LED Replacement 16x 240W LED Drivers 16x LED Curtain Connectors 128 LED Red/Blue Strips	1	\$6,545.00		\$6,545.00
Recirculating Water & Air Pump, 250 GPH - 50Hz 230V Plug-C	1	\$65.00		\$65.00
60Hz Nursery Aerator Pump Seed Tank Aerator/ 2W / 110-120V/ 60hz	1	\$24.00		\$24.00
Main tank send pump (LGM) EcoPlus Eco 4950 Submersible Pump 4750 GPH	1	\$285.00		\$285.00
LGM HK Relay Zelio 1CO 15A Relay +LTB-LED 24VDC 940165 RPM11BD	1	\$12.00		\$12.00
Dehumidifier Waykar 150 Pints 7,000 Sq. Ft Climate Pledge Friendly Dehumidifier with Drain Hose	1	\$425.00		\$425.00
LGM Training 1 Day Training for the Full LGM System (after repairs)	1	\$5,000.00		\$5,000.00
One-time subtotal				\$19,931.00
Contingency (refundable)				\$2,000.00
Labor (3 Days)				\$6,000.00
Travel				\$500.00
Total				\$28,431.00

Purchase terms

100% Due by February 29th, 2024.....\$28,431.00

Any delay in payment may result in delay in scheduling install. Full payment required prior to install.

Install Approach

Upon arrival the unit will be inspected for the viability and integrity of core hardware components (wiring, relays, etc) to ensure the retrofit can be completed successfully. Farm should be emptied in advance as there will be no controller in place during the retrofit to maintain plant health. Any core hardware identified as corroded or damaged during inspection will be raised to the customer and replaced against the Additional Parts Contingency.

Damaged or inoperable hardware not related to retrofit (non-functional GFCI outlets, pumps, fans, etc.) discovered during the performance of the installation can be replaced per approval of the customer, leveraging the Additional Parts Contingency. If time allows post-installation of the retrofit, Freight Farms technicians will troubleshoot, repair and/or replace components within the time allotted. Further repair/replacement work can be quoted at the customer's request.

Due to the differing designs of the customer's farm model and to reduce any delays, in some cases alterations to the installation plan will be made on site in an attempt to complete the project on the timeline given. For example, Freight Farms will make a reasonable effort to install cabling within the conduit however this may not be possible in some cases due to the original design of the farm. Cables may be required to run external to the existing conduit.

Prior to your scheduled retrofit, please clean your farm and ensure equipment can be tested (e.g. there is no blockage in the system, the equipment is accessible, etc.). An inability to test equipment due to such circumstances or lack of cleanliness is not the responsibility of the Freight Farms technician. Any resulting delay in installation is the financial responsibility of the customer.

Any other costs that may arise during the duration of this project not listed above will be negotiated separately.

Farmhand training will be offered immediately after installation of the Farmhand Hub Retrofit is completed and is limited to the current owners. This training will cover all newly installed hardware and the online software, [Farmhand.ag](https://www.farmhand.ag).

Warranty and Exclusions

A limited hardware warranty will be provided on all Farmhand Hub hardware components for 1 year from installation. Failure due to manufacturing defects or normal wear and tear will be covered. Freight Farms agrees to ship any replacement parts as soon as parts are available (usually within 2 week). This period will commence the day after the installation. Damage or failure due to negligence or improper use/sealing of the enclosure environment (e.g introduction of water), will not be covered.

Signature

Signature

Date

Printed name

Questions? Contact me



Colleen Marx
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Freight Farms
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SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Elizabeth Pauley

*Assistant Superintendent of Finance and
Operations*

29 Highland Ave. Salem, MA 01970
978-740-1101
epauley@salemk12.org

To: Salem School Committee

CC: Dr. Stephen Zrike

From: Elizabeth Pauley

Date: February 1, 2024

Re: FY24 Budget Transfers

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

- **Transfer \$10,000 from vacant Behavior Specialist role (13640720-5102) to Contracted Services (13570721-5320).**
In the spring of 2023, Saltonstall School traded funds to create a second Behavior Specialist role to provide additional support for students. That position is vacant. The school feels that at this point in the year, the budgeted funds can be used to advance their work by reallocating it. The first requested transfer is \$10,000 funds to Contracted Services to support the expansion of clubs and programming.
- **Transfer \$5,000 from vacant Behavior Specialist role (13640720-5102) to Stipends (13570720-5150).**
- **Transfer \$5000 from vacant Behavior Specialist role (13640720-5102) to Office Supplies (13570121-5421).**
- **Transfer \$5000 from vacant Behavior Specialist role (13640720-5102) to Instructional Supplies (13570721-5514).**

I recommend these transfers.



ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 ORGANIZATION

2102 The organization of school staff shall be unified and directed by the superintendent.

The School Committee recognizes the following services or functions within the school system. ~~The Salem Public Schools, School Committee and its administrators are committed to the concept of affirmative action in hiring:~~

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

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

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

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

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

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

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

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 SUMMARY:

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

REPORTS TO:

The Salem School Committee.

ESSENTIAL DUTIES AND RESPONSIBILITIES: OTHER DUTIES MAY BE ASSIGNED.

Acts as the agent of the School Committee;

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

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

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

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

†Ensures the timely and appropriate evaluation of all staff;

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

Recommends policy and program decisions to the committee;

Develops administrative rules and procedures to implement committee policy;

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

directed/requested;

ADMINISTRATION 2000

SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 ESSENTIAL DUTIES AND RESPONSIBILITIES:

Oversees the preparation of the annual budget;

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

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

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

Oversees the condition of all school buildings and fields.

SUPERVISORY RESPONSIBILITIES:

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

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

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

QUALIFICATION REQUIREMENTS:

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

EDUCATION AND/OR EXPERIENCE:

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

ADMINISTRATION 2000

SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 CERTIFICATES, LICENSES, REGISTRATIONS:

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

LANGUAGE SKILLS:

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

REASONING ABILITY:

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

OTHER SKILLS AND ABILITIES:

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

language.

~~WORK ENVIRONMENT: ¶~~

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

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

Approved : December 2016

Reviewed 1/26/24

**ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 EVALUATION OF
THE SUPERINTENDENT 2105**

The School Committee shall meet with the superintendent of schools at least once each year for the purpose of discussing with the superintendent their job description and performance as well as their working relationship with the committee.

Both the School Committee and superintendent of schools will mutually agree upon the evaluation instrument. The annual evaluation will be conducted in accordance with the Massachusetts Educator policies and timelines.

Reviewed 1/26/24 - no substantial changes

Approved: January 3, 2017