

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
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: May 16, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on May 20, 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/85089822277?pwd=u4DbB4-3kyqKa18tZU5hl6r9WPW6BQ.Zp-6Rcmz1YVTq1ny>

Passcode: 047912

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/ZByEzPTW5fsrmiT8>. 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. Public Comment

See above instructions for participating in public comment.

IV. Approval of Consent Agenda

- A. Approval of minutes of Regular SC meeting held on May 6, 2024
- B. Approval of Warrants: **5/9/24** - \$281,544.06; **5/16/24** - \$1,124,159.72
- C. Approval of the New Liberty Innovation School field trip to Canobie Lake Park in Salem, NH on 6/14/24

V. Community Partner Showcase - Family Resource Center

VI. Superintendent's Report

- A. English Learners Parent Advisory Council Leadership Presentation (Priority 3.4)
- B. College & Career Counseling Recommendations (Priority 1.4)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

- A. Deliberate and vote on approval of Approval of the Salem High School JROTC field trip to Schreiner University/ Drill Camp in Kerrville, TX from 6/23/24 - 6/29/24
- B. Deliberate and vote on approval of Approval of the Salem High School JROTC field trip to Randolph Macon Academy/Senior Leadership Camp 1 in Fort Royal, VA from 7/13/24 - 7/19/24
- C. Deliberate and vote on approval of Approval of the Salem High School JROTC field trip to Randolph Macon Academy/Senior Leadership Camp 2 in Fort Royal, VA from 7/16/24 - 7/22/24
- D. Deliberate and vote on approval of Approval of the Salem High School JROTC field trip to Camp Outdoor Odyssey in Boswell, PA from 7/21/24 - 7/27/24

X. Finance & Operations Report

- A. End of Year Budget Transfers

XI. Subcommittee Reports

- Finance Subcommittee
- Personnel Subcommittee
- Building & Grounds Subcommittee
- Curriculum Subcommittee
- Policy Subcommittee

A. Policies for third reading:

- Policy 2110 - Administrative Reports
- Policy 2200 - Administrative Personnel Positions
- Policy 5103 - Controlled Choice Student Assignments

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.”

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

FECHA DE PUBLICACIÓN 16 de mayo 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 20 de mayo 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/85089822277?pwd=u4DbB4-3kyqKa18tZU5hl6r9WPW6BQ.Zp-6Rcmz1YVTqIny>

Contraseña:[047912](#)


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/ZByEzPTW5fsrrniT8>. Un miembro del

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

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.

II. Aprobación de la Agenda

III. Comentario Público

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

IV. Aprobación de la Agenda Consensuada

- A. Aprobación del acta de la reunión regular del Comité Permanente celebrada el 6 de mayo de 2024
- B. Aprobación de las órdenes de pago: **9-may-24** - \$281,544.06; **16-may-24** - \$1,124,159.72
- C. Aprobación de la excursión de New Liberty Innovation School a Canobie Lake Park en Salem, NH en 14-jun-24
- D. Aprobación de la excursión de JROTC de Salem High School a Schreiner University/ Drill Camp en Kerrville, TX del 23-jun-24 - 29-jun-24
- E. Aprobación de la excursión del JROTC de Salem High School a Randolph Macon Academy/Senior Leadership Camp 1 en Fort Royal, VA del 13-jul-24 - 19-jul-24
- F. Aprobación del viaje de campo de Salem High School JROTC a Randolph Macon Academy/Senior Leadership Camp 2 en Fort Royal, VA del 16-jul-24 - 22-jul-24
- G. Aprobación de la excursión del JROTC de Salem High School al Camp Outdoor Odyssey en Boswell, PA del 21-jul-24 - 27-jul-24

V. Presentación de estudiantes - Centro de Recursos para las Familias

VI. Reporte del Superintendente

- a. Grado y configuración de la escuela Participación de la comunidad (Prioridad 4.1 y 4.3)
- b. Confirmación del último día de clase (Prioridad 4.1)

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

VII. Reporte de la Representante Estudiantil

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- A. Deliberar y votar sobre la aprobación de la Aprobación de la Salem High School JROTC viaje de campo a la Universidad de Schreiner / Drill Camp en Kerrville, TX de 23-jun-24 - 29-jun-24
- B. Deliberar y votar sobre la aprobación del viaje de estudio del JROTC de Salem High School a Randolph Macon Academy/Senior Leadership Camp 1 en Fort Royal, VA del 13-jul-24 - 19-jul-24
- C. Deliberar y votar sobre la aprobación de la aprobación de la escuela secundaria Salem JROTC viaje de campo a Randolph Macon Academy / Senior Leadership Camp 2 en Fort Royal, VA de 16-jul-24 - 22-jul-24
- D. Deliberar y votar sobre la aprobación del viaje de estudio de la Escuela Secundaria Salem JROTC al Campamento Outdoor Odyssey en Boswell, PA del 21-jul-24 - 27-jul-24

X. Reporte de Finanzas y Operaciones

- A. Transferencias presupuestarias de fin de año

XI. Reportes de los Subcomités

- Subcomité de Finanzas
- Subcomité de Personal
- Subcomité de Edificios y Terrenos
- Subcomité de Planes de Estudios
- Subcomité de Política

A. Políticas para tercera lectura:

Política 2110 - Informes administrativos

Política 2200 - Puestos del personal administrativo

Política 5103 - Asignación de estudiantes de elección controlada

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

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
May 6, 2024

On May 6, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Mary Manning, Veronica Miranda, and AJ Hoffman

Members Present Virtually: Manny Cruz and Amanda Campbell

Members Absent: Beth Anne Cornell

Others in Attendance: Superintendent Dr. Stephen Zrike, Assistant Superintendent Elizabeth Pauley, Ellen Wingard, Dr. Kimberly Talbot, Laura Assade, Jennifer Doucette-Ly, and Marc LeBlanc

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. Veronica Miranda motions for approval and seconded by Mary Manning.

Manny Cruz	Present Virtually
Mary Manning	Present
Amanda Campbell	Present Virtually
Veronica Miranda	Present
AJ Hoffman	Present
Mayor Pangallo	Present

Approval of Agenda

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

Manny Cruz	Yes
Mary Manning	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion carries 6-0

Public Comment

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

Approval of Consent Agenda

Mayor Pangallo requested a motion to approve the Consent Agenda. Veronica Miranda motions for approval and seconded by AJ Hoffman. A roll call vote is taken.

Manny Cruz	Yes
Mary Manning	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion carries 6-0	

Student Showcase - Early Childhood Center

Principal Leanne Smith as well as multiple school leaders from the ECC present videos and pictures within the last few weeks around the butterfly life cycle. These are lessons on Pre-K Curriculum and focusing on vocabulary, language acquisition, science literacy, and math. The current theme: Animals All Around and the essential question is how are the animals the same and how are they different? The weekly question asked is how does a caterpillar become a butterfly. Students have been reading the Very Impatient Caterpillar book and learning about the life cycle of the butterfly. Students have been learning about vocabulary, left to right and top to bottom directionality, one to one match with print, names, letters and sounds, labeling, fiction and informational books, seeing ourselves as writers to observe and draw/write, and life cycles. Beth White notes every day there is a morning message to students and on the wall is a handwritten message starting with the word of the day. By diagraming students work on drawing skills and label with vocabulary as well.

Amanda Campbell notes gratitude to the ECC teacher who allowed her lesson to the students to be videotaped and as School Committee members give thanks for being able to see the high quality and educational programming.

Superintendent's Report

- A. Grade and School Configuration Community Engagement (Priority 4.1 and 4.3)**
- B. Confirming the last day of school (Priority 4.1)**

Superintendent Dr. Zrike notes Educator Appreciation Week and shows appreciation to our educators. In Salem, we show appreciation to all educators as well as all teachers. Dr. Zrike notes the memo regarding the official last days of school. There was a heat day at the ECC on

Sept 8th. Dr. Zrike reviews the following suggested dates to confirm the last days of school for each school in the district:

- Grade 1-11 students at (all schools except Carlton): Tuesday, June 18th (early release)
- PreK/K students (all schools except Carlton): Friday, June 14th (full day)
- Carlton P2+ students: Monday, June 17th (early release)
- Carlton P1 students: Thursday, June 13th (full day)
- Grade 12 students who have completed graduation requirements: Friday, May 31st

Please note that the Early Childhood Center did have an additional day of school due to be held on Friday, September 8, 2023. Dr. Zrike recommended that we not schedule an additional day of school for the ECC and we keep their schedule consistent with the other Pre/K classrooms in the district for the following two reasons: First, this will allow for all early childhood classes to conclude the year after a full week and not have to bring students back for one day. Additionally, it affords our Pre-K extra time to pack their classrooms to accommodate significant relocation occurring at the ECC this summer due to program expansion.

C. Grade and School Configuration Community Engagement (Priority 4.1 and 4.3)

Dr. Zrike notes the purpose of future state of schools community engagement is proposing to seek input on 3 core areas related to grade configuration, use of buildings assignment policies-high school/middle school grade span, elementary grade configuration and the city's intra district school choice policy. Also to build on the initial facilities master plan - other areas would be public forums, staff meetings, community survey, data study, and ongoing school committee work and discussion. These future sessions will take place May 16th-June 14th virtually. There will be breakout groups for 20 minutes each focusing on the aforementioned areas and after will return to a whole group discussion. The three questions asked will be: do you believe in a different grade configuration, what are your concerns, what do you believe are the strengths and challenges, and what do you believe are the ideal elementary school configurations that will best prepare our young learners. For Intra District School Choice - what are the merits and drawbacks of our current enrollment policies, given the context of Salem.

Manny Cruz notes on the elementary school side for the transparency of options - laying out the model for Pre-K options and thinking about locations proximate where lower income families live and the reconfiguration and having public meeting spaces for these areas.

Mary Manning asks about the definition of stakeholders and is there any consideration or way to look at data on who the stakeholders are.

Dr. Zrike notes as we take the feedback from all how we code the feedback so we have a broad conversation from all stakeholders. Dr.Zrike does plan to visit every school and engage with staff over the summer or into the fall.

Student Representative Report

none

Old Business

none

New Business

- A. Deliberate and vote to accept the superintendent’s recommendation for the last day of school

Mayor Pangallo requested a motion to approve the Consent Agenda. Manny Cruz motions for approval and seconded by Veronica Miranda. A roll call vote is taken.

Manny Cruz	Yes
Mary Manning	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion carries 6-0

Finance & Operations Report

Elizabeth Pauley notes at the May 20th School Committee meeting she will be bringing year end transfers for School Committee approval.

Subcommittee Reports

- Finance Subcommittee
- Personnel Subcommittee
- Building & Grounds Subcommittee
- Curriculum Subcommittee
- Policy Subcommittee

A. Policies for second reading:

- Policy 2110 - Administrative Reports
- Policy 2200 - Administrative Personnel Positions
- Policy 5103 - Control Choice Student Assignments

Mayor Pangallo requested a motion to approve the Consent Agenda. Veronica Miranda motions for approval and seconded by AJ Hoffman. A roll call vote is taken.

Manny Cruz	Yes
Mary Manning	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion carries 6-0	

School Committee Concerns and Resolutions

Manny Cruz acknowledges Holocaust Remembrance Day and as a committee to acknowledge days like this.

Adjournment

Mary Manning makes a motion to adjourn and seconded by Veronica Miranda.

Manny Cruz	Yes
Mary Manning	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion carries 6-0	

Meeting adjourned at 8:30PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information

School	New Liberty Innovation School	Grade Level(s)	Date of Request:	Date of Field Trip:	
Trip Planner	Jer Thomas / Hadlee Beron	9-12	5/10/2024	6/14/2024	
Contact Info	Phone: (603) 276-5962	# of Students:	30	Depart:	Return:
	Email: jerthomas@newliberty.sps.k12.nh.us			10Am	5pm
Destination	Name: Canobie Lake Park	Location and Duration			
Destination Address	85 N. Policy St, Salem, NH	<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state			
Funding Source	For Bus: Budget + Fund For other (admissions costs, etc.):	<input checked="" type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip			

II. Learning and Accessibility

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

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

Has the school nurse been notified of this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Has the roster of students been shared? Have medical concerns been reviewed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will a nurse be needed for this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature: <i>[Signature]</i>		Date: 5/10/24

IV. Food Services

Has the school's cafeteria manager been notified of this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will students be eating lunch at school or on the field trip? <input checked="" type="checkbox"/> At school <input type="checkbox"/> On field trip	Are bag lunches needed for this trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many? <u>20</u>
Comments:		

V. Transportation

Transportation needed:	<input checked="" type="checkbox"/> Bus (Complete <i>Transportation Request Form</i> and send to dbido@salemk12.org and vfaqundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If traveling by bus:	Pick Up Time: 10AM Pick Up Location: Church St	Return Time: 5pm Return Location: 1 Church St

VI. Parent Involvement & Background Checks

Will any parents or volunteers be participating in this trip? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will any have "direct and unmonitored contact" with students? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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
--	--	---

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

School Principal Signature: <i>[Signature]</i>	Date: 5/10/24
--	---------------

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	John W. Sumner, SgtMaj	May 3, 2024	23 June – 29 June, 2024	
Coordinator Contact Info	Phone: 978-223-8202 Email: jsumner@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	2	0730	1630
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Schreiner University/Drill Camp 2100 Memorial Blvd Kerrville, TX 78028	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 checked="" type="checkbox"/> Overnight trip		

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

- B. Doyle

- R. Theriault

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?
X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
School Nurse Signature: <i>Relkins RN</i>		Date: <i>5/3/24</i>

*overnight-form to be completed or will require updated prior to EOY.

IV. Food Services

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

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 checked="" type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	<i>Pick Up Time:</i> <i>Pick Up Location:</i>	<i>Return Time:</i> <i>Return Location:</i>

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

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

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

<i>School Principal Signature:</i> 	<i>Date:</i> 5/6/24
--	---------------------



United States Marine Corps
Junior Reserve Officers Training Corps
Salem High School
77 Willson Street
Salem Massachusetts 01970

03 May 2024

From: Marine Instructor, Salem High School
To: Principle, Salem High School

Subj: NATIONAL DRILL CAMP

1. **Mission.** From 23 June to 29 June 2024 cadets will report to the National Drill Camp in Kerrville, Texas.
2. **Funding:** All expenses will be taken care of by the Marine Corps.
3. **Roster:** Below are the cadets that volunteered to attend.
 - a. Brynn Doyle
 - ✓b. Ryan Theriault

Any questions you can contact me by phone 978-430-5473 or email jsumner@salemk12.org.

A handwritten signature in black ink, appearing to read "JWS", written over the typed name.

John W. Sumner
SgtMaj USMC (ret)

Instructors:

This is a Travel Warning Order for summer camps.

Detailed LOI to follow.

When submitting PRDs for camp travel; Ops & RD Approval is required.

Please ensure that you monitor APAN approvals after submissions. We have no room for errors.

The summer camp quotes are controlled by your Regional Director; please refer all questions to them.

National Drill Camp
Schreiner University
2100 Memorial Blvd Kerrville TX 78028
Airport: N/A

Dates: 23-29 June

Travel - Air travel is covered under contract, DMO Air PRD is not required. The vendor will provide air travel as well as pick-up & drop-off at the TX airport.

Travel DTS. Instructors transporting cadets via DTS **will not** be allowed to stay at the camp. DTS orders will cover drive up, drop off & return home. DTS request must be submitted NLT 5 May. Ground travel funding is not available for a singular unit, however RD's may group no less than 4 cadets into a rental vehicle

Cadets may be dropped off at the camp by family members, however, no cadet will drive themselves to camp.

Instructors are **not authorized** to transport cadets to the camp in POV's regardless of school policies or permissions.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	John W. Sumner, SgtMaj	May 3, 2024	13 July – 19 July, 2024	
Coordinator Contact Info	Phone: 978-223-8202 Email: jsumner@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	2	0730	1630
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Randolph Macon Academy/Senior Leadership Camp 1 200 Academy Drive Fort Royal, VA	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 checked="" type="checkbox"/> Overnight trip		

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

- L. Dos Anjos

- D. Baldwin

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?
X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
School Nurse Signature: <i>Rickins RN</i>		Date: <i>5/3/24</i>

Overnight form previously completed, will inquire about updates prior to EOY

IV. Food Services

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


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 checked="" type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	<i>Pick Up Time:</i> <i>Pick Up Location:</i>	<i>Return Time:</i> <i>Return Location:</i>

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

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

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

<i>School Principal Signature:</i> 	<i>Date:</i> 5/6/24
---	------------------------



United States Marine Corps
Junior Reserve Officers Training Corps
Salem High School
77 Willson Street
Salem Massachusetts 01970

03 May 2024

From: Marine Instructor, Salem High School
To: Principle, Salem High School

Subj: SENIOR LEADERSHIP CAMP - 1

1. **Mission.** From 13 July to 19 July 2024 cadets will report to the Senior Leadership Camp in Randolph Macon, Virginia.
2. **Funding:** All expenses will be taken care of by the Marine Corps.
3. **Roster:** Below are the cadets that volunteered to attend.

- ✓ a. Lukas Dos Anjos
- ✓ b. David Baldwin

Any questions you can contact me by phone 978-430-5473 or email
jsumner@salemk12.org.

A handwritten signature in black ink, appearing to read "John W. Sumner".

John W. Sumner
SgtMaj USMC (ret)

Cyber, STEM, SLC 1, SLC 2
Randolph Macon Academy
200 Academy Drive, Front Royal, VA.
Air Port: Dulles International Airport (IAD).

Cyber One - 7-13 July

STEM One - 10-16 July

SLC One - 13-19

SLC Two - 16-22

Travel- DMO Air Travel Requests are due NLT 5 May 2024. The only Airport for cadets arriving and departing from is Dulles International Airport (IAD) Cadets will be picked up at Dulles by camp staff ***In APAN use this Warning Order in lieu of an LOI ***

Travel - Ground travel funding is not available for a singular unit; however, RD's may group no less than 4 cadets into a rental vehicle.

DTS. Instructors transporting cadets via DTS **will not** be allowed to stay at the camp, DTS orders will cover drive up, drop off & return home. DTS request must be submitted NLT 5 May.

Cadets may be dropped off at camp by family members; however, no cadet will drive themself to camp.

Instructors are **not authorized** to transport cadets to camps in POV's regardless of school policies or permissions.

SLC

This Camp is based on the development of MCJROTC cadet senior leadership (Leadership Education Three and Four). This course shall develop the cadet's understanding of all the programs' functional areas that supports the daily operation of a MCJROTC program.

The course will address the duties of the Cadet Commanding Officer, Executive Office and Senior enlisted adviser. The course will also address each of the functional areas found in a MCJROTC program staff. Cadets should attend only if they hold one of the staff billets for SY-24-25

Responsibilities of the unit's S1 section to include duties of the S1 officer and the S1 chief.

· Responsibilities of the unit's S3 section to include duties of the S3 officer and the S3 chief.

· Responsibilities of the unit's S4 section to include duties of the S4 officer and the S4 chief.

· Responsibilities of the unit's PAO section to include duties of the PAO officer and the PAO chief.

· Responsibilities of Team Commanders

· Cadet Record Manager - The system used by MCJROTC to record students' supply / accountability of service uniforms / equipment.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	John W. Sumner, SgtMaj	May 3, 2024	16 July – 22 July, 2024	
Coordinator Contact Info	Phone: 978-223-8202 Email: jsumner@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	2	0730	1630
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Randolph Macon Academy/Senior Leadership Camp 2 200 Academy Drive Fort Royal, VA	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 checked="" type="checkbox"/> Overnight trip		

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

-J. Rodriguez

-S. Fritz

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?
X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
School Nurse Signature: <i>Rukimo RN</i>		Date: <i>5/3/24</i>

**overnight forms previously completed will inquire about updates prior to EOY.*

IV. Food Services

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


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 checked="" type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

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

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

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

School Principal Signature: 	Date: 5/6/24
--	---------------------



United States Marine Corps
Junior Reserve Officers Training Corps
Salem High School
77 Willson Street
Salem Massachusetts 01970

03 May 2024

From: Marine Instructor, Salem High School
To: Principle, Salem High School

Subj: SENIOR LEADERSHIP CAMP - 2

1. **Mission.** From 16 July to 22 July 2024 cadets will report to the Senior Leadership Camp in Randolph Macon, Virginia.

2. **Funding:** All expenses will be taken care of by the Marine Corps.

3. **Roster:** Below are the cadets that volunteered to attend.

- ✓a. Jaley Rodridgez
- ✓b. Sophia Fritz

Any questions you can contact me by phone 978-430-5473 or email jsumner@salemk12.org.

A handwritten signature in black ink, appearing to read "JWS", written over the typed name.

John W. Sumner
SgtMaj USMC (ret)

Cyber, STEM, SLC 1, SLC 2
Randolph Macon Academy
200 Academy Drive, Front Royal, VA.
Air Port: Dulles International Airport (IAD).

Cyber One - 7-13 July
STEM One - 10-16 July
SLC One - 13-19
SLC Two - 16-22

Travel- DMO Air Travel Requests are due NLT 5 May 2024.
The only Airport for cadets arriving and departing from
is Dulles International Airport (IAD) Cadets will be
picked up at Dulles by camp staff ***In APAN use this
Warning Order in lieu of an LOI ***

Travel - Ground travel funding is not available for a
singular unit; however, RD's may group no less than 4
cadets into a rental vehicle.

DTS. Instructors transporting cadets via DTS **will not**
be allowed to stay at the camp, DTS orders will cover
drive up, drop off & return home. DTS request must be
submitted NLT 5 May.

Cadets may be dropped off at camp by family members;
however, no cadet will drive themself to camp.

Instructors are **not authorized** to transport cadets to
camps in POV's regardless of school policies or
permissions.

SLC

This Camp is based on the development of MCJROTC cadet senior leadership (Leadership Education Three and Four). This course shall develop the cadet's understanding of all the programs' functional areas that supports the daily operation of a MCJROTC program.

The course will address the duties of the Cadet Commanding Officer, Executive Office and Senior enlisted adviser. The course will also address each of the functional areas found in a MCJROTC program staff. Cadets should attend only if they hold one of the staff billets for SY-24-25

Responsibilities of the unit's S1 section to include duties of the S1 officer and the S1 chief.

Responsibilities of the unit's S3 section to include duties of the S3 officer and the S3 chief.

Responsibilities of the unit's S4 section to include duties of the S4 officer and the S4 chief.

Responsibilities of the unit's PAO section to include duties of the PAO officer and the PAO chief.

Responsibilities of Team Commanders

Cadet Record Manager - The system used by MCJROTC to record students' supply / accountability of service uniforms / equipment.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	John W. Sumner, SgtMaj	May 3, 2024	21 July – 27 July, 2024	
Coordinator Contact Info	Phone: 978-223-8202 Email: jsumner@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	2	0730	1630
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Camp Outdoor Odyssey 450 Boy Scout Road Boswell, PA 15531	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 checked="" type="checkbox"/> Overnight trip		

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

- L. Dos Anjos

- J. Rodriguez

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?
X Yes <input type="checkbox"/> No	X Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes X No
School Nurse Signature: <i>Rubino RN</i>		Date: <i>5/3/24</i>

Overnight form previously completed. Will inquire about updates prior to EBY

IV. Food Services

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

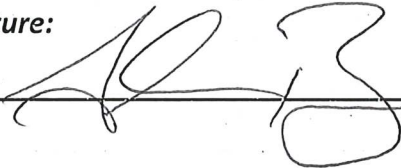
V. Transportation. (Please fax all SPS bus transportation requests to 978-825-5542)

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 checked="" type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	<i>Pick Up Time:</i> <i>Pick Up Location:</i>	<i>Return Time:</i> <i>Return Location:</i>

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

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

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

<i>School Principal Signature:</i> 	<i>Date:</i> 5/6/24
---	------------------------



United States Marine Corps
Junior Reserve Officers Training Corps
Salem High School
77 Willson Street
Salem Massachusetts 01970

3 May 2024

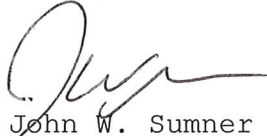
From: Marine Instructor, Salem High School
To: Principle, Salem High School

Subj: CAMP ODYSSEY

1. **Mission.** From 21 July to 27 July 2024 cadets will report to the Camp Odyssey in Boswell, PA.
2. **Funding:** All expenses will be taken care of by the Marine Corps.
3. **Roster:** Below are the cadets that volunteered to attend.

- ✓ a. Lukas Dos Anjos
- ✓ b. Jaley Rodridgez

Any questions you can contact me by phone 978-430-5473 or email jsumner@salemk12.org.


John W. Sumner
SgtMaj USMC (ret)

Camp Outdoor Odyssey (CLC)
450 Boy Scout Rd. Boswell, PA. 15531
Airport: Pittsburgh International Airport (PIT)

CLC 21-27 July, 2024

Travel- DMO Air Travel Requests are due NLT 5 May 2024. The only Airport for cadets arriving to and departing from the camp is Pittsburgh International Airport (PIT). Cadets will be picked up at the airport by camp staff. ***In APAN use this Warning Order in lieu of an LOI ***

Travel - Ground travel funding is not available for a singular unit; however, RD's may group no less than 4 cadets into a rental vehicle.

DTS- Instructors transporting cadets via DTS **will not** be allowed to stay at the camp, DTS orders will cover drive up, drop off & return home. DTS request must be submitted NLT 5 May.

Cadets may be dropped off at camp by family members; however, no cadet will drive themself to camp.

Instructors are **not authorized** to transport cadets to camps in POV's regardless of school policies or permissions.

CLC

A Cadet Leadership Development Program with the goals of: increasing individual confidence and team building; enhancing personal leadership abilities (group obstacles); developing values and character required to lead and operate in a professional environment (leadership positions).

Provide cadets with hands-on activities to include: climbing, rappelling, zip-line, leadership reaction course, low ropes course, high ropes course, climbing challenge course, team-based obstacle course, overnight hike, caving, and rafting.

This camp is physically demanding. Careful consideration must be taken when selecting cadets to attend.

Pathways for Children A Community Resource

Our history, mission and programs



Mission and Values

Our Mission

Pathways for Children nurtures children and supports families impacted by economic and social inequity through programs that **educate, enrich, empower and motivate.**


Our Values

Respect

Trust

Collaboration

Opportunity

Pathways
 Family
Resource Center
Salem



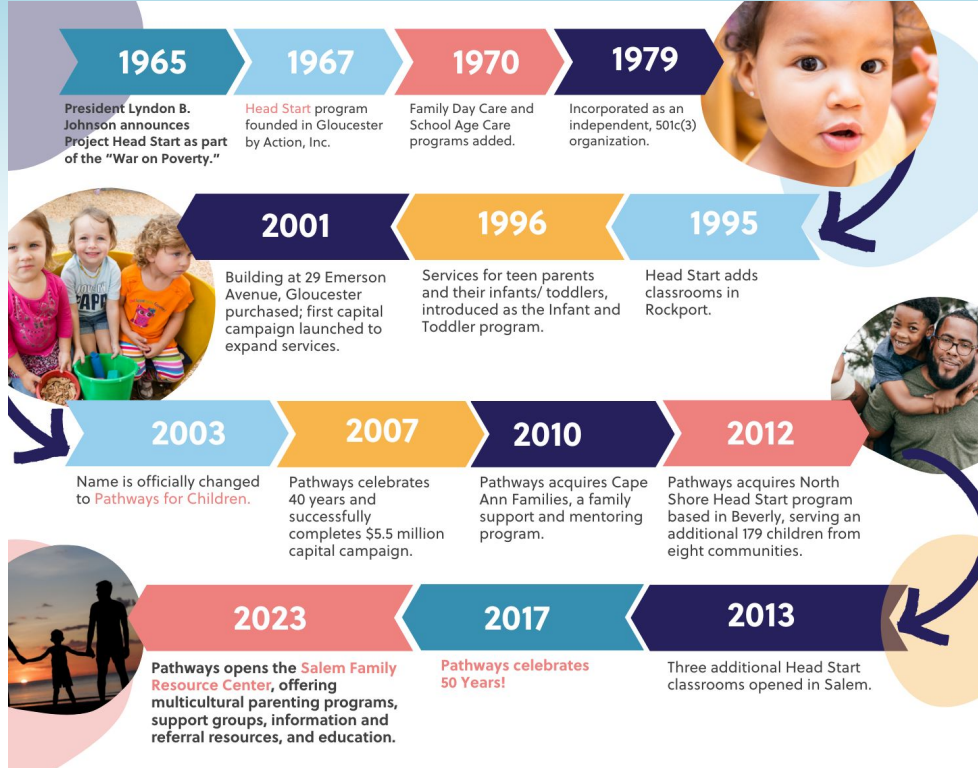
Our History

Pathways (Child Development Programs) was founded in 1967 under Action Inc.

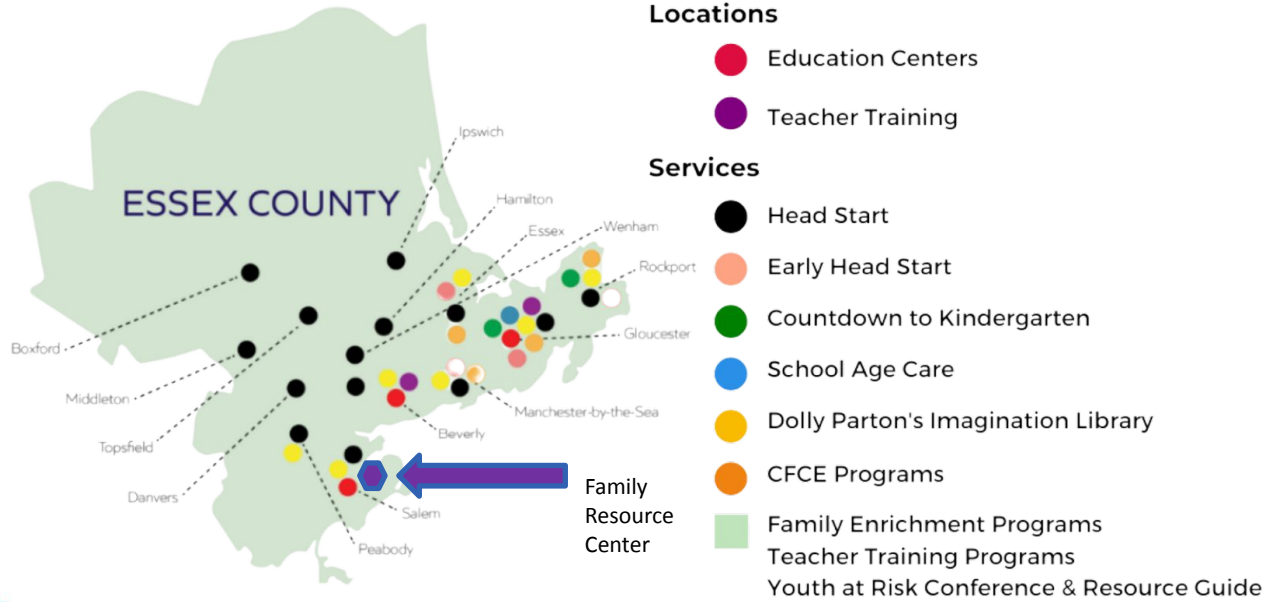
Primary programs - early education and family support

Administrative offices are located in Gloucester

130 staff across three locations, Gloucester, Beverly, and Salem



Our Locations & Services



Pathways Family Resource Center (Salem)

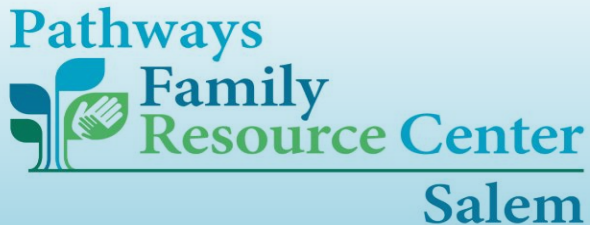
27 Congress St. #1211
Salem, MA 01970



Monday: 9-6
Tuesday: 9-7
Wednesday: 9-7
Thursday: 9-6
Friday: 9-1
1st and 3rd Saturday: 9-12

Pathways Family Resource Center - Salem

- All ages, incomes, and abilities are welcome.
- Help parents, children, and families find emotional support and practical assistance to succeed.
- Offers sensible solutions to families seeking health, safety, educational, and employment services.
- Part of the Massachusetts Family Resource Centers (FRCs) network.
- Strengthen parenting skills.
- Respond to family crises.
- Link families to services and opportunities.
- Help children develop social and emotional skills.
- Observe and respond to early warning signs of child abuse and neglect



[Source: About | Family Resource Centers - Massachusetts \(frcma.org\)](http://frcma.org)

PARENT EDUCATION PROGRAMS

PARENT SUPPORT GROUPS

YOUTH GROUPS

EARLY CHILDHOOD SERVICES

PLAYGROUPS

COMMUNITY CONNECTIONS
(REFERRALS, CONTINUING
EDUCATION, FOOD, DV, ACTIVITIES,
LEGAL, SYSTEM SUPPORT)

CRA SUPPORT SERVICES

Services

ON SITE CLINICIAN

MHAP AND HLA PARTNERSHIP
AND CONSULTATION

MATERIAL NEEDS - DIAPERS,
WIPES, CLOTHING, TOILETRIES,
BABY ITEMS, SCHOOL SUPPLIES

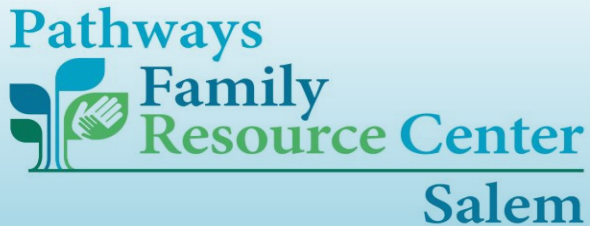
EDUCATIONAL SUPPORT
(UNDERSTANDING IEPs, SOYS,
ETC.)

COMMUNITY
SPACE

ASSISTANCE WITH APPLICATIONS
(EMPLOYMENT, HOUSING, CHILD
CARE, DTA)

Director of Family and Community Programs

Hailey plans, directs, and oversees the operations and staff within the FRC. She serves as a primary point of contact with the Department of Children and Families (DCF) Area Office relating to contract management, performance management, and quality assurance activities.



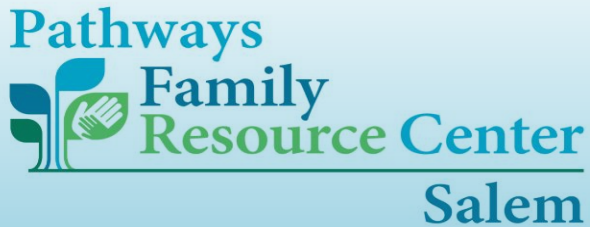
Hailey MacDonal
LICSW

Manager

Tanya is responsible for the day-to-day supervision and management of the FRC operations. She is also responsible for ensuring coordination with the FRC's Network Service providers and for managing other external community relations and monitoring community needs.



Family Support Workers serve as our foundation and face here at the FRC. Along with doing intakes, they provide continued support throughout a family's time at the FRC. This includes referrals, applications, material needs, group facilitation, and MUCH more.



Family Support Worker



Titus Stiggers

Parent Education Coordinator

Jeannine oversees our various parent education classes. She facilitates classes in addition to making sure members have transportation, child care, and are accessing the curriculum appropriately.



Jeannine Helen

Lanna Walsh



School Liaison

Lanna works closely with local schools to help family members navigate through educational and school-related concerns and needs. She works with school districts to identify family members that may be in need of family support services.

Licensed Mental Health Clinic



Family Partner



**Mike Wilson LCSW
Clinician**



Together, Mike and the Family Partner act as guides to navigating the mental health system. They collaborate with all team members to make sure referrals are completed for the most appropriate supports that each family requests.


Additionally, they provide short-term, ongoing support to parents as well as “bridge therapy” to youth.



health law **advocates**
Lawyers Fighting for Health Care Justice

HA



Pathways
 Family
Resource Center
Salem

Partnership with MHAP



Lisa Morrow, Esq.

In addition to accepting referrals for students in the essex county region, Lisa is able to educate and consult with FRC to provide guidance in navigating the justice system.

Eligibility and Language Capacity

All ages, incomes, and abilities are welcome

English & Spanish (on site)

Additional language ability though interpreter services

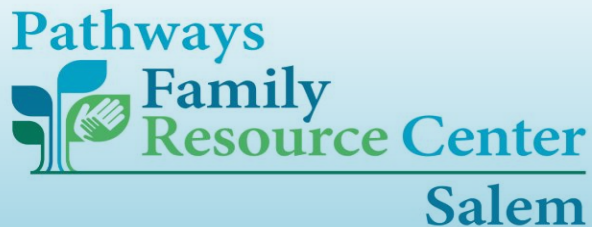
**No requirements based on immigration status, home address,
or health insurance**

Nurturing Fathers

13 Week class for dads looking to learn effective skills to help them be the father they choose to be

Parent Connection

Virtual group for parents looking to connect with and support each other



Current Groups

Grandparents Raising Grandchildren

A support group for grandparents and kinship caregivers. Meets twice a month

Crianza con Cariño

15 week Nurturing Parenting Program facilitated completely in Spanish.

Parenting Journey

12 week experiential class that reflects on our own childhoods to create a parenting style that aligns with each member's values and family vision

Active Parenting of Teens

6 week class that is focused on parenting teenagers in a world very different than what we group up in.

Weekly Teen Group

Mondays from 3-5pm for grades 6-12. Led by our clinician, Mike, each week has a new activity from wood burning to video games

Full List of Groups

- Nurturing Fathers
- Nurturing Parenting
- Parenting Journey
- Active Parenting of Teens
- Crianza con Cariño
- Positive Parenting Program
- Grandparents Raising Grandchildren
- Parent Connection
- Parent Cafe
- Weekly Teen Group
- Recovery Group (Future)
- Nurturing Fathers Support Group (Future)
- Many Referrals from DCF

Other Activities

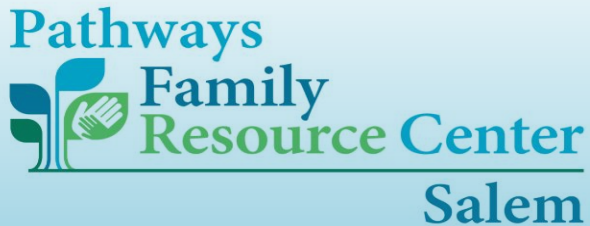
- ★ Clinician support
 - Collins Middle School on Mondays
 - Juvenile Court on Wednesdays
 - Beverly Middle School on Thursdays
 - Hopefully more to come!
- ★ Future workshops on topics such as budgeting, mental health, and many others - **Open to requests!**

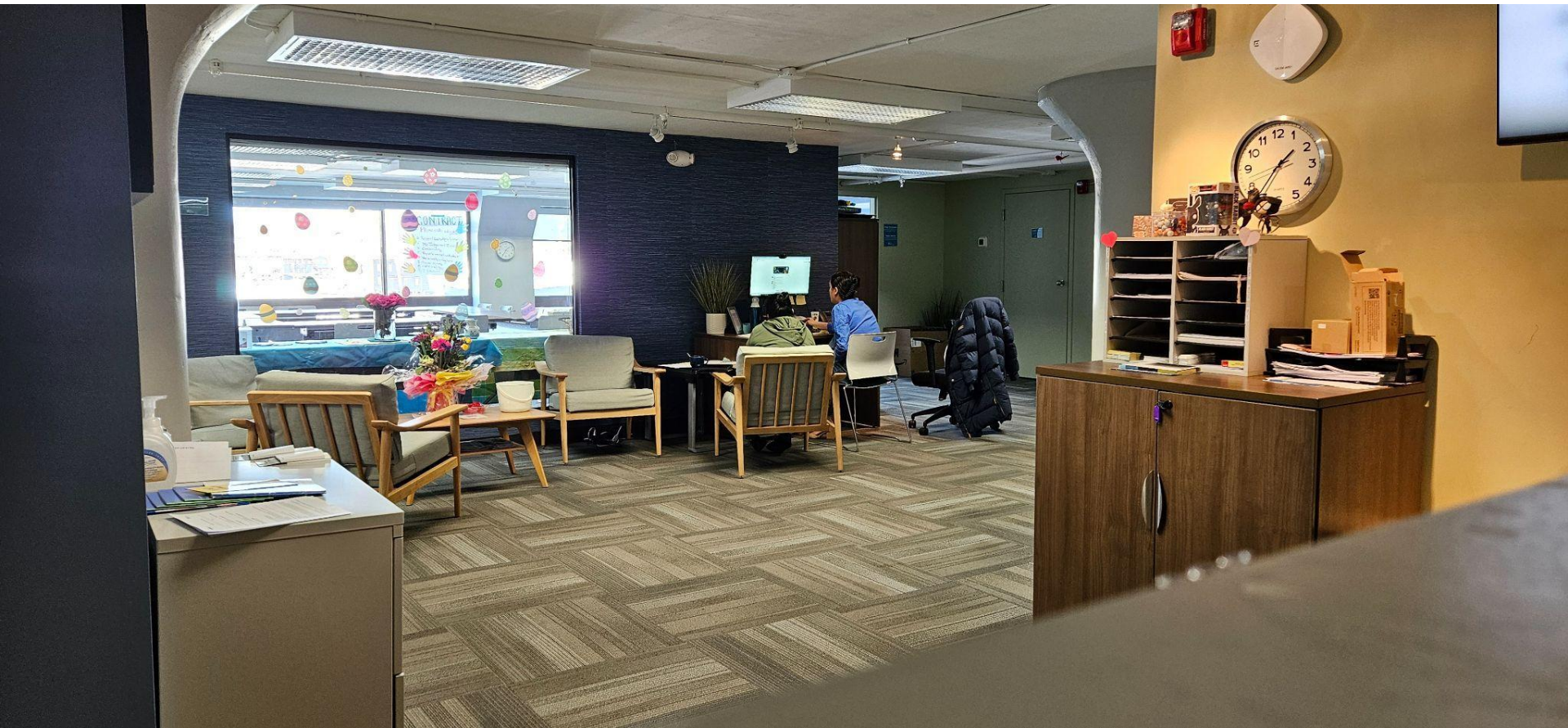
Past Events

- Photos with Santa
- North Shore Toy Drive
- Teen Drop-In
- Picnic in the Park
- 1 Year Anniversary
- Halloween Open House
- Haunted Happenings Grande Parade
- Yoga for adults and children
- Backpack Drive
- Salem Public Schools enrollment
- Nutrition Groups
- IEP 101 Training

Future Events

- 2nd Annual Community Cookout
- Back to School Drive
- Holiday Toy Drive
- Father Engagement
- HiSET Preparation (in development through SPS collaboration)







Referral Form



Date: _____
Student's Name: _____
School and Grade: _____
DOB: _____
Parent/Caretaker Name: _____
Phone Number: _____
Email: _____
Address: _____
Primary Language Spoken: _____
CRA/Pre CRA: _____

Is Family Aware of Referral? _____

Reason for Referral:

School Contact Person: _____

Phone Number: _____

Email: _____

School Referral

27 Congress Street, Suite #1211
Salem, MA 01970
Email: frc@pw4c.org
978-296-8080

Q & A



ELPAC Leadership Team Plan for School Committee Meeting on 5/20/24 at 7pm

1. **Introductions:** The ELPAC Chair, co-Chair, and Secretary will introduce themselves, sharing who they are, where their children go to school in Salem, and why they wanted to join the ELPAC this year.
2. **What is the ELPAC?** The ELPAC Group will share what the ELPAC is and the purpose of ELPAC.
3. **Causes:** The ELPAC leaders will state the different causes they want to advocate for in the Salem Public Schools, and why they are important for them:
 - a. Uniforms for students at Collins Middle School, by Monika Carcani
 - b. Larger lockers or storage space at Collins Middle School for students' instruments and sports equipment, by Monika Carcani
 - c. Concerns around vaping in bus stops, by Juan Carlos and Elizabeth
 - d. Concerns about the need for added security in the entrances to school buildings, by Monika and Elizabeth
 - e. Expanding the number and variety of field trips offered to students in SPS, by Rosa Villar and Elizabeth
4. **Follow-up Request:** The ELPAC leaders will request a follow-up meeting with the School Committee to discuss these causes in more detail.
 - a. Monika
5. **Closing:** The ELPAC leaders will invite the School Committee members to our International Night and take their leave.

To: Salem School Committee

From: Attuned Education Partners

Date: May 3, 2024

Re: Salem High School Post-Secondary Support - Findings and Recommendations

Introduction

Salem High School is a vibrant community of dynamic and diverse students supported by skilled and caring administrators, faculty, and support staff. The SHS team, with support from the central office, has been working to strengthen the student experience through increased course and career pathways and enrichment opportunities for students, adoption of high quality instructional materials, and improvements to school culture and climate. Still, there are gaps in realizing a vision of post-secondary success for all of Salem's graduates:

- *When reporting their plans after graduation, 35% of last year's SHS seniors did not know their plans or named a plan other than education, apprenticeship, work, or military.*
- *In all student performance outcomes (state testing, report card grades, advanced course enrollment, and college matriculation) there are significant gaps between historically marginalized student groups and their peers.*

While every member of the school community plays a role in student outcomes, Attuned Education Partners was contracted to identify potential improvements to the postsecondary advising and support space specifically. As such, we conducted 1:1 interviews with district and school administrators, parents, and community partners, and held focus groups with SHS college and career counselors (C3s), Student Adjustment Counselors (SACs), teachers, and students. In addition, we reviewed myriad SHS artifacts related to college and career planning and studied Salem High School's historical performance data.

It is important to note that while several areas for refinement and improvement were identified, **there are numerous strengths in the school community** that can be leveraged in service of ensuring that every student graduates Salem High School with high-quality, actionable post-secondary plans:

- **High school graduation rates** have improved and are nearing the state average.
- **Students have access to a diverse, high-interest range of courses and pathways**, including numerous CTE courses and advanced course offerings such as Advanced Placement (AP), and dual enrollment/early college.
- **Advanced course participation rates** have increased in recent years, both in dual enrollment and CTE.
- **Students can easily identify a trusted adult on campus** from whom they feel comfortable seeking counseling & advising assistance.
- The high school is **more than sufficiently staffed to support college and career counseling** and advising, and has additional support from the central office.
- **The school's commitment to career pathways has expanded and diversified successfully**, including high participation rates and engagement in Career and Technical Education (CTE) courses and a growing commitment to awareness, exploration, and preparation opportunities.
- **Work is already underway to address areas for improvement**, including the use of MyCAP as a component of Tier 1 curriculum, reorganizing caseload assignments for counselors, increasing SAC and C3 collaboration, and creating family-facing programming.

Key Challenges and Aligned Recommendations

Despite having ample staff and several processes and tools in place, counseling programs and services are not currently being implemented in ways that ensure all students plan for and ultimately optimize their potential for postsecondary pathways. In the report, key challenges and aligned recommendations are organized into four themes:

1. Need for a stronger data-driven vision culture of high expectations

- **Challenges**
 - **Data-driven vision and culture:** The school lacks a comprehensive data-driven culture around counseling and advising rooted in a prioritized set of metrics, aligned and ambitious goals and targets that are disaggregated by groups of students, and data-driven processes that enable decision-making, resource allocation, and how to prioritize time.
 - **Limiting mindsets:** The school's appreciation for a range of post-secondary pathways, which is a strength, can be skewed by a "college isn't for everyone" refrain that over-differentiates students' academic advising too early on in the high school journey.
- **Recommendations**
 - **Metrics and goals:** Continue to identify metrics and develop goals for post-secondary planning and counseling, including: Inputs (ex: % of students who met with counselors for at least # 1:1 meetings, by semester or year); Outputs (ex: # completed college or job applications; # CTE certifications earned; % of students completing FAFSA by December 1); and, Outcomes (ex: scholarship \$, avg. salary of first job, college acceptance rates).
 - **Aligned systems:** Repurpose existing or identify new systems for progress monitoring and intervention that can be used to ensure the counseling goals are met.

2. Inconsistent foundational counseling for all

- **Challenges**
 - **Tier 1/baseline for all:** The school lacks a Tier 1 (i.e. what *all* students receive) counseling scope and sequence and aligned high-quality curricular resources to support every student in course selection, academic achievement, and ultimately matriculation into a desired college and/or career pathway.
 - **Accessing advanced coursework:** Only half the student body completes at least one advanced course in 11th and 12th grade, and participation is disproportionately lower for specific student groups (e.g., Hispanic, Black, low income students, SwDs, and ELLs).
 - **Access to selective colleges:** Higher performing students may be limiting their access to medium and highly selective colleges and more advanced career pathways, in part because students lack the awareness and information needed to position themselves for strong candidacy at those schools or in those programs (e.g., taking the most advanced courses available, aligning courses with intended major, etc.).
- **Recommendations**
 - **Baseline scope and sequence:** Develop a clear Tier 1 scope and sequence (T1S&S)

for counseling that is aligned to goals and that clarifies the baseline knowledge, skills, and experiences that all students at each grade level would be expected to learn and participate in. This could be organized by year, by semester, or by smaller time increments (e.g., quarters, months, weeks). Partner organizations and resources aligned to national and state standards can play a critical role in the establishment of this educational sequence.

- **Aligned resources:** Identify and implement with fidelity an aligned set of high-quality curricular resources and progress monitoring tools to support implementation of the T1S&S. While these resources may include existing tools like MyCAP, implementation must be high-quality and should prioritize the Academic College and Career Planning domain of that scope and sequence.
- **Targeted recruitment:** Identify and implement evidence-based strategies to recruit on-track students opting out of advanced courses into those courses.

3. Lack of optimization of processes and tools

- **Challenges**

- **Course selection:** The existing course selection process and tools used result in a level of confusion, variability, and chance - often relying on word of mouth from peers - that negatively impacts the abilities students have to take courses aligned to academic their history and achievement and/or personalized goals.
- **Times and processes:** Existing times (e.g., CREW period) and processes (e.g., group counseling, 1:1 counseling sessions) are underutilized, lack universal buy-in, and are not being used to drive a set of existing goals.
- **Existing tools:** Existing tools that could otherwise be used to empower students and families (e.g., course catalog) require additional context to make informed decisions and/or are inaccessible for some families due to length and/or density of language.

- **Recommendations**

- **Review courses and selection process:** Conduct a review of course offerings to ensure alignment with school goals, and continue to revise the course catalog and course selection materials to ensure language in it is accessible to students and families, with “live” opportunities for this information to be shared at every grade level. Education for students and families about Salem High School’s grading system would be useful as well to deepen understanding.
- **Protect time:** Identify times in the Master Schedule that must be protected and used for post-secondary planning and teaching the T1S&S. These may require leveraging existing experiences (ex: college and career panels/assemblies), repurposing existing blocks (ex: CREW period), and creating new blocks (ex: adding a Freshman elective block for college pathways, similar to CTE exploratory course that the majority of ninth graders take).

4. Insufficient alignment of roles and professional learning

- **Challenges**

- **Role alignment:** While there are adequate staff counseling and advising and an organized caseload that could enable both Tier 1 and individualized counseling/advising, staff time and sharing of responsibilities between types of counselors (SACs and C3s) are not aligned strategically to maximize the needs of

- students as they matriculate through 12th grade.
- **Professional Learning:** Educators across roles (counselors, program advisors, coordinators, teachers, and other support staff) lack adequate professional learning to ensure they are utilizing their roles effectively and with the most accurate, up-to-date advising - including both career pathway trends and current college admissions landscape.
- **Recommendations**
 - **Role clarity:** Adjust and clarify roles for C3s and SACs (scope of role and purpose) to align how professional time is spent in order to achieve the goals and implement the T1S&S. This includes identifying and codifying shared responsibilities across roles, and it may include revisiting the approach to special education services in IEPs - as they can necessitate high levels of counseling that may be needed only for short periods of time.
 - **Professional learning:** Invest in aligned professional learning to train all educators involved with academic advising, including knowledge of the rapidly evolving college application landscape. This should balance professional learning at conferences like NACAC/[NEACAC](#) (May 22-24, 2024 in Fairfield, CT) or [ACTE](#) with training specifically focused on high-quality implementation.

Next steps

Attuned engaged a working group at SHS to unpack the findings and recommendations in the report. This group of ten team members, including district and school administrators, C3s, SACs, and a classroom teacher, indicated that establishing a Tier 1 scope and sequence to support students' academic and social emotional development as well as their goal setting should be one of the most immediate initiatives, particularly because this work is already underway. We suggest that Grade 9 is an area to carve out as much space as possible to effectively transition students to high school academics and expectations.

In addition to the implementation of a research based set of learnings and experiences for all students beginning this September, Attuned recommends the following priorities for SY24-25:

1. SHS leadership should prioritize information sharing across the entire professional staff regarding the current student outcomes and gaps in performance and post-secondary attainment. Faculty and support staff must be brought along the journey of increased touch points for students related to high school success and post-secondary planning, as they will need to repurpose some of their time and learning in service of these goals.
2. Specific metrics should be set that measure both the inputs (ex. % of students who have a 1:1 meeting with their counselor) and outcomes (ex. % decrease in the racial gaps in advanced course enrollment); systems should be in place to regularly monitor progress against those measures and to intervene as needed.
3. Educators involved in academic and/or post-secondary advising and support should seek professional learning experiences regarding the rapidly evolving college admissions landscape and best practices for executing a comprehensive counseling program for students with diverse goals and pathways.
4. Administrators and counselors should increase the amount of family programming to engage parents/guardians as partners in the post-secondary planning process.
5. Collaboration between C3s and SACs should be deepened and led by a school administrator in service of meeting identified academic, social-emotional, and post-secondary goals for all students.



Salem High School

Post-Secondary Support: Findings and Recommendations

School Committee Meeting, May 2024

Your Attuned Team



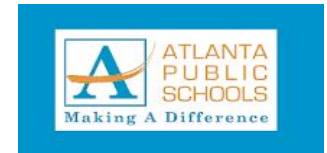
Rachel Skerritt



Elliott Witney

Attuned is a support organization that has partnered with over 100 PK-12 school, district and charter systems across the country

Why we exist: Attuned *builds the capacity of PK-12 organizations to drive educational equity and excellence for underserved students.* Our team of practitioners partners with school systems to prioritize, tailor, and implement a diverse set of proven practices. We blend rigor and empathy, planning and implementation, district and charter expertise, and aspirations of quality and scale.



Our objectives for today

- Share our process and key findings from our engagement with Salem High School
- Review our recommended next steps for 24-25 school year to support students' post-secondary preparation and planning
- Share suggested metrics for regularly monitoring and reporting to the Salem community
- Gather feedback and questions to inform next steps

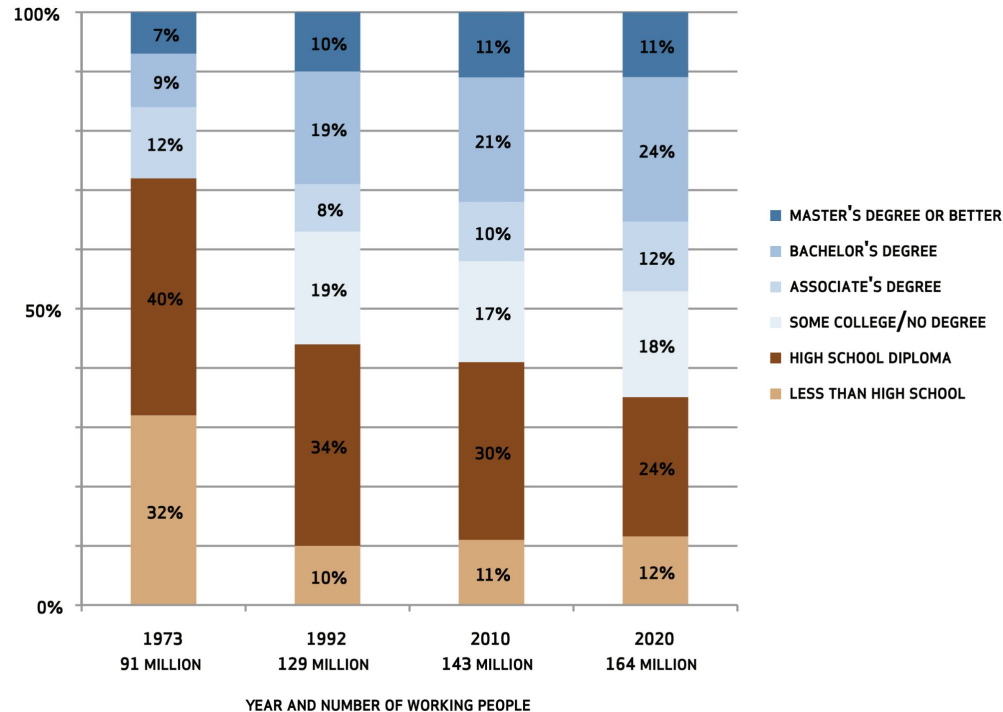


Agenda

Topic
Context
Executive summary of key findings and recommendations
Recommended actions and metrics for 2024-2025
Questions and discussion

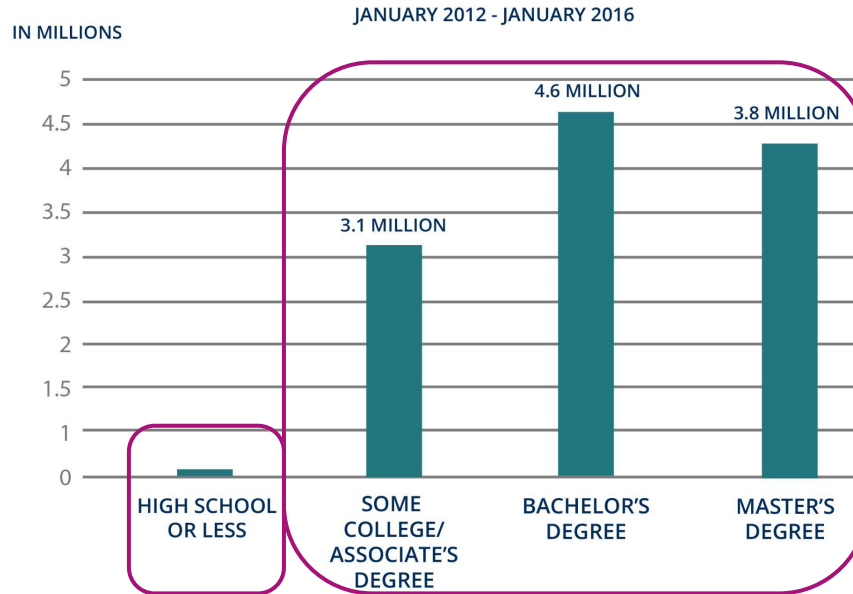
Research supports that some type of postsecondary education is the best way to increase our students' chances of choice-filled futures

65% of jobs require postsecondary education and/or training, up from 28% in 1973.



As an illustrative example, 99% of 11.5 million jobs created between 2010 and 2016 went to people who attended college at some level

JOB GAINS BY EDUCATION LEVEL



The definition of “postsecondary education” is also expanding within and beyond college in ways that include certification programs and trainings

The postsecondary landscape is evolving with multiple pathways for students beyond the typical 4-year degree

“First and foremost, **there are many paths to postsecondary success**: academic and occupational, credit and noncredit, front-loaded in the years after high school and spread out over a lifetime. **Training and education may be less different than many think** – arguably, in the end, a single category”

-Lumina Foundation



Traditional universities are innovating

- Universities such as ASU are developing reskilling and upskilling programs to provide more flexible learning pathways
- Other universities and community colleges are providing fully online degree pathways

Innovative alternative pathways are emerging

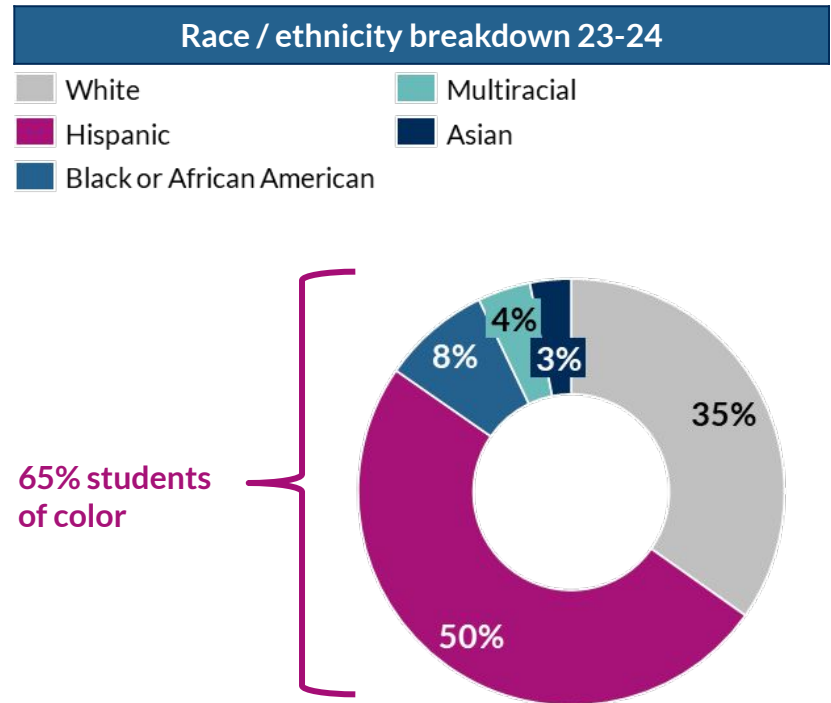
- Online courses and training programs are providing flexible ways to upskill with credentials
- Intensive skills bootcamps and workforce training programs are providing direct pathways into careers



Sources: [Lumina Foundation “Community College Career Education: Scaling a New Approach”](#)

Salem High School enrolls a diverse student body across racial identities, socio-economic status, learning profiles, and heritage languages

Salem High School 23-24 Enrollment	
Students enrolled	948
% low income	65%
% students with disabilities (SwDs)	24%
% English language learner (ELL)	16%
% first language not English	35%

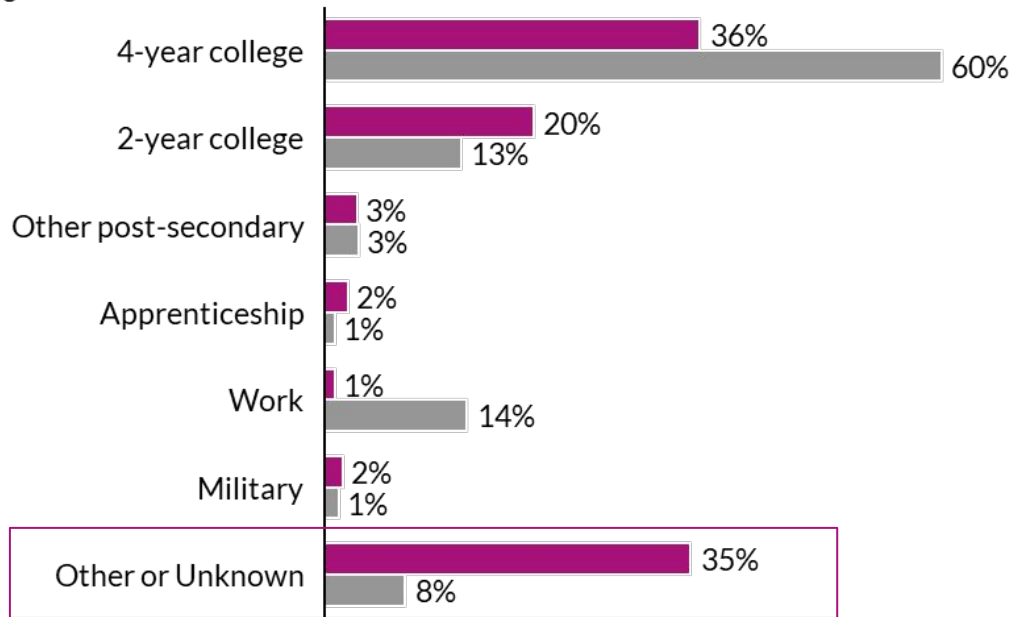


When reporting their plans after graduation, 35% of last year's SHS seniors did not know their plans or named a plan other than education, work, or military

Plans of high school graduates (22-23)

% of 12th grade students who graduate and name their post-secondary plan at the end of their 12th grade school year

■ SHS ■ State



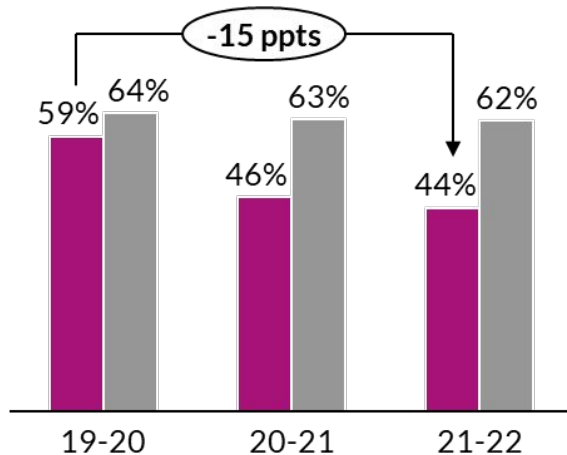
The rate of SHS graduates enrolling in college has decreased by 15 points since school year 19-20; most college going students attend public, in-state colleges

College-going rates (19-20 to 21-22)

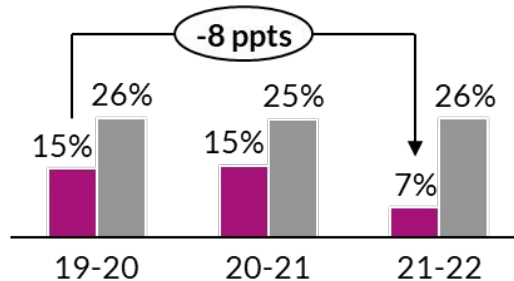
% of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation

■ SHS ■ State

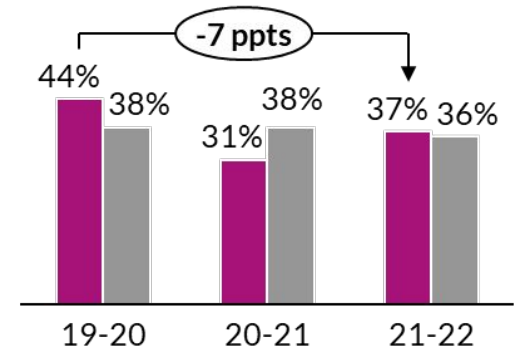
Any Post-Secondary Institution



Private Post-Secondary Institution



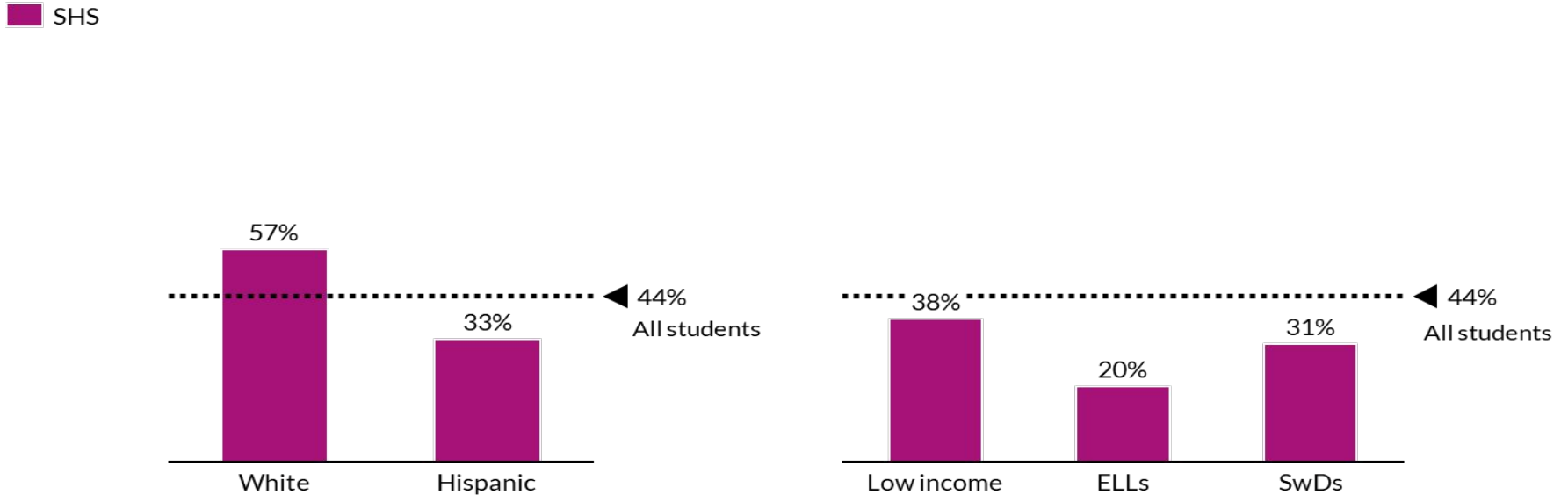
Public Post-Secondary Institution



Of Salem High School's 2- and 4- year college going students, White students enroll at the highest rates (57%), and ELLs enroll at the lowest rate (20%)

College-going rates by subgroup (21-22)

% of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation



SHS counseling staff reported that as of January 2024, seniors completed over 200 more college applications than the total number of applications than the Class of 2023 completed in the previous year.

Taking advanced coursework in high school and pursuing selective colleges (i.e., avoiding undermatching) increases postsecondary attainment

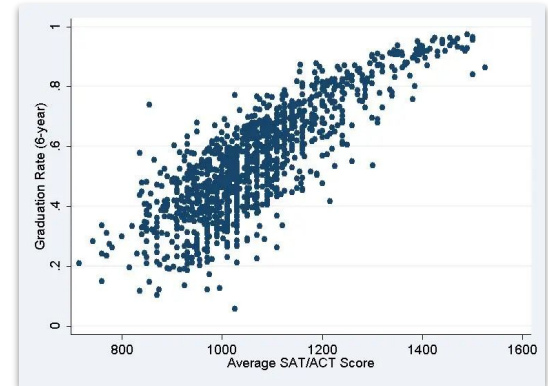
While *The Toolbox Revisited* (Adelman, 2006) notes that even the highest-level advanced courses do not necessarily guarantee rigor (“Quite frankly, the word ‘rigorous’ is somewhat of a misnomer since a course requiring a high concentration of intellectual effort can be presented in a relaxed manner with comparatively low standards for success.”), advanced coursework does affect college completion rates.

“The **academic intensity** of the student’s high school curriculum **still counts more than anything else** in precollegiate history in providing momentum **toward completing a bachelor’s degree.**”

Research also indicates that *undermatching* (i.e., “students attending less challenging colleges than their academic credentials would allow them to”) negatively affects completion rates. And, college completion/graduation rates improve as selectivity increases.

“Students who **undermatch** are **less likely to graduate from college.**”

-Brookings Institution



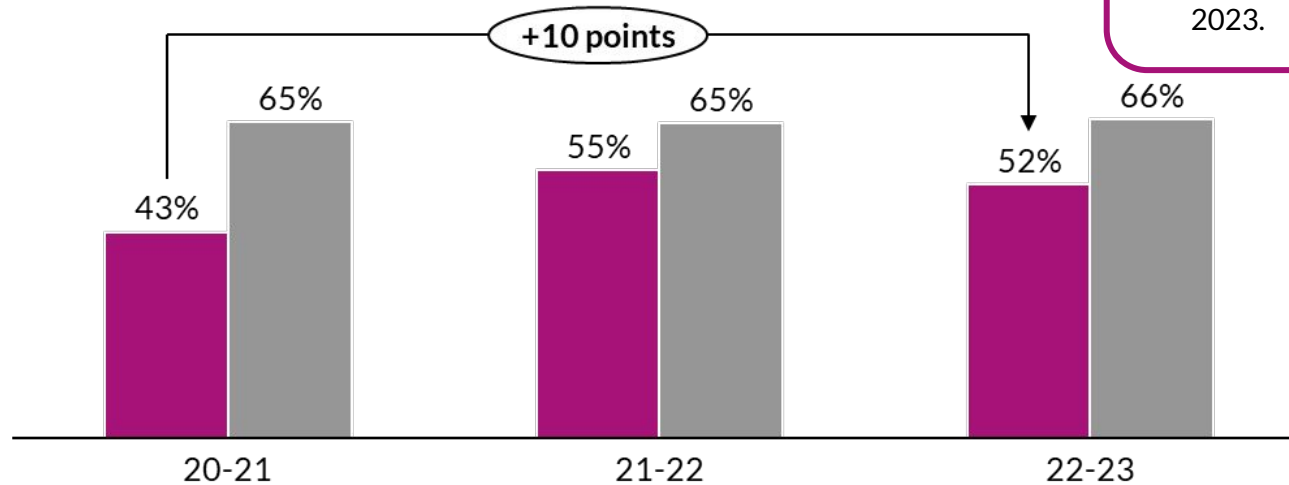
“Selectivity, as measured by average SAT/ACT scores, is consistently associated with six-year graduation rates.”

SHS increased the number of students taking advanced courses in the last few years, particularly with increases in dual enrollment and CTE

Advanced course completion (20-21 to 22-23)

% of 11th and 12th grade students completing at least one advanced course: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

■ SHS ■ State



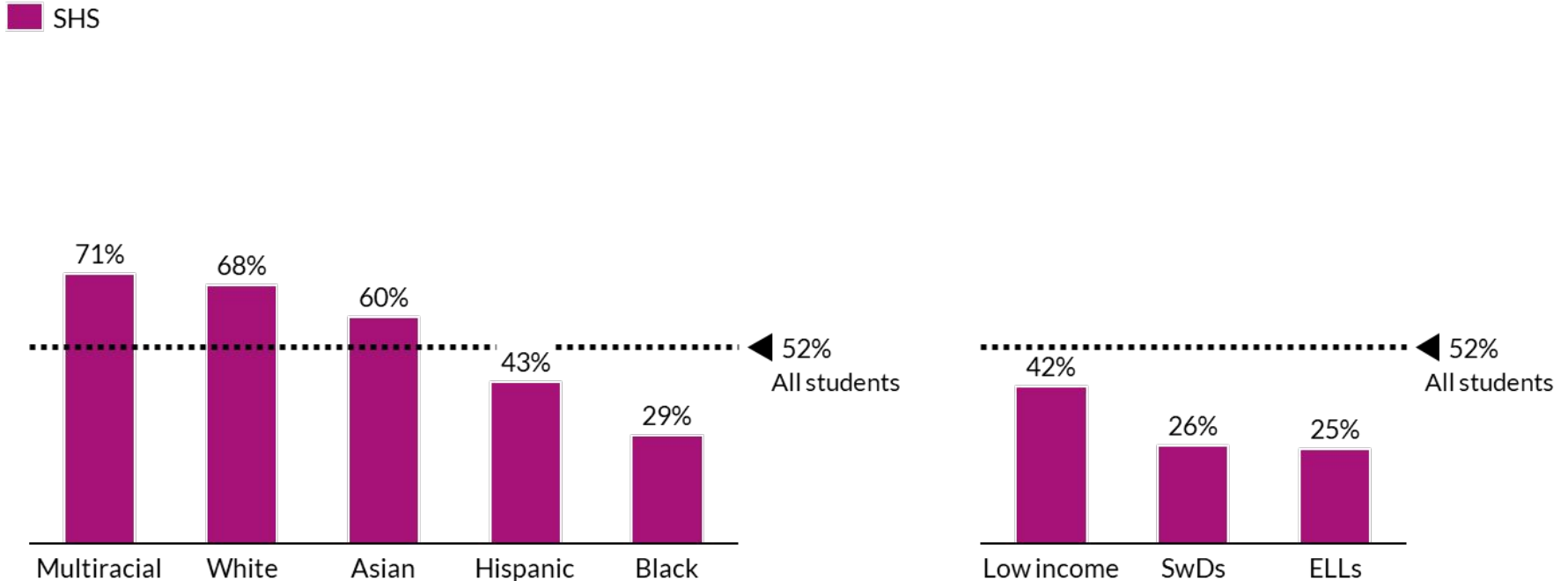
376 students enrolled in one of nine CTE programs in 2023.

Program: Oct 23	Non Trad	ENROLLED 376
Automotive	F	38
BPM	F	30
Carpentry	F	36
Culinary	F	85
EEC	M	53
Electrical	F	36
Medical	M	39
Programming & Web	F	35
GDVC	M	24

While about half of Salem's juniors and seniors took advanced courses in 22-23, there were gaps in advanced course enrollment across student groups

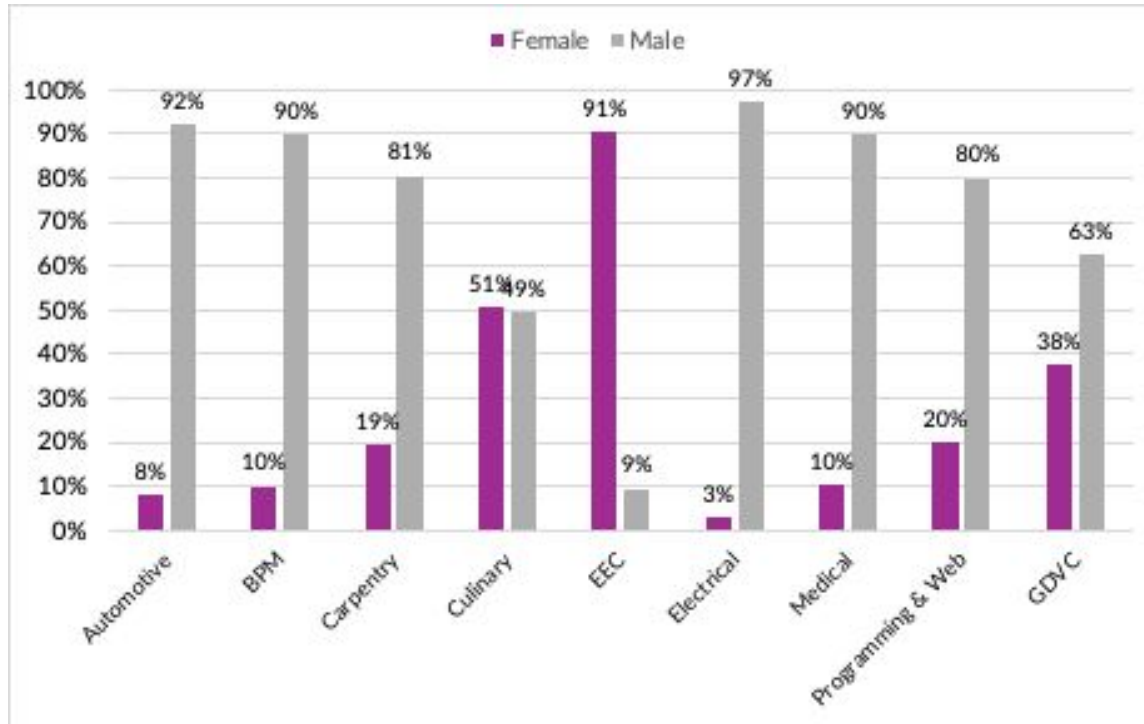
Advanced course completion by subgroup (22-23)

% of 11th and 12th grade students completing at least one advanced course: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.



Participation rates in CTE courses are significantly higher for male students than female students

CTE participation by gender (October 2023)
% of students participating in a CTE course.



The gaps in outcomes at Salem High School reflect those seen at the national level; inequitable college matriculation and completion rates are two examples

Universities have been struggling to close long-standing and significant equity gaps

- **Enrollment rates** – 69% of White high-school graduates enroll in college, compared with 59% of Black high-school graduates and 61% of Latinx high-school graduates.
- **College completion rates** -- 60% of all those who started college earned a degree within six years in 2017. These rates were lower for Black (39.9%) and Latinx (54.4%) students.

As there is opportunity to strengthen pipelines into all avenues of post-secondary options, from colleges and universities, to vocational apprenticeships, to certification programs, particularly for students from historically marginalized backgrounds, it is an ideal time to examine the landscape of post-secondary preparation, advising, and support at SHS.

Agenda

Topic
Context
Executive summary of key findings and recommendations
Recommended actions and metrics for 2024-2025
Questions and discussion

We examined several sources of data to produce this report, including outcomes data, instructional quality reviews, and constituent perspectives



Performance data analysis

Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed data provided by Salem High School and publicly available performance data from the Massachusetts Department of Elementary and Secondary Education (DESE) and other national publications.



Site Visit

Focus groups with C3s, SACs, faculty, and students to collect perspectives on the program's strengths and challenges

Attuned reviewed artifacts from SHS team members as well as conducted an in-person visit.



Additional Constituent perspectives

1:1 Interviews conducted with school and district administrators, parents and community partners

Attuned interviewed 9 individuals spanning district and campus leadership, families, and community voices. A scheduled focus group with families via Zoom did not have any participants attend.



Findings in the Research and Discovery Report

Key findings were synthesized into this detailed report covering the counseling and advising programmatic strengths and challenges across the following areas:

- ▶ Access and accessibility to courses and pathways
- ▶ Use of time and resources, including plans for professional learning
- ▶ Culture and mindsets
- ▶ Counseling resources and materials
- ▶ Roles and responsibilities
- ▶ Existing improvement plans and planning materials

Executive summary: key strengths

Key strengths

- **High school graduation rates** have improved and are nearing the state average.
- **Students have access to a diverse, high-interest range of courses and pathways**, including numerous CTE courses and advanced course offerings such as Advanced Placement (AP), and dual enrollment/early college.
- **Advanced course participation rates** have increased both in dual enrollment and CTE.
- **Students can easily identify a trusted adult on campus** from whom they feel comfortable seeking counseling & advising assistance. There is a high level of love and care for the young people in the Salem High School community.
- The school is **more than sufficiently staffed to support college and career counseling** and advising, and has additional support from central office.
- **The school's commitment to career pathways has expanded and diversified successfully**, including high participation rates and engagement in Career and Technical Education (CTE) courses and a growing commitment to awareness, exploration, and preparation opportunities.
- **Work is already underway to address areas for improvement**, including the use of MyCAP as a component of Tier 1 curriculum, reorganizing caseload, increasing SAC and C3 collaboration, and creating family-facing programming.

Executive summary: key challenges overview

Despite having ample staff and several processes and tools in place, counseling programs and services are not currently being implemented in ways that ensure all students plan for and ultimately optimize their potential for postsecondary pathways.



The key challenges and aligned recommendations are organized into four themes:

1. Data-driven vision and culture of high expectations
2. Foundational support for all
3. Optimized processes and tools
4. Aligned roles and professional learning

Executive summary: key challenges (1 of 2)

Key challenges

Data-driven vision culture of high expectations

- **Data-driven vision and culture:** The school lacks a comprehensive data-driven culture around counseling and advising rooted in a prioritized set of metrics, aligned and ambitious goals and targets that are disaggregated by groups of students, and data-driven processes that enable decision-making, resource allocation, and how to prioritize time.
- **Limiting mindsets:** The school's appreciation for a range of post-secondary pathways, which is a strength, can be skewed by a "college isn't for everyone" refrain that over-differentiates students' academic advising too early on in the high school journey.

Foundational counseling for all

- **Tier 1/baseline for all:** The school lacks a Tier 1 counseling scope and sequence and aligned high-quality curricular resources to support every student in course selection, academic achievement, and ultimately matriculation into a desired college and/or career pathway.
- **Accessing advanced coursework:** Only half the student body completes at least one advanced course in 11th and 12th grade, and participation is disproportionately lower for specific student groups (e.g., Hispanic, Black, low income, SwDs, and ELLs).
- **Access to selective colleges:** High performing students may be limiting their access to medium and highly selective colleges and more advanced career pathways, in part because students lack the awareness and information needed to position themselves for strong candidacy at those schools or in those programs (e.g., taking the most advanced courses available, aligning courses with intended major, etc.).

Executive summary: key challenges (2 of 2)

Key challenges

Optimized processes and tools

- **Course selection:** The existing course selection process and tools used result in a level of confusion, variability, and chance - often relying on word of mouth from peers - that negatively impacts the abilities students have to take courses aligned to academic history and achievement and/or personalized goals.
- **Times and processes:** Existing times (e.g., CREW period) and processes (e.g., group counseling, 1:1 counseling sessions) are underutilized, lack universal buy-in, and are not being used to drive a set of existing goals.
- **Existing tools:** Existing tools that could otherwise be used to empower students and families (e.g., course catalogue) require additional context to make informed decisions and/or are inaccessible for some families due to length and/or density of language.

Aligned roles and professional learning

- **Role alignment:** While there are adequate staff counseling and advising and an organized caseload that could enable both Tier 1 and individualized counseling/advising, staff time and sharing of responsibilities between types of counselors (College and Career Counselors - C3s and School Adjustment Counselors - SACs) are not aligned strategically to maximize the needs of students as they matriculate through 12th grade.
- **Professional Learning:** Educators across roles (counselors, program advisors, coordinators, teachers, and other support staff) lack adequate professional learning to ensure they are utilizing their roles effectively and with the most accurate, up-to-date advising - including both career pathway trends and current college admissions landscape.



Executive summary: aligned recommendations (1 of 2)

Recommendations

Data-driven vision and culture of high expectations

- **Metrics and goals:** Continue to identify metrics and develop goals for post-secondary planning and counseling, including: Inputs (ex: % of students who met with counselors for at least # 1:1 meetings, by semester or year); Outputs (ex: # completed college or job applications; # CTE certifications earned; % of students completing FAFSA by December 1); and, Outcomes (ex: financial aid and scholarship \$, avg. salary of first job, college acceptance rates).
- **Targeted recruitment:** Identify and implement evidence-based strategies to recruit on-track students opting out of advanced courses into those courses.

Foundational counseling for all

- **Baseline scope and sequence:** Develop a clear Tier 1 scope and sequence (T1S&S) for counseling that is aligned to goals and that clarifies the baseline knowledge, skills, and experiences that all students at each grade level would be expected to learn and participate in. This could be organized by year, by semester, or by smaller time increments (e.g., quarters, months, weeks). **Partner organizations and resources aligned to national and state standards can play a critical role** in the establishment of this educational sequence.
- **Aligned resources:** Identify and implement with fidelity an aligned set of high-quality curricular resources and progress monitoring tools to support implementation of the T1S&S. While these resources may include existing tools like MyCAP, implementation must be high-quality and should prioritize the Academic College and Career Planning domain of that scope and sequence.
- **Review courses:** Conduct a review of course offerings to ensure alignment with school goals, and continue to revise the course catalogue and course selection materials to ensure language in it is accessible to students and families, with “live” opportunities for this information to be shared at every grade level.



Executive summary: aligned recommendations (2 of 2)

Recommendations

Optimized processes and tools

- **Aligned systems:** Repurpose existing or identify new systems for progress monitoring and intervention that can be used to ensure the counseling goals are met.
- **Protect time:** Identify times in the Master Schedule that must be protected and used for post-secondary planning and teaching the T1S&S. These may require leveraging existing experiences (ex: college and career panels/assemblies), repurposing existing blocks (ex: CREW period), and creating new blocks (ex: adding a Freshman elective block for college pathways similar to CTE).

Aligned roles and professional learning

- **Role clarity:** Adjust and clarify roles for C3s and SACs (scope of role and purpose) to align how professional time is spent in order to achieve the goals and implement the T1S&S. This includes identifying and codifying shared responsibilities across roles, and it may include revisiting the approach to special education services in IEPs - as they can necessitate high levels of counseling that may be needed only for short periods of time.
- **Professional learning:** Invest in aligned professional learning to train all educators involved with academic advising, including knowledge of the rapidly evolving college application landscape. This should balance professional learning at conferences like NACAC/NEACAC (next: May 22-24, 2024 in Fairfield, CT) or ACTE with training specifically focused on high-quality implementation.



Agenda

Topic
Context
Executive summary of key findings and recommendations
Recommended actions and metrics for 2024-2025
Questions and discussion

Recommended areas of focus for the upcoming school year

Implementing a research based set of learning and experiences for all students (i.e. a Tier 1 counseling curriculum) should be of highest priority, serving as a high leverage way to ensure universal access to information, opportunity for student reflection, and individualized academic support and planning for every student.

In addition, Attuned recommends the following priorities for SY24-25:

1. SHS leadership should prioritize information sharing across the entire professional staff regarding the current student outcomes and gaps in performance and post-secondary attainment. Faculty and support staff must be brought along the journey of increased touch points for students related to high school success and post-secondary planning, as they will need to repurpose some of their time and learning in service of these goals.
2. Specific metrics should be set that measure both the inputs (ex. % of students who have a 1:1 meeting with their counselor) and outcomes (ex. % decrease in the racial gaps in advanced course enrollment); systems should be in place to regularly monitor progress against those measures and to intervene as needed.
3. Educators involved in academic and/or post-secondary advising and support should seek professional learning experiences regarding the rapidly evolving college admissions landscape and best practices for executing a comprehensive counseling program for students with diverse goals and pathways.
4. Administrators and counselors should increase the amount of family programming to engage parents/guardians as partners in the post-secondary planning process.
5. Collaboration between C3s and SACs should be deepened and led by a school administrator in service of meeting identified academic, social-emotional, and post-secondary goals for all students.

Metrics and goals

Some metrics require collecting baseline data. Each metric should also be disaggregated by student groups (e.g., by race, by EcoDis) so that additional goals can be established related to narrowing existing gaps.

Inputs

- Increase the % of students who met with C3 for at least one 1:1 meeting by December 1 from ##% to ##%
- Increase the overall % of Juniors and Seniors who enroll in advanced courses from 52% to ##%, including:
 - Increase % of Hispanic students from 43% to ##%, Black students from 29% to ##%, SwDs from 26% to ##%, and ELLs from 25% to ##%
- [Baseline] % of students who spend at least ## hours learning the school's Tier 1 scope and sequence
- [Baseline] % of Freshmen and Sophomores who Agree/Strongly Agree with the statement: "I understand what courses and programs would best help me achieve my postsecondary goal."

Outputs

- [Baseline] % of Seniors who have completed at least 3 college applications (including 1 safety/target) by January 1 and/or at least 3 workforce development program, apprenticeship, or job applications by May 1
- [Baseline] % of Students with a 2.0 GPA or higher at the end of each school year
- [Baseline] % of Freshmen and Sophomores who have selected courses for the following year that are tightly aligned to their post-secondary plan and are appropriately rigorous based on GPA
- [Baseline] % of students with a completed FAFSA application by February 1

Outcomes

- Decrease the % of students whose postsecondary plan is either unknown or not education, apprenticeship, or military from 35% to ##%
- [Baseline] % of students demonstrating mastery of at least ##% of the knowledge and skills embedded in Tier 1 scope and sequence
- Increase the % of students who began the CTE pathway and complete it with certification
- [Baseline] % of students who are employed or successfully enrolled in a 2-year or 4-year college by the Fall after graduation



Questions?



Thank you.



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 & Marcie Glick

Date: May 20, 2024

Re: FY24 End of Year Budget Transfers

In preparation for closing the FY24 fiscal year, the Business Office is recommending transfers of \$773,095.78, which will allow us to reallocate funds to budgets that need additional funding. The transfers detailed below will move existing unused funds to accounts with outstanding invoices, including utilities, building and grounds, and transportation.

Many of these transfers are below the threshold that requires School Committee approval. However, because a number of them are transfers across cost centers, School Committee approval is required. Additionally, the total amount being transferred into each account is in excess of \$15,000, which requires School Committee approval.

In most instances, requested end-of-year spending from schools and departments has already been accommodated, and these recommended moves are drawn from funds that have not been spent for FY24.

As we finalize May expenses, additional transfers may be requested in June.





Requested Transfers:

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Electricity	13530121 -5211			
		\$100,000	Personnel-Long Term Subs	13570140-5101
		\$100,000	Personnel-Elementary	13571520-5102
Gas	13530121 -5215			
		\$5,276.64	DL Contracted Services	13711521-5320
		\$7,468.62	BAIS Contracted Services	13571521-5320
		\$1,876.12	Bates Contracted Services	13570221-5320
		\$699.00	Bates Office Supplies	13570221-5421
		\$1,652.00	Bates School Leadership	13570241-5780
		\$500.00	Bates Technology Equipment	13570261-5272
		\$500.00	Bates Educational Training	13570281-5317
		\$1,754.42	Carlton Books-Library	13570421-5512
		\$806.01	Carlton Instructional Supplies	13570421-5514
		\$2,000.00	Carlton Educational Training	13570481-5317
		\$208.78	Carlton Dues and Memberships	13570481-5730
		\$42.00	Salts Instructional Supplies	13570721-5514
		\$1,000.00	Salts Equipment	13570721-5860
		\$200.00	Salts School Leadership	13570741-5780
		\$1,830.00	Salts Educational Training	13570781-5317
		\$500.00	Salts Dues and Memberships	13570781-5730
		\$33,819.00	Expense Reimbursement	13032061-5712
		\$170.13	WHES Books-Library	13570821-5512
		\$4,820.28	WHES Instructional Supplies	13570821-5514
Buildings and Grounds	13530121 -5241			
		\$8,303.77	DL Instructional Supplies	13711521-5514
		\$1,876.12	Bates Instructional Supplies	13570221-5514



		\$11,032.00	Central-Postage	13252030-5342
		\$460.21	CMS Office Supplies	13570921-5421
		\$2,000.00	CMS Books-Library	13570921-5512
		\$369.17	CMS Dues and Subs	13570921-5730
		\$1,828.00	CMS Instructional Supplies	13570921-5519
		\$4,531.62	CMS Equipment	13450921-5860
		\$3,075.09	DEI Contracted Services	13600121-5320
		\$28,860.00	DEI Educational Training	13602021-5317
		\$21,239.25	DEI At Risk Contracted Services	13607021-5320
		\$6,000.00	HR Advertising	13482021-5306
		\$1,000	HR Contracted Services	13482021-5320
		\$20,000.00	Insurance	13392020-5740
		\$4,710.37	MLL Instructional Supplies	13702030-5514
Homeless Transportation	13640181-5334			
		\$26,031.00	Expense Reimbursement	13032061-5712
		\$60,000.00	Personnel-Collective Bargaining	13930120-5171
		\$87,969.00	Psychologist	13640940-5126
In District Transportation	13640181-5333			
		\$413.20	General Office Supplies	13252011-5421
		\$39,627.80	Central-Photocopy	13252030-5277
		\$1,000.00	Central-Printing and Binding	13252030-5381
		\$15.03	Carlton Dues and Subs	13570481-5730
		\$1,390.10	Health Office Supplies	13490141-5421
		\$1,739.00	Health-Medical and Surgical	13490141-5501
		\$3,542.56	Health-Other Expenses	13490141-5780
		\$540.70	Regular Day-Music	13570141-5333
		\$947.30	Regular Day-Music-Travel	13570141-5508
		\$15,360.20	Out of School Time-Pupil Transportation	13580121-5333
		\$2,685.68	Out of School Time-Office Supplies	13582021-5421
		\$5,100.00	SPED Educational Training	13640161-5317



		\$11,000.00	SPED Contracted Services	13502011-5320
		\$5,801.40	SPED Medical Contractual	13640161-5302
		\$6,000.00	SPED Evaluation	13640161-5313
		\$3,000.00	SPED Office Supplies	13640161-5421
		\$6,000.00	SPED Instructional Supplies	13640161-5514
		\$3.96	SPED Other Expenses	13640161-5780
		\$3,955.18	SPED Equipment	13640161-5860
		\$1,581.00	Student Family Service Educational Training	13592021-5317
		\$8,984.07	Transportation Repair and Maintenance	13640181-5244
Pupil Transportation	13570151 -5333			
		\$1,719.62	DL Instructional Supplies	13711521-5514
		\$91.19	Carlton Dues and Subs	13570481-5730
		\$408.83	CMS Dues and Subs	13570921-5730
		\$10,000.00	HMLS Contracted Services	13570621-5320
		\$3,000.00	HMLS Educational Training	13570681-5317
		\$1,852.52	HR Contracted Services	13482021-5320
		\$243.14	HR Office Supplies	13482021-5421
		\$3,955.81	MLL Contracted Services	13702030-5320
		\$2,466.52	Out of School Time Contracted Services	13580121-5320
		\$52,031.00	Personnel-District Wide Teaching	13700120-5125
		\$2,476.63	Public Relations Educational Training	13262011-5317
		\$838.00	Public Relations Office Supplies	13262011-5421
		\$600.00	Public Relations Computer Software	13262011-5519
		\$399.54	Student Family Service Contracted Services	13592021-5320
		\$1,662.18	Student Family Service Office Supplies	13592021-5421
		\$356.15	School Committee Contracted Services	13032021-5320



		\$200.00	School Committee Office Supplies	13032021-5421
		\$154.38	Superintendent Contracted Services	13032041-5320
		\$500.00	Superintendent Office Supplies	13032061-5421
		\$2,034.90	Crossing Guards Office Supplies	13120121-5421
		\$15,000.00	Transportation Contracted Services	13570151-5320
		\$5.58	WHES Equipment	13570841-5860
		\$4.01	WHES Office Supplies	13570821-5421

I recommend approval of these transfers.

Elizabeth A. Pauley

29 Highland Avenue,
Salem, Massachusetts 01970
Tel: (978) 740-1222
Email: mdelai@salemk12.org

ADMINISTRATIVE REPORTS 2110

The School Committee will occasionally require reports from the superintendent - ~~concerning conditions and needs of the schools.~~

School building administrators and management teams will ~~be required to keep such records and~~ make **timely and responsive** reports as the superintendent may direct or require.

~~Upon receipt of the superintendent's reports, the committee will take steps to appraise the effectiveness with which the schools are achieving the educational purposes of the school system.~~

~~Because statistical information often has a time value, each administrator will give careful consideration to all procedures related to reports, accounting and general business matters that are required for the administration of the school program. Administrators will make accurate and prompt returns on scheduled dates of all statistical and other information required.~~

Approved: December 2016

Reviewed : 4/12/24

ADMINISTRATION 2000 ADMINISTRATIVE PERSONNEL POSITIONS 2200

The School Committee shall establish all administrative and supervisory positions in the school system.

~~In each case, the School Committee will approve the purpose and function of the position in compliance with compliance with in harmony with state laws and regulations.~~
The committee will delegate to the superintendent the task of writing a job descriptions, including compensation bands, of the position for its approval by the School Committee. In each case, the School Committee will approve the purpose and function of the position in compliance with state laws and regulations.

The School Committee shall also establish and fix the compensation paid to deputy and assistant superintendents, the executive director of special education director of pupil personnel, the director of nursing and school physicians, who shall report to the superintendent. The School Committee shall approve or disapprove the hiring of positions listed in this policy, as well as school nurses.

LEGAL REFERENCE: MGL 71:41

Reviewed: December 2016

Reviewed 4/12/24

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

CONTROLLED CHOICE STUDENT ASSIGNMENT 5103

Table of Contents

History and Rationale	1
Goals of Salem’s Student Assignment Policy	2
Policy Objective	3
District Procedures for Determining the Number and Type of Seats Available	3
Kindergarten Registration Timelines and Procedures	6
Student Assignment Priorities and Criteria	8
Student Assignment Procedures (Kindergarten)	9
Student Assignment Procedures for Incoming Students in Grades 1 through 12	10
In-District Transfers	11
Withdrawals	11
Duration of this Policy and Review Period	11
Allocation of Resources to Support the Successful Implementation of Controlled Choice	12

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.

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

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). The Superintendent shall set enrollment targets for Bentley Academy Innovation School annually in consultation with the School Committee. At this time, enrollment to the NLIS ~~and BAIS shall~~ 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

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

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.

- 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.

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

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 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.

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

- 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

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

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.

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.

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

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 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.

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

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.

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE **5100**

CONTROLLED CHOICE STUDENT ASSIGNMENT **5103**

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.

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.

Approved : 5/2023

Reviewed : 4/12/24