

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



Ms. Beth Anne Cornell
Dr. Kristin Pangallo
Ms. Veronica Miranda

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: May 11, 2023

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on May 15, 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/86212667858?pwd=K1liK3dkOS9pak5vK1BLN1A0bTd5QT09>

Passcode: 392916


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. 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. 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/73cjiv4dZ6g3F4uw6>. 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 meetings held on April 24, 2023 and May 4, 2023
- B. Approval of Warrants: **5/4/2023** - \$584,229.36; **5/11/2023** - \$180,207.17
- C. Approval of Saltonstall School to Canobie Lake Park, Salem, NH on 6/14/23

IV. Public Comment

See above instructions for participating in public comment.

V. Student Showcase - Collins Middle School

VI. Superintendent's Report

- a. Revised FY24 budget presentation
- b. Middle school accelerated math presentation

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

- a. Deliberation and vote on FY24 budget
- b. Deliberation and vote on 2023-2024 School Committee meeting schedule

X. Finance & Operations Report

- a. Budget transfers

XI. Subcommittee Reports

- a. Policies for first reading
 - Policy 4103 - Staff Health & Safety
 - Policy 5103 - Controlled Choice Student Assignment Policy
 - Policy 6409 - Public Participation at School Committee Meetings/Public Hearings

XII. School Committee Concerns and Resolutions

- a. Proposed Public Comment Reminder

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. Manny Cruz
Sra. Amanda Campbell



Sra. Beth Anne Cornell
Dra. Kristin Pangallo
Sra. Veronica Miranda

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 mayo 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 15 de mayo 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/86212667858?pwd=K1liK3dkOS9pak5vK1BLN1A0bTd5QT09>

Contraseña:[392916](#)


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/73cjiv4dZ6g3F4uw6>. 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. Manny Cruz
Sra. Amanda Campbell



Sra. Beth Anne Cornell
Dra. Kristin Pangallo
Sra. Veronica Miranda

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”

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

- a. Aprobación de las actas de las reuniones regulares del Comité Escolar celebradas el 24 de abril de 2023 y el 4 de mayo de 2023.
- b. Aprobación de Órdenes de pago: 4-may-2023 - \$584,229.36; 11-may-2023 - \$180,207.17
- c. Aprobación de la Escuela Saltonstall a Canobie Lake Park, Salem, NH en 14-jun-23

IV. Comentario Público

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

V. Exhibición del Educador - Escuela Intermedia Collins

VI. Reporte del Superintendente

- a. Presentación del presupuesto FY24 revisado
- b. Presentación de la Escuela intermedia de Matemáticas Aceleradas

VII. Reporte de la Estudiante Representativa

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- a. Deliberación y votación sobre el presupuesto para el año fiscal 24
- b. Deliberación y votación sobre el calendario de reuniones del Comité Escolar para 2023-2024

X. Reporte de Finanzas y Operaciones

- a. Transferencias presupuestarias

XI. Reportes de los Subcomités

- a. Políticas para primera lectura
Política 4103 - Salud y seguridad del personal
Política 5103 - Política de asignación de estudiantes de elección controlada
Política 6409 - Participación del público en las reuniones y audiencias públicas del Comité

***Sra. Mary A. Manning
Sr. Manny Cruz
Sra. Amanda Campbell***



***Sra. Beth Anne Cornell
Dra. Kristin Pangallo
Sra. Veronica Miranda***

Alcalde en funciones Robert McCarthy, Preside

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Escolar.

XII. Inquietudes y Resoluciones del Comité Escolar

- a. Recordatorio de comentarios públicos

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
April 24, 2023

On April 24, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Acting Mayor Robert McCarthy, Ms. Mary Manning, Ms. Amanda Campbell, Ms. Beth Anne Cornell, and Dr. Kristin Pangallo

Members Absent: Mr. Manny Cruz

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Assistant Superintendent Elizabeth Pauley, Ms. Ellen Wingard, Marc LeBlanc

Call of Meeting to Order

Acting Mayor Robert McCarthy calls the meeting to order at 7:06pm 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	Present
Ms. Manning	Present
Dr. Pangallo	Present
Mr. Cruz	Not Present
Acting Mayor Robert McCarthy	Present

Approval of Agenda

Acting Mayor Robert McCarthy requested a motion to approve the Consent Agenda. Dr. Pangallo motions and seconded by Ms. Cornell.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 5-0

Approval of Consent Agenda

Acting Mayor Robert McCarthy requested a motion to approve the Consent Agenda. Ms. Manning motions and seconded by Ms. Cornell.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 5-0

Public Comment

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

Student Showcase - Early Childhood Center

Ms. White notes her students start their school day by bringing their songs along. Ms. White leads a performance led by students that attend the Early Childhood Center.

Ms. Leanne Smith begins the presentation by noting what a typical day looks like at the Early Childhood Center. There is a welcome, breakfast, morning meeting, story time, and specialist enrichment centers. Every student has a literacy focus lesson and takes part in literacy activities. Another component of literacy is phonics and phonemic awareness. Both of these skills are a big part of the readiness of students beginning to learn how to read. Each day students engage in a math focus lesson and participate in math centers. Students learn about 3 dimensional shapes and patterns and compare heights of towers.

Science is also a part of the daily curriculum. Students are planting and growing right now. Students are also learning about how angles have an effect. Dramatic Play Center is an activity that supports creativity, imagination, self expression and the development of social skills. Students are provided the opportunity to increase their expressive language skills while incorporating new vocabulary. Sensory exploration often involves touching, pouring, and moving actions. This also helps with fine motor skills as well. Specialist enrichment is students traveling to different classrooms consisting of PE, art, music, and science. More than 50% of our ECC students receive services like speech, OT and PT. This year there is a PTO that has started. This has given the ECC to plan a lot of family events.

Superintendent's Report

a. Moms Demand Action Resolution

Dr. Zrike notes he would like to take an agenda item out of order. Ms. Heather Wilks-Jones and Ms. Nicole Ryan begin presentation. Proposal to the full School Committee to raise awareness about secure firearm storage and MA secure storage laws to reduce preventable gun violence. Ms. Wilks-Jones notes firearms are now the leading cause of death for children and teens in the U.S. Multiple causes and multiple solutions that have many solutions. Raising public awareness about secure firearm storage is one of the solutions. Secure storage practices are codified in our MA State laws. Schools should also proactively raise awareness. Schools care about and have

vested interest in all aspects of student safety. Raising awareness about the life-saving effects of secure firearm storage should be included in student safety. The “ask” to the full committee is to update the Student Handbook, create appropriate communication and legal obligations consistent with MA law. Please adopt a secure storage resolution and notify the school community.

Dr. Pangallo asks if there are resources available on how to secure firearms safely.

The BeSmart program is geared to parents and is a great resource on how to properly store the firearm.

Ms. Manning notes the Salem Fire department may want to partner in as well as the Boys and Girls club down the road.

Ms. Campbell notes to the School Committee secretary that on the next SC agenda this resolution should require action to deliberate and vote on this resolution. There is no subcommittee that needs to review this resolution. It just needs to go on the future School Committee agenda to vote on.

b. Reimagining middle school discussion

Ms. Laura Tavares begins a presentation reimagining the middle school experience. There is work to be done on what students experience during these critical years.

Dr. Zrike notes the feedback from students, parents, and teachers has helped to adjust the need for middle school experiences.

Ms. Chelsea Banks notes the public engagement process. Brainstorm and design input, inclusive engagement, and synthesis and feedback. Student feedback received had been noted by the end of middle school. I hope I will be the best version of myself, not care what other people think, and make an impact on others’ lives. Students have also said that to be ready for high school, I need to pay attention at school, study hard and try my best, and have better confidence. A portrait of a middle school graduate is reviewed. It notes the middle school student is powered by relationships, trust, and a sense of belonging. Identifying skills and mindsets to empower me to navigate my learning, chart my course, and engage with my community, to reach my academic and life potential.

Ms. Banks also notes that the middle school pilot would be expanded to serve both 7th and 8th grades, grow the team to five teachers, and collaborate closely with middle school leadership to ensure all students have access to “tastes” of what we believe is working.

Ms. Laura Taveres notes the next steps are working with educators and students to unpack, define, and prioritize elements of the Portrait at each school. Establishing clear measures to track progress. Map the work from 5th and 6th grade to 8th grade, for example how do we

establish the foundation and build upon it over the course of middle school.

Jenni Espinal, Family Engagement Facilitator at Saltonstall, notes we are continuing to administer the survey to all families. It is important to connect with families and make sure their voices are heard.

Ms. Cornell notes what bridgework you may be thinking about connecting with elementary schools and continuation of empowerment.

Ms. Banks notes there were elementary families a part of the processes.

Dr. Zrike notes by 4th and 5th grade we begin to see disengagement. There is a lot to be learned from elementary school and students are looking for more independence and see the connection. Students want to have more voice in their experience. Finding the right balance to take steps into being more independent adults.

Ms. Campbell asks about students experiencing multiple languages.

Ms. Banks notes she is collaborating with Mr. Softic to offer multiple languages for students in the pilot.

Dr. Zrike notes, in closing, backing CTE classes here in the middle school for 7th and 8th graders. Also, May 1st is the kickoff of the official building projects. Creation of a building committee and accessing the funds for feasibility study.

Student Representative Report

none

Old Business

none

New Business

- a. Deliberation and vote on approval of Arbor Day tree plantings

Dr. Pangallo makes a motion to approve and Ms. Campbell seconded.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes
Motion carries 5-0	

- b. Deliberation and vote on approval to declare (7) vision screening machines as surplus and to donate to NH schools

Ms. Campbell makes a motion to approve and Ms. Cornell seconded.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 5-0

Finance Report

- a. Teaching & Learning Transfer
- b. Special Education transfer for Transportation Costs

Ms. Pauley notes she has two transfer requests. The first transfer is to buy instructional supplies in FY24. The second transfer is moving out of district line to in district transportation costs.

Ms. Campbell motions to approve both transfers listed on the agenda and Ms. Manning seconded.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 5-0

Subcommittee Reports

- a. Policies for third reading:
 - Policy 1700 - School Parent Associations - no substantial changes
 - Policy 1701 - Parent Involvement - for deletion

Ms. Cornell motions Policy 1701 and seconded by Ms. Campbell.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes

Motion carries 5-0

School Committee Concerns and Resolutions

Ms. Manning notes the Arbor Day Tree planting begins at 8:15am. The entire 6th grade is involved as well.

Dr. Pangallo notes at the last Curriculum subcommittee meeting we discussed the Math accelerated program and the PreAP program. There are plans to update the full School Committee members at a future meeting.

Dr. Zrike notes next Monday there is no School Committee meeting. The School Committee meeting will be rescheduled to May 4th, 2023 and to also discuss the initial budget.

Ms. Campbell moves to adjourn and Ms. Cornell seconded.

Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Acting Mayor Robert McCarthy	Yes
Motion carries 5-0	

Adjournment

Motion carries 6-0. Meeting adjourned at 8:55pm.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
May 4, 2023

On May 4, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Acting Mayor Robert McCarthy, Ms. Mary Manning, Dr. Kristin Pangallo, Mr. Manny Cruz, Ms. Veronica Miranda

Members Present Virtually: Ms. Beth Anne Cornell

Members Absent: Ms. Amanda Campbell

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Assistant Superintendent Elizabeth Pauley, Ms. Ellen Wingard, Marc LeBlanc, Dr. Ruben Carmona, Ms. Linda Farinelli

Call of Meeting to Order

Acting Mayor Robert McCarthy calls the meeting to order at 7:00pm 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	Not Present
Ms. Cornell	Present Virtually
Mr. Cruz	Present
Ms. Manning	Present
Dr. Pangallo	Present
Ms. Miranda	Present
Acting Mayor Robert McCarthy	Present

Before the approval of agenda, Mayor McCarthy would like to acknowledge Ms. Miranda as the newest School Committee member. Ms. Miranda was sworn in on Monday, May 1, 2023 at a Joint Convention meeting held with the City Council.

Approval of Agenda

Acting Mayor Robert McCarthy requested a motion to approve the Agenda. Dr. Pangallo motioned and Mr. Cruz seconded.

Ms. Cornell Yes

Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Acting Mayor Robert McCarthy	Yes

Motion Carries 6-0

Approval of Consent Agenda

- A. Approval of Warrants: **4/27/2023** - \$580,009.54
- B. Approval of Salem High School JROTC to the Outdoor Odyssey, Boswell, PA from 7/16/23 to 7/22/23
- C. Approval of Salem High School JROTC to Fork Union Military School, Fork Union, VA from 7/16/23 to 7/22/23
- D. Approval of Salem High School JROTC to Fork Union Military School, Fork Union, VA from 7/23/23-7/29/23
- A. Approval of Warrants: **4/27/2023** - \$580,009.54

Acting Mayor Robert McCarthy requested a motion to approve the Consent Agenda. Mr. Cruz motioned and Ms. Manning makes a request to vote on items B,C,D separately.

Mayor McCarthy makes a motion for the approval of: A. Approval of Warrants: **4/27/2023** - \$580,009.54 and A. Approval of Warrants: **4/27/2023** - \$580,009.54. Mr. Cruz moves for approval and seconded by Dr. Pangallo.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Acting Mayor Robert McCarthy	Yes

Motion Carries 6-0

Mr. Cruz motions to make an anonymous motion to approve items B,C,D. Seconded by Dr. Pangallo.

- B. Approval of Salem High School JROTC to the Outdoor Odyssey, Boswell, PA from 7/16/23 to 7/22/23
- C. Approval of Salem High School JROTC to Fork Union Military School, Fork Union, VA from 7/16/23 to 7/22/23
- D. Approval of Salem High School JROTC to Fork Union Military School, Fork Union, VA from 7/23/23-7/29/23

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	No

Dr. Pangallo Yes
Ms. Miranda Yes
Acting Mayor Robert McCarthy Yes
5 in affirmative, 1 in the negative

Public Comment

Mr. Steve Kapantais, 23A Wisteria Street, notes the FY24 Budget. Mr. Kapantais would like to speak particularly on the Bentley Innovation School. There has been a 19% increase in students in testing. When he goes back and looks at MCAS data and the 19% students, last year there were a total of four students who met the criteria. When we present data in percentages, we should also present the raw data as well. When I look at the absenteeism rate, represent these numbers so the public will know what's happening. In the future, when we present data, represent not just percentages but the raw data with it as well.

Student Showcase - Bates Elementary School

Mr. Edward Mercier presents the student showcase virtually along with Bates House Leaders Fiona Macione, Iris Jones, Teagan Best, Abby Rudzinski, Lilliana Esterlin, Harmony Williams, Hayleen Silva, Lily Wilks-Jones, Marilynn Winsor, Lila Buckley, and Danielle Wallinga.

Ms. Winsor notes to become a house leader in fifth grade you work hard to achieve, you behave, and you are careful with your words. The House Leader Poster plan - posters made discouraging things like racism and LGBTQIAP jokes. Subjects for presentations to the little kids were chosen as well. Subjects chosen were self confidence/ self love and sexism. Treating everyone the same no matter their gender was also presented. Believing in gender equality. Also noted was self love and self confidence. Slides are also presented to the little kids in a positive way discussing topics like racism, gender jokes, and self love so they do not think things are wrong. Skits were used to separate into four groups by our houses. At town hall the students had presented their skits in front of the whole school.

Superintendent's Report

FY24 Initial Budget Presentation

Dr. Zrike notes Teacher Appreciation week and he does ask for parents to send a note to their children's teachers.

Dr. Zrike notes the first initial budget presentation and discussion. Dr. Zrike notes this is Mr. Pauley's first time revising the budget for Salem. Our values such as belonging, equity, and opportunity are the three values that should be anchoring anything we do as a school system. Our vision is to create a culture of belonging that allows students to be locally engaged. Dr. Zrike asks the School Committee members to consider our Equity Statement as we make these difficult decisions. The four key priorities are educator development, academic excellence, support systems, and strategic and efficient systems.

Dr. Zrike notes the FY24 budget priorities such as ensuring resources are allocated, align funding

plans to strategic priorities, promote stakeholder engagement, empower leaders to flexibility allocate resources, plan for and begin the transition away from ESSER. Ultimately our FY24 costs are exceeding expected revenue. This is resulting in the need to eliminate a series of school and central office-bases positions. These moves were achieved by right-sizing the number of classrooms and central office staff due to the steady decline in enrollment over the last few years. The community input where more clarification was needed included ongoing professional learning opportunities for staff, including librarians.

Ms. Pauley notes the budget request is \$71,154,142; 3.5% increase over FY23. Good news is local revenue is 61% of the foundation budget, CH70 is the primary state revenue 39% of foundation budget, and additional revenue comes from state and federal and private grants. Salary increases and rising non-personnel costs have increased in recent years. Years of declining enrollment, declining class sizes, declining revenue. After eliminating a series of positions, total expense was \$72,267,858.71. We balanced the budget with revenue offsets: School Choice, FY23 surplus, and retirement savings.

Dr. Zrike notes Personnel costs are 78.5% of the budget and non-personnel expenses are 21.5%. Dr. Zrike also noted \$5,283,088 in grant-funded salaries in FY24.

Ms. Pauley notes ESSER has funded the following: teachers, paraprofessionals, behavior specialists, tutors, and building substitutes, high-dosage tutoring support from third party vendors, staffing to expand Pre-K classes, chromebooks, wireless access points, and wireless service, software licenses and purchases necessary to support the delivery of remote and hybrid instruction. Ms. Pauley breaks down the non-personnel expenses in FY 24 as well as a school-level budget summary breaking down the schools budget. Districtwide Cost Centers work in service to the seven schools, 30% of special education, 29% operations and maintenance, and 15% district administration.

Dr. Zrike notes the next steps are to link this year's budget to the district's vision, values, and priorities. Maintain the integrity of the student experience, response feedback from the community, staff, school leader, and School Committee, fiscally responsible given the City of Salem's known constraints, and FY25 could be incredibly challenging with elimination of ESSER, new contractual obligations and a continuation of flat state aid. "Used correctly, a budget doesn't restrict you, it empowers you."

Dr. Pangallo asks do we know how many people will be losing jobs as a result of the 16 positions being eliminated?

Dr. Zrike responds noting it is difficult to say. Some staff are moving towards other positions. Possibly three or four staff related to these positions. There are some staff that may need to shift roles from one grade to another.

Student Representative Report

none

Old Business

none

New Business

Deliberate and vote on Moms Demand Action Resolution. Mr. Cruz motions to approve and seconded by Ms. Miranda.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Acting Mayor Robert McCarthy	Yes

Motion Carries 6-0

Mr. Cruz notes he would ask each member of the School Committee to sign the resolution and to work with Liz Polay to get out on social media as well as the parents who presented. Mayor McCarthy also notes to have the City Council adopt this resolution as well. Mr. Cruz also asks Mayor McCarthy to share the resolution with himself as well as Senator Lovely.

Ms. Cornell also notes Chief Miller should be brought into this conversation as well to organize practical ways to help our community understand the resolution. Mayor McCarthy notes he will speak to the Police Chief directly to have him highlight this resolution through his campaign as well.

Finance Report

none

Subcommittee Reports

none

School Committee Concerns and Resolutions

none

Adjournment

Ms. Manning motions to adjourn the meeting and Ms. Miranda seconded.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Acting Mayor Robert McCarthy	Yes

Motion Carries 6-0

Meeting adjourned at 9:50PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information

Name of School	Saltonstall	Date of Request	Date of Field Trip	
Coordinator	Darryl Huntington	5/11/23	6/14/23	
Coordinator Contact Info	Phone: Email: Dhuntington@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	8th	50	8:30	4:30
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Canobie Lake Salem, N.H.	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

II. Learning and Accessibility

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

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

Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature:		Date: 5/11/23

IV. Food Services

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

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

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

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

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

School Principal Signature:	Date: 5/11/23
-----------------------------	---------------

**Michael Lister
Saltonstall Principal**



**Saltonstall School
Salem Public Schools**

May 10, 2023

To Whom It May concern:

We are requesting approval to take our graduating 8th graders to Canobie Lake Park in Salem, New Hampshire on Wednesday June 14th. The plan is to leave the school at 8:30 am and to return to the school at 4:30 pm. Bussing for this trip has been secured as well as space at the park.

For many years we have taken our 8th graders to the park as a celebration of our time together at Saltonstall School.

Thank you for your consideration.

Saltonstall 7th Team
Darryl Huntington
Susan Brown
Kate Jahl
Samantha Claveau



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity

FY24 Budget Presentation & Discussion

May 15, 2023



FY24 Budget Request

Salem Public Schools is requesting School Committee approval of a **\$71,154,142** for FY24

- **3.5% increase over FY23**
- Details are available on the [Salem Public Schools website](#)

After eliminating 16 positions, **total expenses are still higher than the recommended amount (\$72,267,858.71)**

- We balanced the budget with revenue offsets: *School Choice, FY23 surplus, retirement savings, grants and other revenue*



Balancing the Budget: Detailing the Cuts

School-Based	Central Office Based
Bates -1 teacher	Family, Community, Employee Engagement -1 Recruitment Specialist
Bentley -1 teacher	Student Services & Nursing -1 clerk
Collins -2 teachers, -2 paraprofessionals +2 Special education teachers in FY23	Technology -1 data analyst
Early Childhood Center +1 teacher, +1 paraprofessional	Teaching and Learning/ML -1 ML Supervisor and World Language Coordinator
New Liberty -1 teacher	Special Education -1 Director of special education
Salem High School -3 paraprofessionals	Finance and Operations -1 Office Manager
Witchcraft -3 teachers, -1 paraprofessional	
Net: 10 School-Based Cuts	6 Central Office Cuts





SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Middle School Math Planning

Draft Plan

Presented to the School Committee
Curriculum Subcommittee Meeting

April 4, 2024



An Issue of Equity

A strong foundation in math is critical for college and career readiness. It is imperative that we increase opportunities for all Salem Public School students to be prepared for advanced coursework.

This is an issue of equity - *enrollment in advanced math courses at the high school is disproportionately white and male, with almost no multilingual learners and few students with disabilities.*



The Goal for the Grade 8 Graduate

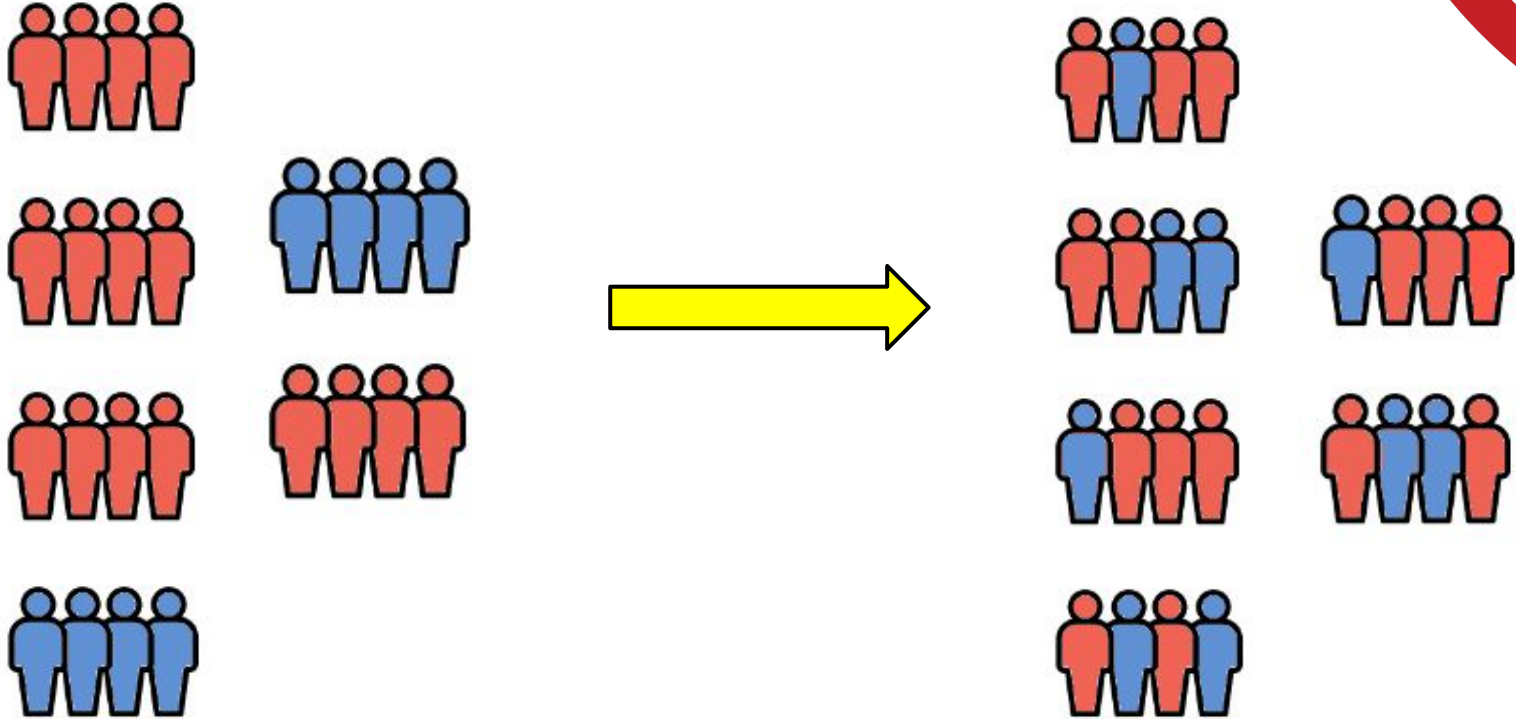
Developing Independent Learners

- Every single student is ready for Algebra I in high school.
- Students are fluent in all operations (including math facts, procedural fluency, conceptual understanding).
- Students are able to solve problems that involve mathematical and real-world situations with expressions and equations.
- Every student in our schools is able to work in heterogeneous groups so that they are all learning from and with each other.

-Grade 6-8 Math Teachers



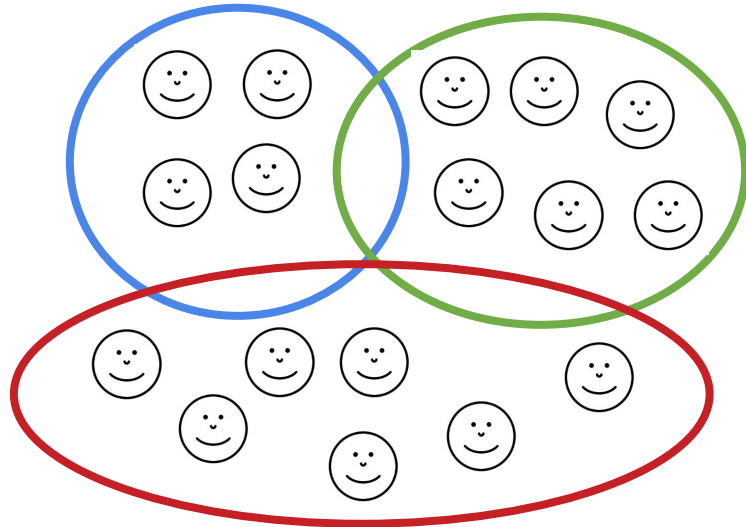
Moving to Heterogeneous Grouping



Heterogeneous Grouping

All students get
Tier I instruction

TIER I WHOLE GROUP INSTRUCTION



Students who **“already know”** what you will teach or will learn very quickly

Students who are **“ready to access”** grade level content

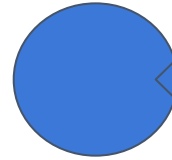
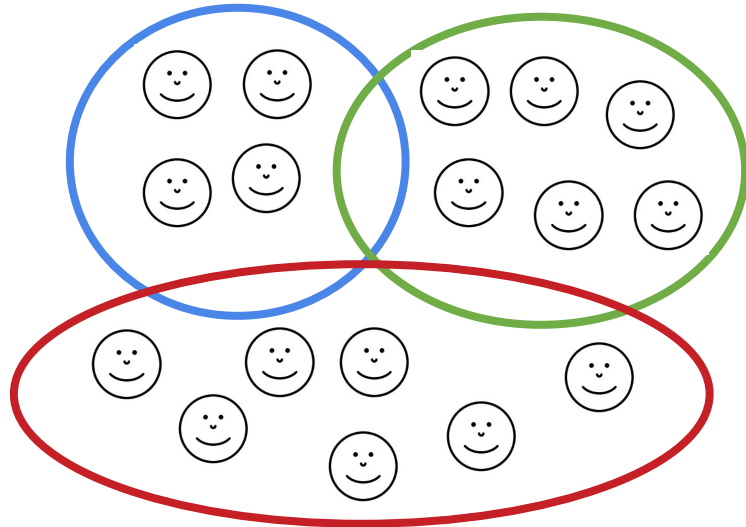
Students who have **“moderate to intensive needs”** and do not yet have the necessary prerequisite skills



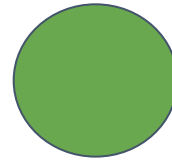
Heterogeneous Grouping

All students get what they need every day.

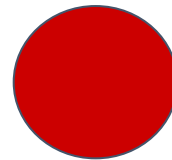
INDEPENDENT WORK AND SMALL GROUP INSTRUCTION



**More complex problem sets
Advanced grade level (and
above grade level) work**



**Grade level work with
opportunities for more
complex / advanced
problem sets**



**Grade level work with
scaffolds and supports;
small group work to
practice foundational skills
and close gaps**



Grade 8 Student Pathway

2023-2024

Grade 8

Grade 8 Math

Gr. 8 math standards
Some Alg 1 standards

Grade 8 Accel Math

Alg 1 standards

NO CHANGE for 2023-2024
(except that all other content classes
are grouped heterogeneously)

*Saltonstall students are already grouped
heterogeneously in math.*



Grade 7 Student Pathway

2023-2024 Grade 7	2024-2025 Grade 8
Grade 7 Math	Grade 8 Math
Gr. 7 math standards	Gr. 8 math standards Some Alg 1 standards
Grade 7 Accel Math	Grade 8 Accel Math
Gr. 7 math standards Some Gr. 8 standards	Alg 1 standards

NO CHANGE for 2023-2024 or 2024-2025 (except that all other content classes are grouped heterogeneously)

Saltonstall students are already grouped heterogeneously in math.



Grade 6 Student Pathway

2023-2024 Grade 6	2024-2025 Grade 7	2025-2026 Grade 8
Grade 6 Math	Grade 7 Math	Grade 8 Math
Gr. 6 math standards	Gr. 7 math standards Some Gr. 8 standards	Grade 8 math standards Some Alg 1 standards

NO CHANGE for 2023-2024 (all content classes are grouped heterogeneously)

CHANGE for 2024-2025 and 2025-2026:

ALL content areas (including math) are grouped heterogeneously
Saltonstall students are already grouped heterogeneously in math.



What does this shift mean for high school math pathways?

Higher Education Gateway Math Course

Pre-Calculus and Calculus

Accounting & Finance, Aviation, Biology, Business Management, Chemistry, Computer Science, Mathematics, Physics, Pre-Med, Pre-Physical Therapy, Pre-Pharmacy

Statistics

Anthropology, Communication Disorders, Criminal Justice, History, Movement Arts, Physical Education, Exercise Science, Nursing, Political Science, Psychology, Public Health, Social Work, Sociology

Discrete Mathematics

Art, Dance, Music, Theatre, Communication Studies, English, Global Languages, History, Philosophy



What does this shift mean for high school math pathways?

[The Calculus Debate](#)

[Bringing Math Class into the Data Age](#)

- Massachusetts middle school math standards are considered to be very rigorous; they provide a strong foundation for high school math.
- Students will have the opportunity to take Alg 1 or Geometry Honors in grade 9.
- There will still be a pathway to Calculus at the high school if students take Alg 1 in grade 9.
- There is a pathway for every student to Statistics at the high school if students take Alg 1 in grade 9



Conditions for Success: Communication to All Stakeholders



FAMILIES
EDUCATORS
STUDENTS
COMMUNITY



WHAT is the shift?
WHY is it important?
WHEN will it happen?
HOW will it affect my child?
HOW will instruction change?



Conditions for Success

- **Create a culture of respectful and collaborative learning** at the middle school level.
- **Eliminate artificial dividers, shifting to a growth mindset:**
 - Dispel the myth that some students are inherently “good” or “bad” at math.
 - Counter the belief that advanced math concepts will be inaccessible to certain groups of students due to their level of language proficiency, special education status, race, culture, life experience, etc.



Conditions for Success

- **Recognize the importance (and benefits) of collaboration with a diverse group of students** who may think differently and/or demonstrate their learning differently.
- There is research that shows that **academic discourse** between students who are grouped heterogeneously raises achievement levels for all.



Conditions for Success

- **Gain capacity to provide students with what they need** along with low floor, high ceiling tasks that create accessible learning for all students.
- **Hold professional development sessions** for middle school math teachers and provide adequate planning time to help them prepare for this shift.
- **Lengthen the math block (CMS)** to provide time for a focus lesson and differentiated independent and small group work.



Recommendations

- Complete the shift to heterogeneous classes in all content areas **except math** next year.
- Complete the **shift to heterogeneous classes in math** over the next three years.
- Provide **additional professional development** to teachers in UDL and differentiation to ensure that each student gets what they need every day.



Recommendations

- Ensure that all students have an opportunity to create a pathway to **advanced math classes** in high school (including calculus).
- Develop a **district-level and school-level communication plan** that includes opportunities for families, educators, and students to participate in this shift.
- Create a **data collection plan** to 1) measure student progress and provide targeted support or enrichment opportunities as needed; and 2) evaluate the success of this initiative.



Questions?

**SALEM SCHOOL COMMITTEE
REGULAR MEETING SCHEDULE
July 2023 - June 2024
Mondays, 7p.m. unless otherwise noted**

July 17, 2023

August 21, 2023

Tuesday, September 5, 2023
(Labor Day 9/4/23)

September 18, 2023

October 2, 2023

October 16, 2023

November 6, 2023

November 20, 2023

December 4, 2023

December 18, 2023

Tuesday, January 2, 2024
(New Year's Day 1/1/24)

Tuesday, January 16, 2024
(MLK holiday 1/15/24)

February 5, 2024

February 26, 2024
(Presidents' Day 2/19/24)

March 4, 2024

March 18, 2024

April 1, 2024

April 29, 2024
(Patriots' Day 4/15/24)

May 6, 2024

May 20, 2024

June 3, 2024

June 17, 2024

Transfer #	Date	Org	Obj.	Category	D/C	Amount	Notes
1	01/13/2023	13570621	5514	INST. SUPPLIES	D	\$ 4,000.00	from instructional supplies to contracted services
	01/13/2023	13570621	5320	CONTRACT SERVICE	C	\$ 4,000.00	
2	01/13/2023	13570621	5421	OFFICE SUPPLIES/TONER	D	\$ 3,000.00	office supplies/toner
	01/13/2023	13570621	5320	OFFICE SUPPLIES/TONER	C	\$ 3,000.00	
3	01/13/2023	13702030	5514	LEVELED LITERACY KITS	D	\$ 3,550.00	for the purchase of Leveled Literacy kits
	01/13/2023	13702030	5320	LEVELED LITERACY KITS	C	\$ 3,550.00	

4	02/01/2023	13490141	5320	imm. import by Follet	D	\$ 1,010.00	Immunization import from MIIS by Follett
	02/01/2023	13490141	5501	imm. import by Follet	C	\$ 1,010.00	
5	02/01/2023	13570621	5514		D	\$ 5,000.00	instructional supplies to contracted services
	02/01/2023	13570621	5320		C	\$ 5,000.00	
6	02/01/2023	13570621	5421		D	\$ 2,300.00	
	02/01/2023	13570621	5320		C	\$ 2,300.00	
7	02/06/2023	13702030	5514	COST SHARE FOR HMLS	D	\$ 1,000.00	ML & HMLS supplies
	02/06/2023	13702030	5320	COST SHARE FOR	C	\$ 1,000.00	

HMLS							
8	02/07/2023	13592021	5334	Special Education Tuition	D	\$ 250,000.00	Brought to SC for approval
	02/07/2023	13640161	5324	homeless transportation	C	\$ 250,000.00	
9	02/07/2023	13590161	5320	TRANSLATIONS	D	\$ 15,000.00	Funds for Special Ed translations
	02/07/2023	13640160	5125	TRANSLATIONS	C	\$ 15,000.00	
10	02/24/2023	13702030	5514		C	\$ 374.00	Cost sharing between ML & HMLS for Follett order
	02/24/2023	13570621	5512	PO#202331871	D	\$ 374.00	

11	02/28/2023	13571521	5514	new library books & enrichment	D	\$ 3,000.00	Reallocating funds to purchase new library books
	02/28/2023	13571521	5320	new library books & enrichment	C	\$ 3,000.00	
12	02/28/2023	13571521	5421	copier printer supplies	D	\$ 500.00	for purchaisng copier/printer supplies
	02/28/2023	13571521	5320	copier printer supplies	C	\$ 500.00	
13	02/28/2023	13032021	5421	Ordering WBMason supplies	D	\$ 3.16	Ordering office supplies & account was short
	02/28/2023	13032021	5320	Ordering WBMason supplies	C	\$ 3.16	

14	03/16/2023	13170121	5519	IT SOFTWARE /SSO FOR FRONTLINE	D	\$ 629.81	To support SSO for Frontline software
	03/16/2023	13170121	5317	IT PD	C	\$ 629.81	
15	03/16/2023	13032021	5421	OFFICE SUPPLIES	D	\$ 50.00	Need to order toner
	03/16/2023	13032021	5320	NEED TO ORDER TONER	C	\$ 50.00	
16	03/20/2023	13570621	5320	CONTRACT ED SERVICES	D	\$ 7,000.00	This transfer was done twice accidentally, so this is restoring the \$7,000
	03/20/2023	13570621	5514	CONTRACT ED SERVICES	C	\$ 7,000.00	

17	03/22/2023	13641121	5514	INSTRUCTIONAL SUPPLIES	D	\$ 2,349.02	Cube chairs for whole group instruction
	03/22/2023	13641121	5320	PURCHASE STUDENT CHAIRS	C	\$ 2,349.02	
18	03/22/2023	13490141	5780		D	\$ 1,914.41	Costs for the School Nurse Conference
	03/22/2023	13490141	5514		C	\$ 1,914.41	
19	03/22/2023	13490141	5501		D	\$ 578.25	AEDs, wheelchairs & other medical supplies
	03/22/2023	13490141	5860		C	\$ 578.25	

20	03/24/2023	13451020	5116	co-curric/at hletics	D	\$ 15,000.00	transferring funds for Athletics transportation invoices
	03/24/2023	13451080	5112	transportat ion	C	\$ 15,000.00	
21	03/24/2023	13032061	5421	office supplies	D	\$ 137.38	Correcting the wrong account number
	03/24/2023	13032041	5421	office supplies	C	\$ 137.38	
22	03/24/2023	13252011	5730	Dues & Subs	D	\$ 582.00	Correcting the wrong account number
	03/24/2023	13570141	5730	Dues & Subs	C	\$ 582.00	

23	03/30/2023	13170121	5582	TECHNOLOGY SUPPLIES	D	\$ 2,720.19	Technology supplies & materials
	03/30/2023	13170121	5317	PROFESSIONAL LEARNING	C	\$ 2,720.19	
24	04/03/2023	13990160	5150	stipends for CMS OOST teachers	D	\$ 15,000.00	Stipends for teachers for vacation academies
	04/03/2023	13580121	5333	office supplies	C	\$ 11,000.00	
	04/03/2023	13582021	5421	office supplies	C	\$ 4,000.00	

PERSONNEL 4000

ALL EMPLOYEES 4100

STAFF HEALTH AND SAFETY 4103

~~All school personnel must submit a statement of good health verifying their ability to perform the duties required in their job description from a primary health care provider within 90 days of hire. Prospective candidates for building service positions including custodians, painters, maintenance craftsmen, carpenters, grounds maintenance, HVAC, and electricians, will be subject to a pre-employment physical. Additional physical examinations will also be required of bus drivers and food service workers to comply with federal and state laws and regulations. ¶~~

~~The superintendent may require an employee to submit to a physical examination by a physician appointed by the school department whenever that employee's health appears to be a hazard to self, students or others in the school department, or when a doctor's certificate is needed to verify the need for sick leave, subject to the provisions set forth in negotiated agreements. ¶~~

“Pre-employment physical exams will be required to the extent required by federal and state laws and regulations for building services personnel positions, bus drivers and food service workers and other applicable employees. The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school department whenever that employee's health appears to be a hazard to self, students or

others in the school department, or when a doctor's certificate is needed to verify the need for sick leave, subject to state and federal laws, regulations and the provisions set forth in negotiated agreements.

REVIEWED 5/2023

Refer to negotiated agreements(s)

Legal Reference: MGL 71 :54

Approved: December 17, 2018

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

CONTROLLED CHOICE STUDENT ASSIGNMENT 5103

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History and Rationale

The Salem School Committee (the Committee) holds its core values of equity & access in high regard (see SC Policy #6101 for core values). The Committee further believes that when students are assigned to Schools based solely on the geographic location of a student’s home address, the likelihood of creating schools with student bodies that are inequitable in terms of socioeconomic status as well as other factors associated with diversity is increased. For this reason, since the 1980s, the Salem Public Schools has followed a voluntary desegregation plan known as a controlled choice student assignment policy.

SPS Core Value of Equity and Access:

SPS is committed to identifying and eliminating any and all barriers to educational achievement. To this end, we promote policies and practices that are fair and just and make learning opportunities – in and out of school – fully accessible to all. We commit to ensure *every* student, regardless of background, meets our high standards for achievement, participation, and growth.

A controlled choice student assignment policy, a choice-based system, also helps to ensure that the diversity of our community is reflected in the student body attending all of the city’s schools. Other benefits of a controlled choice student assignment system include:

- Offers parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference.
- Eliminating the need to continually redraw attendance boundaries due to changes in the housing patterns throughout the District

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

CONTROLLED CHOICE STUDENT ASSIGNMENT 5103

- Offers parents and students an assurance that once students are enrolled in a school, they may remain in that school through the highest grade available
- Promotes academic excellence in all schools by allowing students of different backgrounds to learn with and from each other
- Promotes socio-economic (SES) and other forms of diversity in the schools.
- Allows the District to monitor and manage class size at each building
- Provides the District with the opportunity to monitor school choice trends to better understand the level of “demand” for each school as well as the opportunity to respond to those trends (e.g. intentionally expanding and replicating successful programs that are in high demand and/or addressing challenges in schools that have low demand)

Salem’s controlled choice student assignment policy is designed to create schools that are demographically and economically diverse and academically successful for all students who attend.

Goals of Salem’s Student Assignment Policy

The goals of the Salem Controlled Choice Student Assignment Policy are to:

1. Increase the excellence of all schools so that there are great choices across all of Salem
2. Achieve a more equitable distribution of students across the district based on socioeconomic status and other educational risk factors
3. Maximize, to the extent possible, families’ opportunities to choose schools that best fits their children’s needs.
4. Keep siblings together (to the extent that this is the family’s choice)
5. Increase operational efficiency with regard to facilities and transportation.
6. Ensure that the entire process, from beginning to end, is clear, transparent, and easy to understand and follow.
7. Ensure that the District and schools conduct proactive outreach to families, especially to underrepresented populations, thereby increasing opportunities for all to exercise informed choices
8. Continuously monitor policy implementation, including fidelity to the policy, and explore new ways to improve upon the policy or consider new methods to achieve the overall goals.

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<u>ATTENDANCE</u>	<u>5100</u>
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Policy Objective

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable socio economic balance within each of Salem’s schools. To that end, each school’s enrollment shall reflect a deviation of no more than five (5) percentage points from the average socioeconomic composition of the district’s student enrollment, as measured by the MA Department of Elementary and Secondary Education’s most recently published Economically Disadvantaged indicator.

District Procedures for Determining the Number and Type of Seats Available

The following procedures shall be used to determine the number and types of seats available for family choice:

- 1. Calculate enrollment projections and determine each school’s capacity to serve, by grade level.*

Each fall, the Superintendent shall be responsible for reviewing all available enrollment and other demographic data together with the District’s programming needs as well as each school’s enrollment capacity, to make an annual determination as to the number of students who can be assigned at each grade in each school. The annual determination will be based on the projected district-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination shall include any spaces earmarked for programmatic needs such as substantially separate special education, English Language Learners including newcomers, or other specialized programs designated by the Superintendent, within each school.

- 2. Set annual enrollment targets for each individual school that move each school closer to the policy objective of within 5% of the district-wide average for students’ socioeconomic status (SES).*

In January of each year, prior to the annual Kindergarten Information Night, the Superintendent shall set annual enrollment targets for each individual school, based on the state’s most recently published data regarding each school’s percentage of Economically Disadvantaged students. In the event that these data are not published on the state website prior to the Kindergarten Information Night, enrollment targets shall be delayed until the data needed are published.

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 socioeconomic status (SES) of each student shall be determined by the degree to which the household income of each student meets the federal standards for low-income as published annually by the U.S.

STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	<u>5100</u>
CONTROLLED CHOICE STUDENT ASSIGNMENT	5103

Secretary of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

These annual enrollment targets shall include two categories for each school:

- a) **Low-Income (LI):** Percentage of seats available for students whose household income qualifies them as low-income, according to the above criteria;
- b) **Non-Low Income (Non-LI):** Percentage of seats available for students whose household income does not qualify them as low-income, according to the above criteria.

The annual enrollment targets for each category shall be based on an analysis of each school’s October 1st enrollment in terms of its socioeconomic status (SES) as published on the state website -- based on the percentage of Economically Disadvantaged (ED) students enrolled – relative to the district-wide average of ED students. The target set for each school should give higher priority to the category that needs to be increased within that school, in order to move closer to the district-wide average, and a lower priority to the category that needs to be decreased. By prioritizing the targets for each individual school in this way, over time, the school’s enrollment will be within five percentage points of the district average.

For example, to illustrate how this might work, if the district’s average enrollment is 50% low income and 50% non-low income and one school’s current enrollment is 75% non-low income and 25% low income, setting an enrollment target for this school of 75% low-income and 25% non-low income would prioritize the low-income category by allowing more of the available seats to be filled by students who fall into this category. This would mean that 75% of the available seats in the school would be assigned to incoming students who qualify as low-income and 25% of the available seats in the school would be assigned to incoming students who do not qualify as low-income.

Similarly, an enrollment target of 60% low-income and 40% non-low income would also weigh enrollment in the direction of the district-wide goal of being within 5% of the district’s average, but this target would be more moderate in terms of meeting the objective than the first example.

The Superintendent shall be responsible for setting enrollment targets based on each school’s enrollment data relative to the district-wide average for the previous year. No school’s enrollment target shall be set in a way that moves the balance of enrollment away from the objective, further contributing to inequitable enrollment within a school.

The school’s enrollment targets shall apply to the assignment of students entering Kindergarten as well as to all those applying to enter all other grade levels at all points throughout the year.

STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	<u>5100</u>
CONTROLLED CHOICE STUDENT ASSIGNMENT	5103

3. Examine and consider additional diversity factors for the future.

While the current policy considers each student’s socioeconomic status as the primary factor for achieving a more equitable distribution of students, the School Committee acknowledges the importance of other factors reflecting the diversity of our student body. Educational research recognizes that additional risk factors are associated with a student’s success in school. The Superintendent is hereby charged with tracking and monitoring additional diversity factors reflected in the student body and reporting annually to the School Committee on the degree to which each school enrolls students based on these factors. Diversity factors may include race/ethnicity, disability status, and English language learner status, homelessness (as defined by the McKinney-Vento Act), foster care, parental level of education, and other factors identified by the Superintendent. Over time, the School Committee may consider updating this policy to include a “multi-factor” approach, as many other districts implementing controlled choice student assignment have, basing student assignment on multiple factors that are known to affect the educational outcomes of students, and seeking to achieve a balance of those factors across schools.

4. Determine the availability of any in-district charter, innovation, and/or other schools that may require exclusion from this policy and require alternative approaches to student assignment.

Innovation Schools: Salem currently has three Innovation Schools (the Carlton Innovation School, a K-5 Innovation School and the New Liberty Innovation School, an alternative, competency-based high school serving Grades 9-12), and Bentley Academy Innovation School, a K-5 Innovation School). At this time, enrollment to the NLIS and BAIS shall follow the district’s student assignment policy. Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5th birthday). In this school, children who turn five (5) at different times throughout the year, have the opportunity to enter Kindergarten at the start of three different trimesters -- Fall, Winter, and Spring, based on the timing of the child’s 5th birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester). This trimester enrollment system gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1st grade.

Salem Early Childhood Center (SECC): Although initial student registration for the Salem Early Childhood Center is managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to the SECC.

High Schools: Although initial student registration procedures for Salem High School and the New Liberty Innovation School are managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend Salem Prep High School.

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- 5. Develop materials and outreach plans to ensure the community is aware of all of the district's enrollment options, the choices available to them, registration procedures and requirements, and deadline.*

Ensuring that all members of the Salem community who have school-aged children are aware of the educational options and choices available to them and have a clear understanding of what they need to do (and by what dates) in order to access their choices is critical to any choice-based student assignment system. It shall be the responsibility of the Superintendent to ensure effective outreach and communication to all members of the community, including those whose home language is not English as well as other frequently underrepresented groups. Communication and outreach activities may involve creation of a district choices guide, (translated into Spanish and Portuguese), providing information on the district's website, holding community forums in various neighborhood locations, organizing school open houses, holding a "school options" fair, etc.

Early Childhood Registration Timelines and Procedures

The following procedures shall be used to assign students to the entering Preschool, Pre-Kindergarten, and Kindergarten class for each year included in the term of this policy:

- 1. Communication and Outreach:** In the fall and early winter of each year (November through January), the Superintendent shall execute a communication and outreach plan to ensure that all families with children who will turn three (3) years of age, four (4) years of age, and five (5) years of age by September 1st of the upcoming school year are made aware of the Preschool, Pre-Kindergarten, and Kindergarten schooling options available to them, upcoming opportunities to learn more about their choices (e.g., school expo, school open houses, information on the website, etc.), as well as the registration process and procedures.
- 2. Early Childhood Information Night:** In January of each year, the Superintendent shall schedule at least one Early Childhood Information Night, inviting all families known to have a child who will be eligible for Preschool, Pre-Kindergarten, or Kindergarten in the fall. The purpose of this event is to inform families of the school options and choices available to them as well as the procedures, requirements, and deadlines for registration. The registration period shall begin on the first day after this event.
- 3. School Tours and Open Houses:** The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to them. Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.
- 4. School Choice Selection Procedures for Kindergarten:** All Salem parents/guardians are encouraged to review the information on school choices and procedures and shall be required to

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indicate on the application, in rank order, their top three (3) choices for each of their children eligible for Kindergarten. Ranking fewer than three schools will significantly increase the student's chances of remaining unassigned to a school following the initial school assignment results. The availability of seat assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the choice program.

5. **Student Registration Procedures and Requirements:** In order to qualify for assignment to a school, all parents/guardians must complete and submit all required student registration forms and required documentation, including: a) Proof of birth date; b) Proof of address (to verify residency within the City of Salem); c) Proof of parent/guardian identification; and d) Most recent immunization and physical examination records (students may be registered and receive an assignment without immunization records. However, such records must be submitted prior to starting school).

In addition, the registration forms shall seek information about each child's demographics, household income, home language, medical history, background, and information pertaining to educational risk factors associated with success in school.

6. **Early Childhood Registration Periods:** There shall be three registration periods between January and September, which is the start of Preschool, Pre-Kindergarten, and Kindergarten in the following year. The first two registration periods shall be processed in "batches" that have an established window with a clear deadline. Applications received within each batch window are processed according to the selection criteria, regardless of the date that each application was received (so long as it was within each respective batch window).

Those applying after June 30th shall be processed using the same assignment criteria, but on a rolling basis, based on the date when each completed application is received. Families are encouraged to apply as early in the process as possible as the available space and choices become more limited later in the year.

- a. **Batch 1 :** All applications received between January (on the day following the Early Childhood Information Night) and the third Monday in March, shall be processed as Batch 1 applicants. Applicants interested in exercising a sibling preference must apply within Batch 1 and must submit their application **no later than the last Monday of February.**
- b. **Batch 2 :** All applications received after the Batch 1 deadline and the last Monday of June, shall be processed as Batch 2 applicants.

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- c. **Rolling Enrollment Period (July 1 through start of school)**: All applications received after June 30th through the start of school in the following year, shall not be processed as a batch, but rather, on a rolling basis.

Student Assignment Priorities and Criteria

The following priorities, presented in order of priority to be considered, shall be used when assigning students to a school.

1. **Programmatic Placements**: Students who qualify for one of the district’s specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs, regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.

2. **Sibling Preference**: Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, the deadline to submit a complete registration packet and indicate a sibling preference for Kindergarten registration shall be the last Monday of February of each year. While every effort will be made to keep siblings of newly registering families together, Kindergarten applications received after the last Monday of February, will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category.

3. **Choice of School**: Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.

4. **Student Socioeconomic Status**: Within each batch and first choice of school, applicants shall be sorted into the following two categories:
 - a. **Low-Income (LI)**. Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

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b. **Non-low Income (Non-LI)**. Non-low income families are those whose household income level does not qualify them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture.

5. **Proximity to the School**: Within each of the socioeconomic categories (within each batch), applications shall then be sorted by their proximity to the school, with those who live closest to their first choice of school to be processed first, followed by those who live further away. Those whose first choice of school is within 1 mile (as determined by Google Maps, walking distance), shall be given priority within the category and assigned first.

Student Assignment Procedures (Kindergarten)

1. **School-Level Student Assignment Targets**: Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
2. **Procedures When the Number of Applicants Exceed Space Available**: If the number of applicants within each category exceeds the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30th of each year. If the number of applicants for a second choice school exceeds the number of spaces available, remaining applicants shall be added to the appropriate subcategories for their third choice of school. If there is no space available within the appropriate subcategory for any of the three school choices, then the student shall be assigned to the closest school that has space availability within their respective subcategory.
3. **Processing Timelines**: Once the sorting of applications is completed according to the criteria described above, students will be assigned. Depending on the size of the applicant pool within each batch, this process may take several weeks to complete. Applications received within the Batch 1 period shall be assigned on or around May 1st. Applications received within the Batch 2 period shall be assigned on or around July 1st. Applications received after June 30th shall be processed as they arrive.

Applicants who “opt in ” to the BAIS or other lottery within the district by the first batch deadline, will be notified by the school whether or not they were selected and will have up to 18 days to

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confirm acceptance of the seat. Applicants who participate in the BAIS lottery may remain within the district choice process as well.

4. **Notification and Confirmation of Assignment.** For Batch 1 and 2 applicants, families will generally be notified of their student’s assignment in writing. Parents/guardians are asked to return the confirmation form(s) to the Parent Information Center (PIC) within ten (10) calendar days so that any seats that are declined may be offered to others who have chosen that school. Applicants who apply during the rolling admission period may be notified of assignments and require confirmation over the phone within a shorter timeframe if the timing is close to the start of the school year.

5. **Waiting Lists.** Applicants who do not receive their first choice of school shall automatically be placed on a waiting list for that school within their respective socioeconomic and/or risk factor subcategory. The order of priority for Waiting Lists shall be those who did not receive their first choice within Batch 1 applications (sorted by order of proximity to the school), followed by those who did not receive their first choice within Batch 2 (sorted by order of proximity to the school). Should a space become available within the applicant’s respective socioeconomic and/or risk factor subcategory, applicants will be contacted by a representative from the PIC and offered the spot. Applicants shall have 24 hours to confirm acceptance of the spot. If the spot is declined, it will be offered to the next person on the waiting list and so on.

Waiting lists for Early Childhood Registration shall be maintained and processed between the Batch 1 deadline date and September 30th of each year. Families interested in changing their school assignments after that date, must submit a transfer application through the in-district transfer process.

6. **Walk-in Registrations During the Summer and School Year.** Families with school-age children who move to Salem over the summer or during the school year are considered “walk-in” registrations and shall be processed on a rolling basis, following the same procedures described above. Assignments shall be made according to the above criteria, to the extent possible. Should there be no seats available within the applicant’s subcategory for any of their three choices of schools, they will be assigned to the closest school with space available in their category. Should there be no space available within their category at any school in the district, students will be assigned to the school with available space that is closest to their home. The Superintendent shall be responsible for keeping a log of each instance where this occurs, reporting this annually to the School Committee, and using this information to inform enrollment targets for the future.

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Student Assignment Procedures for Incoming Students in Grades 1 through 12

The school choice, registration, and student assignment procedures, including the establishment of school enrollment targets described above shall also apply to applicants for Grades 1 through Grade 12. The processing timelines and deadlines for “batch” applications do not apply.

It shall be assumed that, unless otherwise requested by a parent/guardian or the Superintendent, all students enrolled in an existing school may continue within that school until they reach the highest grade level offered within that school. For students who have completed 5th grade in one of the district’s K-5 elementary schools, it shall be assumed that they will matriculate to 6th grade at the Collins Middle School unless otherwise notified by the family. Parents/guardians of fifth (5th) graders who do not attend Saltonstall, but who wish to apply for 6th grade at Saltonstall must submit a transfer application to the Parent Information Center (PIC) no later than June 30th. Applicants for entry into 6th grade at Saltonstall shall be processed according to the above guidelines and criteria.

In-District Transfers

Families seeking to transfer from one school to another must submit a transfer request application through the Parent Information Center (PIC). Transfer requests for the future school year shall be accepted at any time. Transfer requests pertaining to a current school year must be received prior to September 30th of that school year. Only the Superintendent can authorize a transfer for the existing school year after September 30th. When a student seeks an in-district transfer from one school to another, the guidelines of this policy regarding space availability within each school’s enrollment targets shall be applied.

Withdrawals

If a student is withdrawn from the school for any reason and later returns to the district, the student shall be considered under the same guidelines as a newly entering student (spaces within their former school shall not be held). To be eligible to return to the school, the family must submit a written request to the Superintendent within the school year prior to the family's return. Upon receipt of this request, the Superintendent shall determine whether or not the request to return to the student’s previous school can be accommodated based on the availability of seats.

The only exception shall be for an enrolled student whose parent or guardian relocated due to an active military member deployment and later returns to Salem. If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non- attendance. Should this occur, the student may not be eligible to return to the school he or she previously attended. Absence without an acceptable documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

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Duration of this Policy and Review Period

This policy shall remain in effect for a period of five years, according to the following schedule:

Year	Assignment Period	School Year Begins
Year 1 (SY 2018-19)	January through August 2018	September 2018
Year 2 (SY 2019-20)	January through August 2019	September 2019
Year 3 (SY 2020-21)	January through August 2020	September 2020
Year 4 (SY 2021-22)	January through August 2021	September 2021
Year 5 (SY 2022-23)	January through August 2022	September 2022

The Superintendent shall monitor the annual implementation of this policy and maintain data that can be used to evaluate its effectiveness in achieving the above goals and objectives.

In addition, the Superintendent shall be responsible for continuing to research ways to improve upon this policy.

The Superintendent will work together with the School Committee to coordinate a series of community engagement forums that enable members of the community to discuss the benefits and challenges associated with the student assignment policy, provide feedback, and share their views about the future of student assignment in the district.

Allocation of Resources to Support the Successful Implementation of Controlled Choice

The Committee recognizes that in order to have an effective process for assigning students using a controlled choice policy, adequate resources and support are needed to ensure its success. The Superintendent shall be responsible for identifying and requesting the resources needed to implement this policy including the coordination and management of student assignment for the district, communication and outreach to families, and other necessary supports to ensure the successful implementation of this policy.

REVIEWED 5/2023

Approved: August 19, 2019

SCHOOL COMMITTEE 6000 SCHOOL COMMITTEE MEETINGS 6400

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS 6409

All regular and special meetings of the School Committee shall be open to the public. School Committee meetings, including executive sessions, are conducted in accordance with the Massachusetts Open Meeting Law.

The School Committee desires and encourages community members of the district to attend and/or participate in its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Therefore, the Committee has set aside a period of time at each School Committee meeting to hear from the public.

This time shall be available at every School Committee meeting whether held in person, online, or combination of both.

Since Spanish is the second-most prevalent language in the city, interpreters will be available at all regular school committee meetings.

Public comment is intended to offer community members an opportunity to express their opinion on issues of School Committee business. Should the Chair believe that an issue or question falls outside the purview of the School Committee, he/she may request that citizens direct it to the appropriate person or body so that the matter is given proper consideration.

The following process will govern public comment and participation at every School Committee meeting, regardless of the format:

1. A summary of this policy shall be read aloud at the beginning of each meeting in both English and Spanish.
2. The School Committee will have one section for public comment at each School Committee meeting, which shall generally follow the opening of the meeting.
3. A sign-up sheet will be available as people enter the meeting for those participating in-person and a link to an online form shall be available on the meeting notice to sign up for remote participation in public comment. Members of the public will be asked to sign up to speak in advance of the meeting. People will speak in the order in which they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call them together. People who arrive after the sign-in sheet has been removed or who enter comments to the online form after the start of the meeting may speak at the Chair's discretion. The sign-up sheet and/or online list will be provided to the chair just prior to the meeting being called to order and any additional entries shared with the chair prior to the closure of the public comment period. Entries to the online form received after the public comment period closes shall not be read into the record but will be attached to the meeting minutes as an

addendum.

4. Individuals wishing to speak must identify themselves by name and address and indicate the specific topic they wish to address.
5. Speakers will be allowed up to 5 (five) minutes to present their material. Extension of this time limit is at the discretion of the chair.
6. Copies of public comments shared during the public comment period may be presented in writing, but not required, to the Committee before or after the meeting for Committee members to review or to consider at an appropriate time, and for inclusion in the meeting minutes.
7. Topics raised during the public comment period shall be focused on topics related to school district matters and/or items that are within the School Committee's authority.
8. All speakers are encouraged and expected to present their remarks in a respectful manner.
9. All remarks will be addressed to the Chair of the School Committee. Responses to concerns will be made only by the Superintendent or Chair of the meeting, or other members at the Chair's discretion should a member request to speak. While the Committee and/or administration will not typically respond to citizen comments or questions posed at public comment, the Chair, as presiding officer of the meeting, may answer or request an answer to a question if he/she deems it expeditious.

State law also provides that:

No person shall address a public meeting of a public body without permission of the chair, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the opportunity for those submitting comments to opt to submit a written comment (to be read aloud during the meeting) or to be recognized during the remote/online meeting in order to speak within the online meeting environment for up to five (5) minutes.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a "live stream" mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

REVIEWED 5/2023

Legal Reference: 30A:20(g)

Approved 8/10/20

Proposed Public Comment Reminder:

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.