

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 2, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on May 6, 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/81615691128?pwd=zBR-1NKZWYfJh_qf3L1cgZfOS_re0w.KHUXf0vtij8YFR6R

Passcode: 213436

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/SZFiR7y9wqmLFEZT7>. 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 April 29, 2024
- B. Approval of Warrants: **5/2/24** - \$961,557.68
- C. Approval of the Salem High School field trip to SkillsUSA National Leadership and Skills Conference in Atlanta, GA from 6/24/24 - 6/29/24

V. Student Showcase - Early Childhood Center

VI. 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)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

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

X. Finance & Operations Report

XI. 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

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
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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 2 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 6 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/81615691128?pwd=zBR-1NKZWyfJh_qf3L1cgZfOS_re0w.KHUXf0vtij8YFR6R

Contraseña: [213436](#)


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/SZFiR7y9wqmLFEZT7>. Un miembro del

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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 29 de abril de 2024
- B. Aprobación de las órdenes de pago: **2-may-24** - \$961,557.68
- C. Aprobación de la excursión de Salem High School a SkillsUSA Conferencia Nacional de Liderazgo y Habilidades en Atlanta, GA de 24-jun-24 - 29-jun-24

V. Presentación de estudiantes - Escuela primaria Witchcraft Heights

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)

VII. Reporte de la Representante Estudiantil

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- A. Deliberar y votar para aceptar la recomendación del superintendente para el último día de clases.

Mary A. Manning
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Amanda Campbell



Beth Anne Cornell
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Alcalde Dominick Pangallo, Preside

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X. Reporte de Finanzas y Operaciones

XI. Reportes de los Subcomités

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

A. Políticas para segunda lectura:

Política 2110 - Informes administrativos

Política 2200 - Cargos del personal administrativo

Política 5103 - Asignación de estudiantes por elección de control

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
April 29, 2024

On April 29, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

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

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

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. Beth Anne Cornell motions for approval and seconded by Amanda Campbell.

Manny Cruz	Present
Mary Manning	Present
Beth Anne Cornell	Present
Amanda Campbell	Present
Veronica Miranda	Present
AJ Hoffman	Present
Mayor Pangallo	Present

Approval of Agenda

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

Manny Cruz	Yes
Mary Manning	Yes
Beth Anne Cornell	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion carries 7-0	

Public Comment

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

Manny Cruz moves to close the public hearing and is seconded by Veronica Miranda. A roll call vote is taken.

- Manny Cruz Yes
- Mary Manning Yes
- Beth Anne Cornell Yes
- Amanda Campbell Yes
- Veronica Miranda Yes
- AJ Hoffman Yes
- Mayor Pangallo Yes
- Motion carries 7-0

Approval of Consent Agenda

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

- Manny Cruz Yes
- Mary Manning Yes
- Beth Anne Cornell Yes
- Amanda Campbell Yes
- Veronica Miranda Yes
- AJ Hoffman Yes
- Mayor Pangallo Yes
- Motion carries 7-0

Superintendent’s Report

Superintendent Dr. Zrike notes the recent Dominican Republic trip he attended along with SPS staff. This trip was beneficial and there were important contacts made at the ministry of education. After making these contacts we would now know who the best resource would be to gather information regarding students and families who are coming from the Dominican Republic. Now we have the relationships and knowledge of how to plan this trip for more educators in the future.

A. FY25 Budget Discussion and Follow-up

Dr. Zrike and Elizabeth Pauley begin the FY25 Budget Discussion noting the four core priorities for the Salem Public School strategic plan. There were additional emails received from the community with their input. Email input suggestions were preserved by ECC P.E. teacher position, funding additional ECC requested paras, creating additional opportunities for students to learn Spanish in elementary schools, providing and updating with monitoring bus times via phone apps and the status, and lastly considering new lockers. The in person input discussed was requesting to clarify the number of new positions that are actually new and the other existing positions funded

by ESSER. As well as a request to clarify the average class sizes by grade level and school. During the public budget hearing on April 23rd, the public comments included class size, compensation for educators, prep time for teachers, request to invest in Parent-Child-Plus and early learning programs, request to restore Reading Specialist at Carlton, and rethink the elimination of a music teacher role (re-assign to the district).

The updated budget request responses for FY25 are preserving the PreK Specialist Teacher at the Early Childhood Center, preserving the .5 Reading Specialist at Carlton, clarify all the new positions, and providing additional information about class sizes such as K-8 grade level and school averages and high school average class size is 22.5. Elizabeth Pauley notes the Personnel and Non-Personnel expenses. Elizabeth also is requesting from the School Committee the approval for the recommended budget for FY25 in the amount of \$80,158,896.50. This amount includes an appropriation of \$74,592,616 (a 4.83% increase), relies on reserves and one-time funds, and will advance strategic priorities and district values. Assuming this budget is approved by the School Committee, the next steps will be to send this budget to the City of Salem for the City Council to review and at the same time the State will release its budget as well. Dr. Zrike notes all of the district school leaders were attending virtually in case there were any additional questions or feedback.

B. Communications - Athletics and Alumni Engagement

Chris O'Donnell notes the updates on expanding the athletics and alumni engagement throughout the district. Two new website pages have been created for Salem High School Athletics, Salem Middle School Athletics, and Salem High School Alumni in the NCAA. These web pages will help SPS promote community athletics leagues of Salem. Salem Public School District is committed to championing and encouraging student involvement with the community athletics leagues of the City of Salem. Chris also notes the new alumni web page that was created to connect using LinkedIn and Facebook pages. A new link has also been created to allow alumni to become guest speakers. There is also an option for alumni to share their most recent news and/or to join the Salem High School Alumni Mailing List to be up and running by the end of Summer 2024. Chris also notes having google alerts the district is able to find out which Salem alumni have made honor rolls at their colleges. Future plans will be a newsletter and a prominent alumni page with updates. This is consistent with the SPS strategic plan as far as belonging and community engagement.

Dr. Zrike notes that intramural volleyball is thriving right now and right now at Collins 33% of students are participating in organized sports. A lot of our coaches are teachers and it is very encouraging to see.

Manny Cruz notes in regards to "the call to alumni web page" perhaps it may be best to have an additional sign up for a sign up board for folks to engage with service to the district. Also, using this page for professional opportunities to students.

Mary Manning notes we have students who excel in music, drama, and art and at times this can be overshadowed by the want to get students on fields. We need to be looking beyond athletics and think bigger.

BethAnn Cornell notes there has been no shortage of publicity or pride regarding music and arts in this district and there has been support and publicity regarding athletics within the last 10-15 years. BethAnn does agree with Mary on having more opportunity and struggling with equity and engagement in all programs for all students. BethAnn notes adding a drop down menu for the community to engage in coaching, etc.

Amanda Campbell notes looking into the Boston’s Women’s Professional Soccer team for partnership with Salem Public Schools as well.

Manny Cruz notes adding a more visible tab that states “engagement” rather than it being added on the bottom of the “departments” section on the web page.

Lastly, Dr. Zrike makes a recommendation to move agenda items regarding School Configuration to the next School Committee meeting scheduled on May 6th.

Student Representative Report

none

Old Business

none

New Business

A. Deliberation and vote on FY25 budget

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

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

Motion carries 7-0

Finance & Operations Report

none

Subcommittee Reports

- Finance Subcommittee
- Personnel Subcommittee
- Building & Grounds Subcommittee

- Curriculum Subcommittee

Amanda Campbell notes an update from the recent Curriculum subcommittee meeting stating class rank and this is a discussion for the full School Committee to have. Class rank will be on a future May School Committee meeting and the Salem High Community will be notified of this discussion.

- Policy Subcommittee

A. Policy for no substantive changes:

- Policy 2109 - Chain of Command - Member Cornell makes a motion to accept and Member Miranda seconded the motion. A roll call vote was taken.

Manny Cruz	Yes
Mary Manning	Yes
Beth Anne Cornell	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion carries 7-0	

B. Policies for first reading:

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

Member Cornell makes a motion to accept and Member Miranda seconded the motion. A roll call vote was taken.

Manny Cruz	Yes
Mary Manning	Yes
Beth Anne Cornell	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion carries 7-0	

School Committee Concerns and Resolutions

Member Cornell notes an update on the Committee of the Whole meeting. The discussion was to discuss the renaming of schools and/or parts of schools. We all agree there needs to be a process to clarify to the community and to ask the community for their feedback. The

appropriateness and meaning of names. This community survey will help to develop a clear process and then the Policy subcommittee can create a Policy to clarify the process regarding this matter.

Mary Manning asks for a moment of silence for long time Salem Public employee, Theresa Miaskiewicz, who epitomized rigor however showed much kindness as well.

Adjournment

Member Campbell makes a motion to adjourn and seconded by Member Miranda.

Meeting adjourned at 8:20PM.

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	Salem High School	Grade Level(s)	9 and 11	Date of Request:	4/30/2024	Date of Field Trip:	
Trip Planner	Jeff Stuart					6/24 - 6/29	
Contact Info	Phone: 781-706-1842			# of Students:	Depart:		Return:
	Email: jstuart@salemk12.org			2	6/24		6/29
Destination	Name: Atlanta, Georgia			Location and Duration			
Destination Address	190 Marietta St NW, Atlanta, Georgia, 30303			<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: N/A For other (admissions costs, etc.): N/A			<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip			

* overnight form completed already

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 checked="" 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?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature:		Date: 4/30/24

IV. Food Services

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

V. Transportation

Transportation needed:	<input type="checkbox"/> Bus (Complete Transportation Request Form and send to dbido@salemk12.org and vmagundes@salemk12.org at least two weeks before the trip.) N/A	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: <u>flight</u>
If traveling by bus:	Pick Up Time: N/A Pick Up Location:	Return Time: N/A Return Location:

VI. Parent Involvement & Background Checks

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 type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

School Principal Signature:	Date: 5-1-24
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SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

To: Salem School Committee

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

Re: Field Trip Request

Date: May 6, 2024

I am writing to request permission to take the SkillsUSA chapter officers to the State competition, which is scheduled for June 24 - June 29.

Janay Newton and Yanalis Ventura have been bestowed the esteemed honor of serving as National Voting Delegates at the upcoming National Leadership and Skills Conference, slated to be held in Atlanta, Georgia, in June. The National SkillsUSA Delegate Program engages state-identified delegates to represent their respective state associations in introducing, debating, modifying, and voting upon delegate items that may include organization bylaws and the SkillsUSA national officer elections.

I assure you that all necessary arrangements will be made to ensure the students' safety and supervision throughout the competition.

Thank you very much for considering this request. I am happy to provide any additional information or answer any questions.

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





(Preferred pronouns: he, his, him) [Why do I do this?](#)

"To improve is to change; to be perfect is to change often." Winston Churchill



Mario Sousa

CTE Director & Co-Op
Coordinator

+978-265-9578

msousa@salemk12.org

77 Willson St. Salem, MA
01970



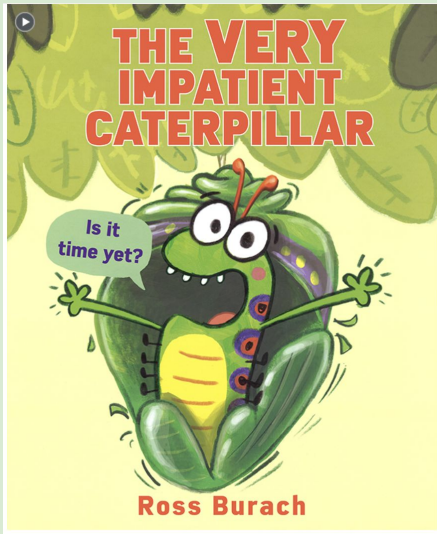
ECC Presentation of Learning




Current Theme: Animals All Around

Essential Question- How are animals the same and different?

Weekly Question- How does a caterpillar become a butterfly?




From Egg to Butterfly



A monarch butterfly lays an egg on a leaf.

A few days later, the egg hatches.

Out pops a tiny caterpillar.




The caterpillar's job is to eat and eat.

First, it eats its own eggshell!

Then, it munches on milkweed leaves.

Over time, it grows bigger and bigger.




One day, the caterpillar stops eating.

It hangs upside down from a twig.

It sheds its skin and becomes a chrysalis.

Inside the chrysalis, a butterfly forms.



About two weeks later, the chrysalis splits open.

A butterfly crawls out.

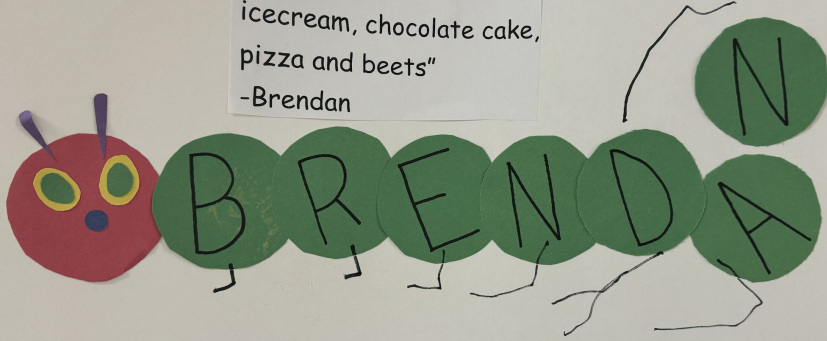
Soon it will be ready to fly, to visit flowers, and to lay its own eggs on leaves.

1

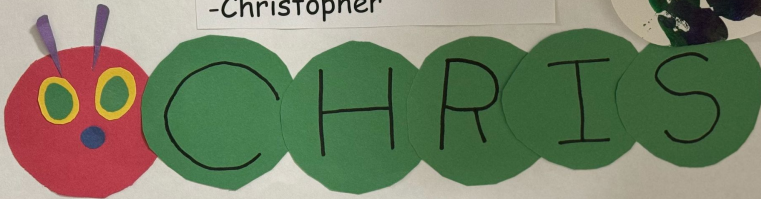
2

The Life Cycle of the Butterfly

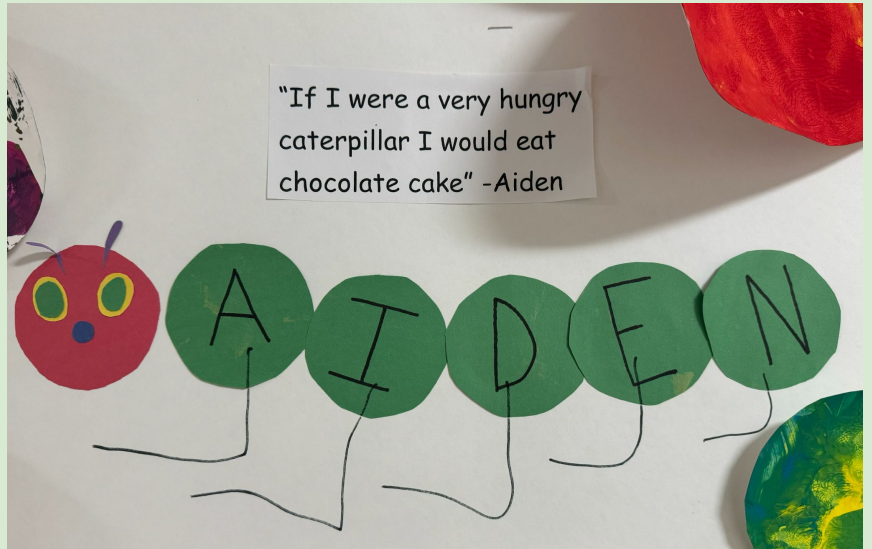
"If I were a very hungry caterpillar I would eat icecream, chocolate cake, pizza and beets"
-Brendan



"If I were a very hungry caterpillar I would eat cherry pie and a slice of swiss cheese"
-Christopher

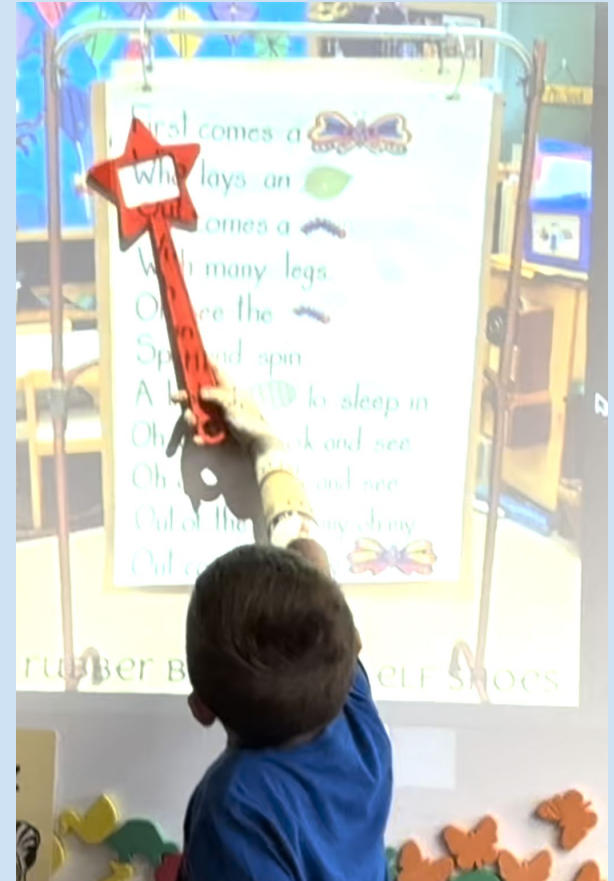


"If I were a very hungry caterpillar I would eat chocolate cake" -Aiden



The Life Cycle of a Butterfly

[Ellie and Violet Butterflies.mov](#)



Lucy



Sophia



Butterfly Diagraming.mov

Thursday

Today, let's diagram
an animal
and its
features:

An I B.V.

An top

is B.W.

5/20

Things we are learning about:

- Vocabulary
- Left to right and top to bottom directionality
- One to one match with print
- Our names
- Letters and sounds
- Labeling
- Fiction and informational books
- Seeing ourselves as writers to observe and draw/write
- Life cycles





DRAFT- Salem Community Engagement Timeline- Proposal for School Committee Review

Phase 1: Propose Timeline to Committee for Review and Feedback		
By When	Key Levers	Notes
May 6, 2024	<ul style="list-style-type: none"> Community engagement timeline 	<ul style="list-style-type: none"> Name timeline for community engagement phases and details <ul style="list-style-type: none"> Proposal represented in this document Seek Committee input and prepare to update proposal <ul style="list-style-type: none"> Share timeline and seek input on process
Phase 2: Community Engagement Survey		
By When	Key Levers	Notes
TBD (trying to balance this with 1st family survey)	<ul style="list-style-type: none"> Community engagement survey Communication strategy to ensure outreach and success 	<ul style="list-style-type: none"> Draft and send an engagement survey to accomplish the following: <ul style="list-style-type: none"> Notify community stakeholders about key issues for engagement Gauge community opinion on key issues related to grade configuration and relevant district policies Notify community stakeholders about upcoming engagement Communicate to ensure community outreach is successful
Phase 3: Salem Community Events		
By When	Key Levers	Notes
Middle of May through beginning of	<ul style="list-style-type: none"> Salem community event showflow (where, when, 	<ul style="list-style-type: none"> Identify presenters for each core issue for community education and input seeking: <ul style="list-style-type: none"> #1: High School/Middle School Configuration #2: Elementary configuration

**Please note that during the 2021-22 school year we gathered information from the community about many of these topics. This is now an opportunity to check back in as we evaluate important decisions for the future of the Salem Public Schools.*



<p>June 2024</p>	<p>agenda)</p> <ul style="list-style-type: none"> ● Aligned presentation templates ● Tools for capturing community input ● Method for gathering attendance data to gauge balance across demographics and school communities 	<ul style="list-style-type: none"> ○ #3: School Choice Policy ● Facilitate Engagement Event to prioritize: <ul style="list-style-type: none"> ○ Opening welcome and framing ○ Naming the “why” of the event ○ Lifting up the importance of community input ● Draft template for presenters to align messaging and input-seeking: <ul style="list-style-type: none"> ○ Context and past history ○ Providing background ○ Posing reflective questions ○ Discussion ● Closing and next steps
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Phase 4: Salem Staff Outreach and Engagement

By When	Key Lever	Notes
<p>End of May-end of school year</p>	<ul style="list-style-type: none"> ● Salem staff talking points ● Roll-Out dates ● Presentation templates and talking points (tailored version from community/family roll-outs) 	<ul style="list-style-type: none"> ● Communicate to school leaders and staff about Superintendent visit/presentation ● Tailor the presentations for staff: Roll-out of purpose, seeking input, narrating expectations around timeline and next steps: <ul style="list-style-type: none"> ○ #1: High School/Middle School Configuration ○ #2: Elementary configuration ○ #3: School Choice Policy ● Draft presentation to either combine all 3 topics in one, or keep split into separate presenters/rooms

**Please note that during the 2021-22 school year we gathered information from the community about many of these topics. This is now an opportunity to check back in as we evaluate important decisions for the future of the Salem Public Schools.*



Phase 5: Targeted Partner Engagement		
By When	Key Levers	Notes
May-October 2024	<ul style="list-style-type: none"> • Presentation templates and talking points (tailored version from community/family roll-outs) 	<ul style="list-style-type: none"> • Meet with targeted groups- seniors, community organizations, neighborhood associations, Rotary, Chamber, Salem Partnership, Latino leadership coalition, city council, parent/teacher/student advisory groups, EL-PAC, Special education PAC, school partners • Tailor the presentations for diverse organizations and groups: Roll-out of purpose, seeking input, narrating expectations around timeline and next steps: <ul style="list-style-type: none"> ○ #1: High School/Middle School Configuration ○ #2: Elementary configuration ○ #3: School Choice Policy • Draft presentation to either combine all 3 topics in one, or keep split into separate presenters/rooms
Phase 6: Data Study		
By When	Key Levers	Notes
June/July 2024	<ul style="list-style-type: none"> • Synthesis of community opinion on key issues and decision-points 	<ul style="list-style-type: none"> • Synthesize and organize community and staff input to identify sentiments, key questions, and potential patterns
Phase 7: Salem School Committee Review and Planning for 24-25		
By When	Key Lever	Notes

**Please note that during the 2021-22 school year we gathered information from the community about many of these topics. This is now an opportunity to check back in as we evaluate important decisions for the future of the Salem Public Schools.*



<p>Summer/Fall, 2024</p>	<ul style="list-style-type: none"> ● School Committee meeting to reflect on community input and identify next steps 	<ul style="list-style-type: none"> ● Create School Committee meeting agenda (COW and/or retreat) <ul style="list-style-type: none"> ○ Synthesize key takeaways and notes on community input and reflections ○ Approach to key decision-points based on community input ○ Name concrete next steps and extend the timeline to ensure a focus on core decision-making ● Engage in Committee discussion <ul style="list-style-type: none"> ○ Weigh options, pros, cons of the key decision-points for the Salem grade configuration in the future: <ul style="list-style-type: none"> ■ #1: High School/Middle School Configuration ■ #2: Elementary configuration ■ #3: School Choice Policy ○ Generate additional next steps, decision-points, further community engagement/investment, and set timelines for decision-making
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Phase 8: Ongoing Committee Work for 24-25

By When	Key Lever	Notes
<p>Throughout the 2024-2025 school year</p>	<ul style="list-style-type: none"> ● Scope of School Committee Meetings and Decision-Making Agendas 	<ul style="list-style-type: none"> ● Scope 24-25 School Committee Meeting Agendas to: <ul style="list-style-type: none"> ○ Ensure a regular return to key decision-points to maintain momentum with key decisions ○ Identify a sequence of decisions, naming which must be determined first/early ○ Engage in ongoing rounds of communication, engagement, synthesize, and roll-outs to ensure community understanding and investment

**Please note that during the 2021-22 school year we gathered information from the community about many of these topics. This is now an opportunity to check back in as we evaluate important decisions for the future of the Salem Public Schools.*



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Stephen K. Zrike, Jr., Ed.D.

Superintendent

29 Highland Ave. Salem, MA 01970

978-740-1212

szrike@salemk12.org

May 3, 2024

RE: Last days of schools for the 2024-25 school year

School Committee Members,

I am writing to confirm the last day of school for Salem Public School students now that the chance for inclement weather is over (hopefully!). We had one snow day this year– Tuesday, February 13th. Thus, the final day of the 2023-24 school year for students is as follows:

- **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 no school due to heat on Friday, September 8th. I am now recommending that we not schedule an additional day of school for the ECC and we keep their schedule consistent with the other Prek/K classrooms in the district for two reasons. First, this allows 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 educators extra time to pack their classrooms to accommodate significant relocation occurring at the ECC this summer due to program expansion.

Sincerely,

Stephen K. Zrike, Jr., Ed.D.



www.salemk12.org



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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

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History and Rationale

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

SPS Core Value of Equity and Access:

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

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

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

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

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

Goals of Salem’s Student Assignment Policy

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

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

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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.

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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.

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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

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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.

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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.

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

Student Assignment Priorities and Criteria

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

1. **Programmatic Placements**: Students who qualify for one of the district’s specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs, regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.
2. **Sibling Preference**: Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, **the deadline to submit a complete registration packet and indicate a sibling preference for Kindergarten registration shall be the last Monday of February of each year.** While every effort will be made to keep siblings of newly registering families together, Kindergarten applications received after the last Monday of February, will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category.
3. **Choice of School**: Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.
4. **Student Socioeconomic Status**: Within each batch and first choice of school, applicants shall be sorted into the following two categories:
 - a. **Low-Income (LI)**. Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US

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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.

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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.

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Student Assignment Procedures for Incoming Students in Grades 1 through 12

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

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

In-District Transfers

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

Withdrawals

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

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

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