

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



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

***Mayor Dominick Pangallo, Chair***

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

DATE POSTED: June 1, 2023

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on June 5, 2023 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

**Zoom Link to participate:**

<https://us06web.zoom.us/j/83226353109?pwd=YW1sOTRKUUVzTmdjUUxxLy80UIBtUT09>

**Passcode: 882263**


**I. Call of Meeting to Order**

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

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

**B. Live Spanish Interpretation.**

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

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

**C. Instructions for Participating in Public Comment**

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the following link to sign up and submit your comment electronically: <https://forms.gle/cgTZsahSPZw7KdJP8>. 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 Liz Polay-Wettengel at [lpalaywettengel@salemk12.org](mailto:lpalaywettengel@salemk12.org) or 978-587-1117 with any questions or to report any technical difficulties you experience.

**II. Approval of Agenda**

**III. Approval of Consent Agenda**

- A. Approval of Warrants: **5/18/23** - \$720,514.50; **5/25/23** - \$499,875.24
- B. Approval of New Liberty Innovation School to Canobie Lake Park, Salem, NH on 6/16/23
- C. Approval of SHS golf team trip to Orlando, FL for August 23, 2023- August 28, 2023

#### **IV. Public Comment**

See above instructions for participating in public comment.

#### **V. Recognition of FY23 retirees**

#### **VI. Student Showcase - Salem High School**

#### **VII. Superintendent's Report**

- A. Honor recipients of the Read Trust Excellence in Teaching Science Awards
- B. Salem High School JROTC School Committee Briefing
- C. Curriculum, Instruction and Assessment Update
  - i. Homework guidance
  - ii. Summer programming update

#### **VIII. Student Representative Report**

#### **IX. Action Items: Old Business**

##### **X. Action Items: New Business**

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

##### **XI. Finance & Operations Report**

- a. Budget Transfers

#### **XII. Subcommittee Reports**

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

#### **XIII. School Committee Concerns and Resolutions**

#### **XIV. Adjournment**

Respectfully submitted by,

*Mindy Marino*

Executive Assistant to the Superintendent

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

*Sra. Mary A. Manning  
Sra. Amanda Campbell  
Dra. Kristin Pangallo*



*Sra. Beth Anne Cornell  
Sr. Manny Cruz  
Sra. 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 1 de junio de 2023

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR**

Por la presente se notifica que el Comité Escolar de Salem celebrará una reunión **regular del Comité Escolar el 5 de junio de 2023 a las 7:00 p.m.** Esta reunión se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA. También puede unirse a través de Zoom utilizando el enlace a continuación.

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

<https://us06web.zoom.us/j/83226353109?pwd=YW1sQTRKUUVzTmdjUUxxLy80UIBtUT09>

Contraseña: [882263](#)


**I. Convocatoria a la Sesión Abierta**

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

Lectura en voz alta: *El Comité Escolar de Salem desea escuchar al público sobre temas que afectan al distrito escolar y que están dentro del alcance de las responsabilidades del Comité. Se ofrecerá interpretación al español para quien lo necesite.*

**b. Interpretación al español en vivo**

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

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

**c. Instrucciones para Participar en el Comentario Público**

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/cgTZsahSPZw7KdJP8>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Liz Polay-Wettengel at [lpalaywettengel@salemk12.org](mailto:lpalaywettengel@salemk12.org) o en el 978-587-1117 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

*Sra. Mary A. Manning  
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**II. Aprobación de la Agenda**

**III. Aprobación de la Agenda Consensuada**

- a. A. Aprobación de las órdenes de pago: **18-may-23** - \$720,514.50; **25-may-23** - \$499,875.24
- b. B. Aprobación de New Liberty Innovation School a Canobie Lake Park, Salem, NH el 16-jun-23
- c. C. Aprobación del viaje del equipo de golf de SHS a Orlando, FL para el 23 de agosto de 2023- 28 de agosto de 2023

**IV. Comentario Público**

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

**V. Reconocimiento a los jubilados del año fiscal 23**

**VI. Exposición de estudiantes - Salem High School**

**VII. Informe del Superintendente**

- A. Distinción a los galardonados con los Premios Read Trust a la Excelencia en la Enseñanza de las Ciencias
- B. Reunión informativa del Comité Escolar del JROTC de Salem High School
- C. Actualización del plan de estudios, instrucción y evaluación
  - i. Orientación sobre los deberes
  - ii. Actualización de la programación de verano

**VIII. Informe del representante estudiantil**

**IX. Puntos de acción: Asuntos pendientes**

**X. Elementos de Acción: Asuntos Nuevos**

- a. Deliberación y votación sobre el calendario de reuniones del Comité Escolar para 2023-2024

**X. Reporte de Finanzas y Operaciones**

- a. Transferencias presupuestarias

**XIII. Reportes de los Subcomités**

***Sra. Mary A. Manning  
Sra. Amanda Campbell  
Dra. Kristin Pangallo***



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

**XIII. Preocupaciones y resoluciones del Comité Escolar**

**XIV. Clausura**

Sometido respetuosamente por,

*Mindy Marino*

Asistente Ejecutiva 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.”*



# 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

<b>Name of School</b>	New Liberty Innovation	<b>Date of Request</b>	<b>Date of Field Trip</b>	
<b>Coordinator</b>	Hedee Benoit	5/16/23	6/16/23	
<b>Coordinator Contact Info</b>	Phone: 978-825-3470 Email: hbenoit@saalemk12.org	<b>Total Number of Students</b>	<b>Departure Time</b>	<b>Return Time</b>
<b>Grade Level(s)</b>	7-12	45	9:30	3:45
<b>Destination</b> <small>Please identify that place AND the specific location and address for the trip.</small>	Candice Lake Park 85 N. Policy ST Salem MA 03079	<b>Location and Duration</b>		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

## II. Learning and Accessibility

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

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

<b>Has the school nurse been notified of this field trip?</b>	<b>Has the roster of students been shared and any medical concerns reviewed?</b>	<b>Will an on-site nurse be needed for this field trip?</b>
<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
<b>School Nurse Signature:</b> <i>Angela Gattardo RN</i>		<b>Date:</b> 5/22/23

## IV. Food Services

<b>Has the school's cafeteria manager been notified of this field trip?</b>	<b>Will the students be eating lunch at the school on the date(s) of the trip?</b>	<b>Are you requesting any bag lunches or other food for this trip?</b>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many? <u>45</u>
<b>Comments:</b> <i>All 1/23</i>		

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

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

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

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

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

<b>School Principal Signature:</b>	<b>Date:</b>
<i>Julia W</i>	5/22/23

# 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)	Date of Request:	Date of Field Trip:	
Trip Planner	THOMAS DOYLE	10-12	5-26-23	8/23/23 - 8/28/23	
Contact Info	Phone: 978 836 8471	# of Students:	6	Depart:	Return:
	Email: tdoyle@salemk12.org			Am	Pm
Destination	Name: ORLANDO, FLORIDA	Location and Duration			
Destination Address	WALT DISNEY WORLD 4600 NORTH WORLD DRIVE LAKEBUENA VISTA, FL 32830	<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.): FUNRAISERS	<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
<input 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: N/A	*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: 5/26/23

## 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 checked="" type="checkbox"/> No	<input type="checkbox"/> At school <input type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: NOTHING REQUIRED		

## V. Transportation

Transportation needed:	<input type="checkbox"/> Bus (Complete <u>Transportation Request Form</u> and send to <a href="mailto:dbido@salemk12.org">dbido@salemk12.org</a> and <a href="mailto:vfaundes@salemk12.org">vfaundes@salemk12.org</a> at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: AIRPLANE
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: 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 checked="" 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: 5-30-23
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To; Superintendent of Schools, Dr. Stephen Zrike

CC; File

From: Principal, Glenn Burns

Date: 5/26/23

RE: August 2023 Out of State Field Trip to Orlando, Florida

This is to recommend the Salem High School Golf Team be given permission to travel to Walt Disney World in Orlando, Florida. The trip will take place from August 23rd-28th, 2023. The trip will give the student/athletes the opportunity to bond with their teammates, create lifelong memories, play championship golf courses, and attend the theme parks. The trip will be chaperoned by Mr. Tom Doyle who is the varsity golf coach as well as a teacher at Salem High School. The 6 students that will attend are listed below. The team has traveled to the same venue for 20+ years. All student/athletes will not miss any classes and will return for the first day of class. Fundraising went very well last year and there is some start up money and more opportunities will be available to all potential student/athletes. The past 20+ trips were fully funded and no student/athlete had to pay out of pocket. Thank you for your consideration.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

- ✓ Nathaniel Lane
- ✓ Ella Wasserman
- ✓ Barbara Rowley
- ✓ Riley Fenerty
- ✓ Isabelle Duffy
- ✓ Christopher Hanson



# Disney 2023 Itinerary

## Wednesday, August 23, 2023

Depart Logan TBA

Mears Connect to Disney's Contemporary Resort

Check in to Hotel approximately 1:00

Hotel Activities

Disney Springs

Tom Doyle 978 836 8471

Jess Doyle 978 836 8472

Swan 407 934 4000

## Thursday August 24, 2023

6:00 A.M. Wake up call

6:30 A.M. Depart to Disney's Lake Buena Vista Golf Course

7:00 – 11:00 18 holes of golf

12:00 – 1:00 Hotel (Lunch, rest, or pool)

1:00--7:00 Depart for Disney's Hollywood Studios

7:00-10:00 Disney's Epcot Center

10:30 Return to Hotel

### Players Attending

Nathaniel Lane

Riley Fenerty

Barbara Rowley

Chris Hanson

Ella Wasserman

Isabelle Duffy

## Friday August 25, 2023

6:15 am Wake up call

6:40 am Depart to Disney's LBV Golf Course

7:21 -11:30 Golf 18 holes

11:30 – 6:00 Hotel (Lunch, rest, pool)

4:00-11:00 PM Depart for Magic Kingdom (Halloween Party)

## Saturday August 26, 2023

9:00 A.M. Wake up call

10:30 A.M. Depart for Disney's Animal Kingdom

9:00 P.M. Return to Hotel

## Sunday August 27, 2023

6:00 am Wake up call

6:25 A.M. Depart for Disney's Palm Golf Course

6:50-11:30 Golf 18 holes

11:30 A.M. Return to Hotel

3:00 P.M. Depart for Disney's Blizzard Beach

7:00 P.M. Return to hotel

## Monday August 28, 2023

8:30 A.M. Wake up call

9:30 A.M. Depart for Arnold Palmers Bay Hill Golf Club

TBA Depart for Orlando International Airport

TBA Arrival Boston (Please make arrangements for pick up)

# SALEM HIGH SCHOOL

## Women of Science Student Showcase



# What Is Women of Science?

The competition involved 23 teams of high school women competing in four science and engineering events.

All events involved knowledge based in the areas of :

- ❖ Biology
- ❖ Chemistry
- ❖ Engineering
- ❖ Environmental Science
- ❖ Math
- ❖ Physics



The SHS WOS members (2023) include:

**Tilda Rieder**

**Cora Dawson**

**Thais Saldivar Diaz**

# Women of Science Competition Participants (Bedford High School - April 1, 2023)

Advanced Math  
& Science  
Academy

Andover High  
School

Bedford High  
School

Braintree High  
School

Lincoln Sudbury  
Regional High  
School



Malden High  
School

Newton North  
High School



Salem High  
School

Tri County  
Regional High  
School

Wellesley High  
School

Weston High  
School

Westford  
Academy



Urban and gateway-city high schools

# Bedford Competition Results

(April 1, 2023)

Final Rankings	Your School	Dino	Baby Save	Anything	Trivia	Score	Tiebreak
1	Cambridge Rindge and Latin School A	2	5	6	3	16	2
2	Wellesley High School B	1	10	9	1	21	1
3	Lincoln Sudbury Regional High A	4	11	6	3	24	4
4	Lincoln Sudbury Regional High B	3	12	9	3	27	3
5	Weston High School A	6	3	11	10	30	6
6	Advanced Math & Science Academy Charter School A	10	1	3	16	30	10
7	Newton North	6	14	2	9	31	6
8	Bedford High School B	17	9	6	1	33	17
9	Weston High School B	5	14	4	12	35	5
10	Westford Academy (Wizards Academy)	16	7	1	12	36	16
11	Malden High School A	11	4	11	12	38	11
12	Salem High School (Salem Witches) A	11	6	15	8	40	11
13	Tri County RHS B	8	8	14	11	41	8
14	Bedford High School A	11	14	13	7	45	11
15	Cambridge Rindge and Latin School B	17	14	16	3	50	17
16	Braintree High School A	11	2	18	20	51	11
17	Advanced Math & Science Academy Charter School B	9	14	22	12	57	9
18	Andover High School A	19	14	4	20	57	19
19	Tri County RHS A	15	13	23	16	67	15
20	Braintree High School B	20	14	20	16	70	20
21	Wellesley High School A	22	14	21	16	73	22
22	Malden High School B	20	14	17	23	74	20
23	Andover High School B	22	14	19	20	75	22



Overall finish:

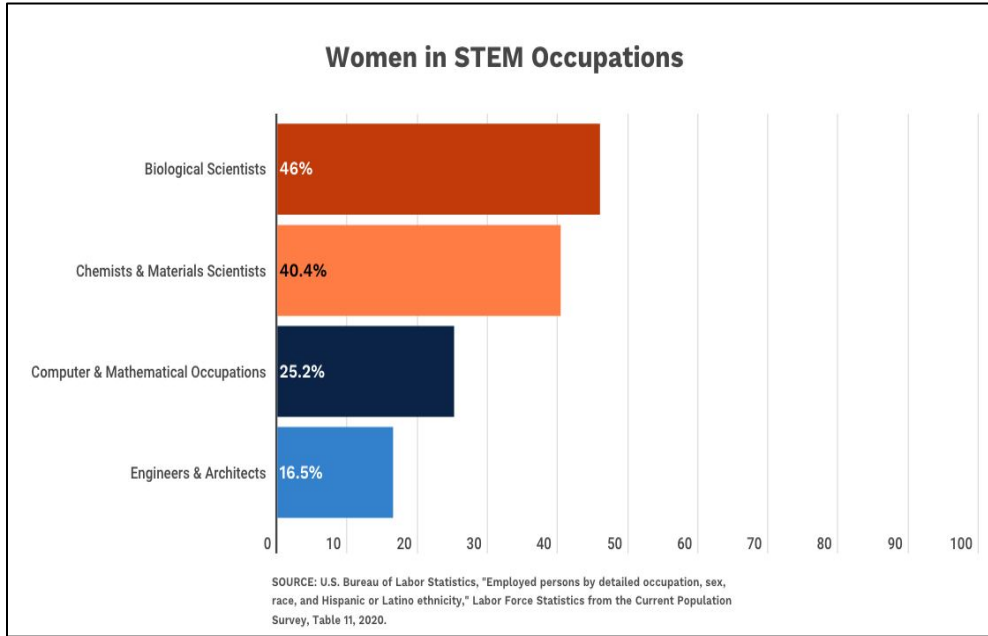
12th of 23 teams

Highlight:

6th in “Baby Save” Engineering Event



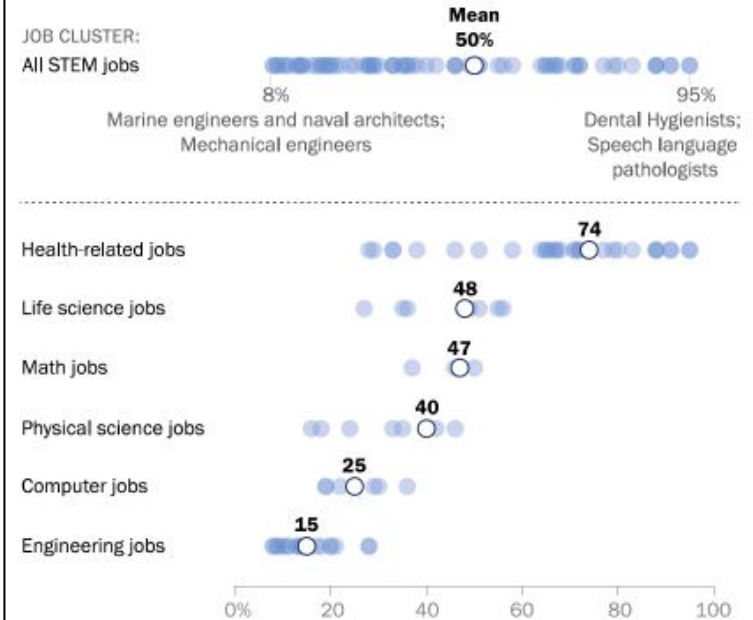
# Why Women of Science



A typical **STEM worker earns two-thirds more** than those employed in other fields, according to Pew Research Center. And some of the highest-earning STEM occupations, such as computer science and engineering, have the lowest percentages of women workers.

## Representation of women in STEM varies across job clusters

Share of women in each of the following job clusters



Note: Based on employed adults ages 25 and older. Each circle represents a single occupation (e.g., mechanical engineer, registered nurse). STEM stands for science, technology, engineering and math. Engineering includes architects.

Source: Pew Research Center analysis of 2017-19 American Community Survey (IPUMS) "STEM Jobs See Uneven Progress in Increasing Gender, Racial and Ethnic Diversity".

# Why Women of Science

According to the American Association of University Women (AAUW)

***“giving women equal opportunities to pursue — and thrive in — STEM careers helps narrow the gender pay gap, enhances women’s economic security, ensures a diverse and talented STEM workforce and prevents biases in these fields and the products and services they produce.”***

The AAUW has identified the following as key factors that perpetuate gender STEM gaps:

- Gender stereotypes
- Male dominated cultures
- Fewer role models

The WOS Competition is guided by the interest to have more women enter science related fields. Teams had the unique opportunity to lunch with a WOS mentor. The Witches enjoyed dining with a female computer engineer who shared her successes and challenges as a minority in a male-dominated field.



# How: Our Engineering Process



# Related Projects

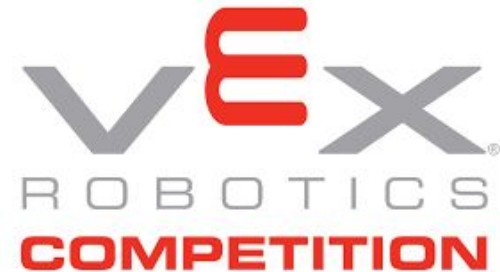


SHS Scholars demo their Battle Bots to CMS & Salts 8th grade students at the CTE/STEM Fair!

## Vex Robotics VRC Round Up Competition

*at North Andover High School, Saturday January 21st*

The Witches finished **34th** out of **56** teams, competing against public and private schools from across Southern New England. Highlights: winning several matchups along with earning autonomous period points in most rounds.





# pool noodle boat race

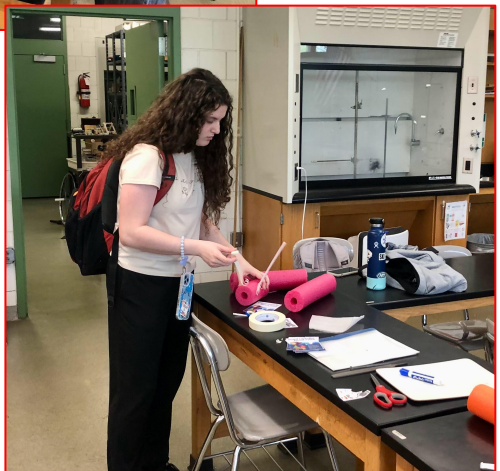
Optional Workshops: 2:40-4 on May 22 & 23  
Race: **Weds. May 24 @ 1pm**



Join our workshops to build a miniature sailboat from a pool noodle, or drop by to pick up supplies and build it at home.

**Room 116 Mr. Warren**

## Related Projects





## Announcing This Year's Read Trust Teachers of Excellence

These teachers will be honored at the June 5th School Committee meeting for being chosen as this year's Read Trust Teachers of Excellence award. Rachel and Martin will receive \$500 and Janet and Nayelis share their award and will each receive \$250 to spend on materials for their classrooms, professional development, books, etc. Congratulations Rachel, Martin, Janet, and Nayelis!



### **Rachel Fee - Saltonstall, Grades 5-6**

Rachel Fee is a dedicated passionate science teacher who is constantly evolving her practice to meet the diverse needs of her students. She has been concentrating on getting students to write clear and concise scientific arguments from evidence this year, Rachel is using cross curricular approaches to engage the students to make sure they are interested in the writing process and transferring ELA skills to science. Rachel also adds interesting stories, videos and content that keeps students interested in science. She advocated for the Appleton Farm field trip to increase equity across the district and give her students an experience she knew would be different, exciting and connect to the curriculum. Rachel is an exemplary teacher!



### **Martin Valdes - Salem High School**

Mr. Valdes exemplifies scientific thinking, high standards and professionalism in his work with educators and students. He demonstrates expert knowledge of his content area and of pedagogy and implements well-structured lessons that require students to think and write critically. His chemistry students benefit from clear expectations, meaningful feedback, and engagement in academic discourse. In the classroom and the community office, Mr. Valdes leverages the meaningful relationships he has formed with students to hold them accountable to rigorous tasks. Mr. Valdes's ongoing reflection and willingness to receive and respond to feedback models a growth mindset that inspires colleagues. In CPT meetings, Mr. Valdes distinguishes himself in his analysis of data from assessments and models data-driven instruction as he draws conclusions and adjusts lessons as needed.



### **Janet Garcia and Nayelis Carmon - Bentley Academy Innovation School**

Janet and Nayelis are the perfect team in the kindergarten class at Bentley. They work together to build hands-on student-guided science lessons. They created in-depth plans for their solids/liquids unit where the final goal was making bread and butter. They talk about the ingredients, make the dough and then students get to sample their creations. This year they have been extremely collaborative and modeled good science practices and teamwork for their students. They also embody the well-rounded teacher by creating visuals to go with all their lessons, and using different modalities (songs, games, observations) to help students access the science content.





# DISTRICT HOMEWORK GUIDANCE

## The Purpose of Homework

Salem Public Schools believes that homework has a different purpose depending upon the grade span. At all levels, homework should be used to provide additional practice and extension of content and skills that have already been introduced in class. It is not intended to introduce new or unfamiliar material. Providing students with multiple opportunities to practice what they have learned is a recommended standards-based practice.

**For students in the elementary (grades K-5)**, teachers should encourage reading nightly to build a positive home-school connection and a love for language and learning. As students move up through the grades, homework may be assigned to provide additional practice on content and skills learned during class time in other content areas.

**For students in middle school (grades 6-8)**, homework should play a gradual and supportive role in building academic skills, time management, organization and persistence. Nightly reading is encouraged in addition to short, low-stakes practice

**For students in high school (grades 9-12)**, Homework should support the development of executive **functioning**, time management and life skills that are connected to the world of work and higher education so that students can be prepared for either. Literacy is a foundational post-secondary skill and students should have ample opportunities to read, write and reflect on relevant, standards-based content as part of homework.

## How Much Homework Should be Assigned?

Current academic research suggests that the association between achievement and homework grows progressively stronger for older groups of students, with the greatest benefit at the high school level. While some research suggests that the “10 minute per grade” recommendation is a reasonable benchmark, the district believes that such a rigid structure is not in the best interest of students. In addition, we recognize that a healthy and balanced lifestyle includes academic and non-academic activities, including unstructured play, clubs, extracurricular activities, family time, and more. Therefore, the district does not mandate a certain number of minutes of homework per grade.

**The cumulative number of minutes of homework (for all subjects combined) *should not exceed:***

Grades 1-3	Grades 4-5	Grades 6-8	High School
15-30 minutes	30-45 minutes	60-75 minutes	75-90 minutes

## Is Assigning Homework an Equitable Practice?

There is much debate about whether it is equitable to assign homework to students.

Dr. Katie Novak, an international education consultant who focuses on equity and inclusive practices, states:

*Assigning homework for a grade is not an equitable practice. The ability to do homework assumes that a student will have the necessary time and means to do the homework outside of school. That means that there will be a safe, comfortable place that has heat, light, a stable work surface and often, technology. It also means that there won't be any distractions, competing obligations, and there will be time to do the work. Some students also face significant barriers after school – full-time jobs, after-school activities, childcare for younger siblings, inequitable access to technology, and the need for balance.*

Others claim that urban districts with a significant population of high needs students might shortchange these students through low expectations by assuming that they are not capable of performing at the same level as their suburban peers. (*Brookings Institute Report, [Analyzing the Homework Gap Among High School Students](#)*) In addition, if students have not built some routines for completing homework over their K-12 experience, those that are headed to college or post-secondary training will be unprepared for the demands of higher education programs.

Salem Public Schools takes a balanced approach, which suggests regular, short, and accessible opportunities to practice and solidify material learned in class. Teachers are asked not to make assumptions about resources at home, including support from adults, school supplies, or access to technology. When projects are assigned that require materials and adult supervision, this perpetuates a climate of inequity. Teachers should be confident that all homework assignments can be completed independently by the student. No student should be penalized for failure to complete or turn in homework assignments if there are extenuating circumstances or they are unable to complete it because they require more assistance. Families should be involved as soon as a student establishes a pattern of not completing homework.

Teachers should also communicate to caregivers that if their student is struggling to complete homework assignments, they should reach out to the teacher to develop a plan to help the student succeed.

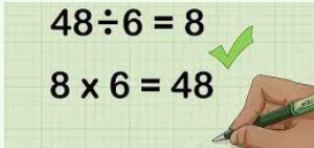
## Criteria for Homework Assignments

Homework assignments should meet the following criteria:

- Homework is not intended to introduce new or unfamiliar material.
- There is a clear purpose to the assignment, which is communicated to students.
- The assignment is aligned to the learning goals of the curriculum.
- It is accessible to all students and is appropriate for the grade in terms of time, scope, and expectations.

- Homework assignments with consistent formatting, content, and length from week to week promote familiar routines and greater accessibility.
- Students in the elementary and middle school will need paper-based materials since Chromebooks do not go home. At the high school level, students who do not bring Chromebooks home or who do not have access to the internet should also have paper-based homework assignments.
- The assignment is manageable for students to complete with reasonable time and effort.

## Types of Homework Assignments

<p><b>Reading</b></p> <p>There is a direct correlation between the amount of time students spend reading and their growth as learners. Although reading may be assigned as homework, it is also an essential life-long habit that helps students develop their vocabulary, improve fluency and comprehension and increase background knowledge. In addition to reading for homework, students should be encouraged to read (or listen to books) for enjoyment. Assigned reading might include students reading silently, reading aloud or being read to by peers or family members. This can be in English or in the student’s home language.</p>	
<p><b>Completion of Classwork</b></p> <p>This work helps students to keep up with classwork in any content class by allowing them to finish work outside of the school day.</p>	<p><b>Math Fluency</b></p> <p>Many students in all grades need additional practice in learning math facts and operations such as addition, subtraction, multiplication, and division. Spending 5-10 minutes per day on these skills can provide a significant benefit.</p>
<p><b>Practice</b></p> <p>This reviews and reinforces skills and concepts taught in any content class. “Low-stakes” practice assignments that can be completed quickly and independently are encouraged.</p>	

## Grade Level Recommendations

<p><b>Grades K-2</b></p> <ul style="list-style-type: none"> <li>• Reading (independently or with others in the household) in English or home language</li> <li>• Informal math facts practice</li> <li>• Indoor and outdoor play activities</li> </ul>	<p><b>Grades 3-5</b></p> <ul style="list-style-type: none"> <li>• Reading (independently or with others in the household) in English or home language</li> <li>• Informal math facts and operations practice</li> <li>• Skills practice or classwork completion - teacher discretion</li> <li>• Indoor and outdoor play activities</li> </ul>
<p><b>Grades 6-8</b></p>	<p><b>High School</b></p>

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Reading (independently or with others in the household) in English or home language.</li> <li>● Math facts and operations practice as assigned by teacher</li> <li>● Skills practice or classwork completion - several times/week</li> <li>● Longer projects may be assigned if: <ul style="list-style-type: none"> <li>○ They are “chunked” into manageable pieces which are modeled and practiced in class</li> <li>○ Scaffolds are provided</li> <li>○ Successful completion is not reliant on resources that might be unavailable to some families.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Literacy - reading and reflecting</li> <li>● Work based projects</li> <li>● Review for tests or exams</li> <li>● Assignments to deepen their understanding of classwork</li> <li>● Activities or work that possess a relevance to career pathways and the world of work</li> <li>● Community service/internships</li> <li>● Activities that promote life skills</li> <li>● Indoor or outdoor activities</li> </ul> |
|---|---|

## Homework Feedback and Grading

- Teachers who assign homework should be prepared to provide timely feedback to the student. Teachers do not need to grade every question/problem on every assignment.
- Homework review should not take up significant instructional time in class. A suggested strategy is to ask students to identify one question or problem that was particularly challenging for them. The teacher can spend a few minutes reviewing the selected question.
- Performance on homework assignments or the rate of homework completion are not factored into the student’s academic grade; it can be addressed in the *Personal Growth and Development* section of the report card.

## When to Assign Homework

Recognizing that families have busy lives outside of school on the weekends, Salem Public Schools asks that no homework be assigned at the K-5 level on weekends (e.g., assigned on Friday and due on Monday).

Homework should not be assigned to be completed during (assigned day before, due the day after) [legal holidays](#) recognized by the state of Massachusetts. When a [religious/secular holiday](#) not formally recognized by the state of Massachusetts may prevent a student from completing an assignment, students will not be held responsible for the assignment.

At the upper grades, long term assignments must be assigned at least five days before a school vacation break and should not be due until the third day back after the break.

Cumulative demands of homework at the middle school level can occur as a result of multiple teachers assigning homework. Teachers should coordinate the duration and frequency of homework assigned



across content areas. In some schools, this is managed by having each content area select one day of the week for assigning homework; a shared Google document or calendar can also be used.

### **Elementary Example**

A grade 1 teacher sends home a bag of three books to practice reading at home during the week. She knows that reading logs are not an effective way to capture student reading behaviors, so she gets students excited about sharing a book with someone in the home or learning something new independently.

A grade 4 teacher sends home a multiplication chart. Students are asked to identify and explain any patterns that they see. They are also asked to practice a specific set of six math facts.

### **Middle School Example**

A middle school ELA teacher assigns a packet of homework on Monday. Assignments are short (less than 20 minutes/day), low-stakes assignments such as conventions practice, vocabulary, and figurative language, etc. Students turn in their homework packets on Friday. The Monday *Do Now* is to have students log into Aspen to see what assignments they are still missing from the previous week.

The Aspen checks include homework, but these assignments are not attached to a standard in the gradebook, so students are not penalized on their report card for missing homework. The teacher “grades” homework through the Personal Growth and Development section of the report card. She also created a game to incentivize homework completion.

The *Do Now* also includes a self-reflection based on the week’s learning. The teacher has additional homework packets available, contacts family about consistently missed assignments, and provides a sign-up sheet for extra help. As the teacher guides students to greater independence, she uses an approach that is supportive rather than punitive.

### **High School Example** (*coming soon*)



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# 2023 Summer Programming

School Committee  
June 5th, 2023



# Salem Public School's 2023 Summer Programs

## Agenda:

- Summer Program Priorities
- Summer Program Offerings & Community Partners
- Student Enrollment & Recruitment



# Equity Statement

*Equity is a core value within the Salem Public Schools. We support each student's unique path to achieving high standards, regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression.*

## Valuing equity means that we:

- Reflect and embrace the greater diversity of our students and families
  - Recognize that systems of oppression marginalize some populations and suppress some voices
  - Bear a collective responsibility to recognize, interrupt, and transform educational inequities
  - Champion access and inclusion for all students/families/staff
  - **Allocate resources so that the students/families/staff who need the most get the most**
  - Work to be an anti-racist and culturally responsive community
- Create a more just and equitable world for all of our students.



# Salem Public Schools Summer Priorities

- Opportunity for students to connect with peers
- Relevant, Fun, and Engaging Programming
- Close Academic Gaps
- Project Based Learning, Workforce Development & Social Emotional Learning (PBL & SEL)
- Increased sense of belonging





# 2023 Summer Program Overview

- 12 Program Offerings
- Serving grades PK-12
- Serving 700 students
- Summer Program kick off date  
July 10th, 2023





# Pre- K & Elementary Programs

Program	Grades	Community Partners	Enrollment Target	Outcomes
ELSA - ML Summer Academy	Rising 1-5	SPS ML Department Camp Fire North Shore	45 ML Students	<ul style="list-style-type: none"> <li>• Language Acquisition</li> <li>• SEL</li> </ul>
Salem YMCA Summer Academy & 21C- Learning Lab	Rising 3-5	Salem YMCA Catapult Learning Salem Sound Coastwatch DESE	200	<ul style="list-style-type: none"> <li>• ELA</li> <li>• Engagement in Learning</li> <li>• Relations w/Peers</li> <li>• Self-regulation</li> <li>• Leadership</li> </ul>
Extended Year Services Special Education	PK K-5	SPS Special Education Department	40-50 60-70	<ul style="list-style-type: none"> <li>• Maintain and Develop Academic and Social Skills</li> </ul>



# Middle School Programs

Program	Grades	Community Partners	Enrollment Target	Program Outcomes
<p align="center"><b>21C Expanding Horizons CTE Summer Program</b></p>	<p align="center">Rising 6-8 &amp; 9</p>	<p align="center">LEAP for Education Salem Sound Coastwatch Change is Simple Science for Scientists Latino STEM Alliance SHS Career &amp; Technical Education (CTE)</p>	<p align="center">110-120</p>	<ul style="list-style-type: none"> <li>● ELA</li> <li>● Enga. in Learning</li> <li>● Relations w/ Peers</li> <li>● Self-regulation</li> <li>● Communication</li> <li>● CTE Exposure</li> </ul>
<p align="center"><b>Extended Year Services Special Education</b></p>	<p align="center">6-8</p>	<p align="center">SPS Special Education Department</p>	<p align="center">30</p>	<ul style="list-style-type: none"> <li>● Maintain and Develop Academic and Social Skills</li> </ul>



# High School Programs

Program	Grades	Partner & Location	Enrollment Target	Outcomes
Summer Connects	Rising 9th	SHS	50	<ul style="list-style-type: none"> <li>• Student Retention</li> <li>• Leadership</li> </ul>
Not Yet	Rising 10,11,12	SHS	120	<ul style="list-style-type: none"> <li>• Credit Recovery</li> <li>• Student Retention</li> </ul>
LEAP Summer Work	Rising 9,10,11,12	LEAP Salem State University	50	<ul style="list-style-type: none"> <li>• Workforce Development</li> </ul>
21C Internship	Rising 11 & 12	LEAP YMCA DESE SHS	15	<ul style="list-style-type: none"> <li>• Relevant Experience</li> <li>• Workforce Development</li> </ul>
NLIS Summer Enrichments	NLIS Students	NLIS	TBD	<ul style="list-style-type: none"> <li>• Student Retention</li> </ul>



# High School Programs Continued

Program	Grades	Partner & Location	Enrollment Target	Outcomes
Extended Year Services Special Education	9-12	SPS Special Education Department	40	<ul style="list-style-type: none"><li>• Maintain and Develop Academic and Social Skills</li></ul>
Extended Year Salem Prep	9-12	SHS Facilities SPS Special Education Department	10-15	<ul style="list-style-type: none"><li>• Maintain and Develop Academic, Social and Workforce skills</li></ul>



# 2023 Elementary & Middle Enrollment

- City Connects Coordinators began recruitment April 3rd
- Open enrollment was posted on Facebook & Newsletter June 1st

## Elementary Programs:

- ELSA Program -Currently Full
- YMCA Summer Academy - Full & accepting students for waitlist
- Extended Year Programs-
  - PreK: 34 Students enrolled
  - K-5: 49 Students enrolled

## Middle School Program:

- LEAP Expanding Horizons- Full & accepting students for waitlist
- Summer Connects- Currently 15 students enrolled currently - Open





# 2023 High School Enrollment

Salem High School Guidance, Student Services & School Admin leading recruitment.

## High School Programs:

- Not Yet Academy: Recruitment beginning in June
  - Pending closing grades
- 21C Internship: 14 students enrolled still accepting applications
- LEAP Summer Work: Full & accepting students for waitlist
- NLIS: Currently recruiting
- Salem Prep: Currently recruiting
- Extended Year 6-12: 35 students enrolled



# Thank you!



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

**July 24, 2023**

August 21, 2023

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

September 18, 2023

October 2, 2023

October 16, 2023

November 6, 2023

November 20, 2023

December 4, 2023

December 18, 2023

**January 8, 2024**  
(New Year's Day 1/1/24)

January 22, 2024  
(MLK holiday 1/15/24)

February 5, 2024

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

**March 4, 2024**

**March 18, 2024**

April 1, 2024

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

May 6, 2024

May 20, 2024

June 3, 2024

*June 17, 2024*



# SALEM PUBLIC SCHOOLS

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**Elizabeth A. Pauley**

Assistant Superintendent of Finance and  
Operations

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

**To:** Salem School Committee  
**CC:** Dr. Stephen Zrike  
**From:** Elizabeth Pauley  
**Date:** June 5, 2023  
**Re:** FY23 End of Year Budget Transfers

In preparation for the closeout of FY23, the Business Office is recommending transfers of \$668,218.82, which will allow us to end the year in balance. These transfers, detailed below, will move existing unused funds to accounts with outstanding invoices. Funds will be used for utility bills, translations, and transportation.

In most instances, we already have accommodated the requested end-of-year spending from schools and departments, and these recommendations reflect funds that have not been spent for FY23.

Account Name	Transfer to: Account Number	Amount	Transfer From: Account Name	Transfer From: Account Number
Electricity	13530121-5211			
		\$57,730.00	District Wide Teaching (SPED)	13641120-5125
		\$12,558.91	District Wide Teaching (SPED)	13641120-5125
		\$34,863.06	Administrative (SPED)	13640920-5117
		\$5,000.00	Elementary (SPED)	13641520-5102
		\$11,037.74	District Wide Teaching (SPED)	13640620-5125
		\$6,527.80	Tuition	13990161-5324
		\$15,464.79	Postage	13252030-5342





		\$30,000.00	Expense Reimb.	13032061-5712
		\$20,000.00	District Wide Teaching (SPED)	13640620-5125
		\$5,175.35	Advertising	13262011-5306
		\$2,506.00	Dues and Subs	13262011-5730
		\$495.72	Office Supplies	13262011-5421
		\$48.63	Computer Software	13262011-5519
<b>Translations</b>	13590161-5320	\$4,000.00	Contracted Services (Bentley)	13571521-5320
		\$4,000.00	Instructional Supplies (Carlton)	13570421-5514
		\$4,000.00	Instructional Supplies (Prep)	13641321-5514
		\$4,000.00	Prof. Dev. Provider (Salts)	13570781-5317
		\$1,034.61	Educational Training (SHS)	13571081-5317
		\$8,962.26	District Wide Teaching (SPED)	13640620-5125
		\$1,043.77	Technology Supplies	13170121-5582
		\$7,000.00	DL Instructional Supplies	13711521-5514
		\$3,650.00	T&L Instructional Supplies	13570141-5514
		\$2,000.00	Student Services Educational Training	13592021-5317
		\$6,306.23	T&L Instructional Supplies	13570141-5514
		\$2,840.93	Contracted Services Transp	13570151-5320
		\$1,480.70	Superintendent Contracted Services	13032041-5320
		\$104.28	Office Supplies	13262011-5421
		\$13,965.61	Administrative (SPED)	13640920-5117
<b>Homeless</b>	13592021-5334	\$17,095.67	District Wide Teaching	13641120-5125





# SALEM PUBLIC SCHOOLS

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<b>Transportation</b>			PreSchool (SPED)	
		\$3,230.33	Special Education Tuition (Collab)	13640161-5322
		\$140,000.00	Special Education Tuition (Private)	13640161-5324
		\$16,628.94	Photocopy Machine	13252030-5277
		\$4,863.06	Legal Services	13252030-5303
		\$35,000.00	Elementary (SPED)	13641520-5102
		\$64,433.00	Special EducationTransp.	13640181-5332
		\$1,171.33	Administrative (SPED)	13640920-5117
<b>Pupil Transportation</b>	13570151-5333	\$80,000.00	Paraprofessionals (SPED)	13640920-5163
		\$40,000.00	Elementary (SPED)	13641520-5102

I recommend approval of these transfers.

*Elizabeth A. Pauley*  
Elizabeth A. Pauley

# ,STUDENTS AND INSTRUCTION 5000 ATTENDANCE 5100 CONTROLLED CHOICE

## STUDENT ASSIGNMENT 5103

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### History and Rationale

The Salem School Committee (the Committee) holds its core values of equity & access in high regard (see SC Policy #6101 for core values). The Committee further believes that when students are assigned to schools based solely on the geographic location of a student’s home address, the likelihood of creating schools with student bodies that are inequitable in terms of the 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.

allows Salem families the opportunity to access all of the district’s schools and educational offerings regardless of where they live. A **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

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:

- Offerings parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference, that are best suited for their children
- Eliminates 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 exercise their choice of** schools(s) that best fits their **children’s needs** child(ren).
4. Keep siblings together (to the extent that this is the family’s choice).
5. Increase operational efficiency **with regard to by making efficient use of our** facilities and reducing transportation. **costs (including students’ time spent on buses)**
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, and especially to those **underrepresented populations** groups who are underrepresented, thereby increasing opportunities for all to exercise informed choices.
8. Continuously monitor the progress of implementing the policy **implementation**, including fidelity to the policy, and continuing to explore new ways to improve upon the policy or

consider new methods to achieve the overall goals.

## **STUDENTS AND INSTRUCTION 5000 ATTENDANCE 5100 CONTROLLED CHOICE**

### **STUDENT ASSIGNMENT 5103**

#### **Policy Objective**

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable **socioeconomic balance within** balance of student enrollment, in terms of socioeconomic status, 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 (ELL), including those who are 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. 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.

## STUDENTS AND INSTRUCTION 5000 ATTENDANCE 5100 CONTROLLED CHOICE

### STUDENT ASSIGNMENT 5103

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 1<sup>st</sup> 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 weight 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.

### ***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, 4  
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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.***

In-District Charter Schools: Salem Public Schools currently houses a K-5 Horace Mann Charter School known as the Bentley Academy Charter School (BACS) and pProcedures for enrolling in a charter school are governed by state law. In accordance with state law, the enrollment of students in the BACS shall be ¶

determined by a lottery process wherein all those who “opt-in” or otherwise apply by the established deadline, have an equal chance of selection by lottery. All interested families wishing to have their children attend BACS will be given the opportunity to opt in to the lottery no later than March 1<sup>st</sup> (for the first lottery) and any other deadlines established by BACS for subsequent lotteries. This option will be available on all of the district’s standard registration forms and tracked by the Parent Information Center (PIC) and shared with BACS prior to the lottery date. Opting into the lottery will not preclude students from being considered for their three school choices through the district.

Innovation Schools: Salem currently has threetwo 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 dual-language programinnovation school). At this time, enrollment to the NLIS and BAIS shall follow the district’s student assignment policy. Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5<sup>th</sup> 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 5<sup>th</sup> 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 1<sup>st</sup> grade.

In the future, should a new Innovation School be developed in the district that may also seek exclusion from the student assignment policy, it shall be the responsibility of the Superintendent, together with the school’s leaders, to ensure that Salem families are made aware of the specific procedures to follow, such that all families have equal opportunity to access these options.

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

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criteria outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend the 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 deadlines that may apply to them.***

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 that an effective outreach and communication **to strategy that reaches** all members of the community, including those whose home language is not English **as well as** other frequently underrepresented groups, is undertaken. 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.

### **Kindergarten Registration Timelines and Procedures**

The following procedures shall be used to assign students to the entering 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 five (5) years of age by September 1<sup>st</sup> of the upcoming school year are made aware of the 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. Kindergarten Information Night**: In January of each year, the Superintendent shall schedule at least one Kindergarten Information Night held in a central location, inviting all families known to have a child who will be eligible for 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 Kindergarten registration. The Kindergarten registration period shall begin on the first day after this event.
- 3. School Tours and Open Houses**: The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to

them.

Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.

**4. School Choice Selection Procedures:** 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. 6

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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 students during the designated registration period to take full advantage of the choice program.

In addition to ranking their top three schools, parents/guardians are encouraged to consider "opting in" to the Bentley Academy **InnovationCharter** School lottery as well as any other magnet or other district wide "opt in" choice opportunities that may apply. Applicants interested in these options must check the "opt in" check box on their application submitted by March 1<sup>st</sup> in order to participate in the first lottery. In the event that such applicants wish to remain in the district student assignment process, identification of their top three (3) schools, not including BACS should be included in the application.

**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. Kindergarten Registration Periods:** There shall be three Kindergarten registration periods between January and September, which is the start of 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 30<sup>th</sup> 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 (January through March 1)**: All applications received between January (on the day following the Kindergarten Information Night) and March 1<sup>st</sup> 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 February 20<sup>th</sup>**.

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- b. **Batch 2 (March 2 through June 30)**: All applications received between March 2nd and June 30<sup>th</sup> shall be processed as Batch 2 applicants.
- c. **Rolling Enrollment Period (July 1 through start of school)**: All applications received after June 30<sup>th</sup> 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 February 20<sup>th</sup> of each year.*** While every effort will be made to keep siblings of newly registering families together, when this be the family's choice, Kindergarten applications received after the February 20<sup>th</sup> deadline will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category.
3. **Choice of School**: Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.

**4. Student Socioeconomic Status:** Within each batch and first choice of school, applicants shall be sorted into the following two categories:

- a. **Low-Income (LI).** Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

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

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

### Student Assignment Procedures (Kindergarten)

- 1. School-Level Student Assignment Targets:** Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
- 2. Procedures When the Number of Applicants Exceed Space Available:** If the number of applicants within each category exceeds the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30<sup>th</sup> 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 1<sup>st</sup>. Applications received within the Batch 2 period shall be assigned on or around July 1<sup>st</sup>. Applications received after June 30<sup>th</sup> shall be

processed as they arrive.

Applicants who “opt in” to the BACS or other lottery within the district by March 1<sup>st</sup> 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 BACS lottery may remain within the district choice process as well.

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- 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 Kindergarten Registration shall be maintained and processed between March 1<sup>st</sup> and September 30<sup>th</sup> 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 that has available space. 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.

### **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 5<sup>th</sup> grade in one of the district’s K-5 elementary schools, it shall be assumed that they will matriculate to 6<sup>th</sup> grade at the Collins Middle School unless otherwise notified by the family. Parents/guardians of fifth (5<sup>th</sup>) graders (who did not attend an

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Students (who are currently enrolled in a K-8 school) who wish to apply for 6<sup>th</sup> grade at one of the district’s other schools containing a 6<sup>th</sup> grade, must submit a transfer application to the Parent Information Center (PIC) no later than June 30<sup>th</sup>. Applicants for entry into 6<sup>th</sup> grade at one of the district’s K-8 schools 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 30<sup>th</sup> of that school year. Only the Superintendent can authorize a transfer for the existing school year after September 30<sup>th</sup>. 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 relocates due to an active military member deployment and later returns to Salem. 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. ¶

If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student

from the school for non-attendance. Should this occur, the student may not be eligible to return to the school he or she previously attended. Absence without 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:

<b>Year</b>	<b>Assignment Period</b>	<b>School Year Begins</b>
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

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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, over the course of the next five years, the Superintendent shall be responsible for continuing to research ways to improve upon this policy, for the future., including exploring the possibility of utilizing student assignment software programs and seeking additional input from members of the community.

Over the next five years, tThe 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.

In December 2022 (in time for the January through August 2023 Assignment Period), the School Committee shall consider the feedback provided to either renew or revise this policy or determine a new policy to govern the assignment of students for the 2023-24 school year.

**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., including resources supporting the communication and outreach to parents. 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: August 19, 2019

## **SCHOOL COMMITTEE 6000 SCHOOL COMMITTEE MEETINGS 6400**

### **PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS/PUBLIC HEARINGS 6409**

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

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

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

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

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

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

1. A summary of this policy shall be read aloud at the beginning of each meeting in both English and Spanish.
2. The School Committee will have one section for public comment at each School Committee meeting, which shall generally follow the opening of the meeting.
3. A sign-up sheet will be available as people enter the meeting for those participating in-person. Members of the public will be asked to sign up to speak **prior to the meeting being called to order in advance of the meeting**. People will speak in the order in which they sign up, unless more than one person wishes to speak on a single topic, in which case the Chair may call them together. People who arrive after the sign-in sheet has been removed ~~removed~~ **will be invited to speak once all speakers on the sign up sheet have been exhausted. Those** or who enter comments to the online form after the start of the meeting **will also be recognized after all online participants** ~~may speak at the Chair's discretion~~. The sign-up sheet and/or online list will be provided to the chair just prior to the meeting being called to order and any additional entries shared with the chair prior to the

closure of the public comment period. Entries to the online form received after the public comment period closes shall not be read into the record but will be attached to the meeting minutes as an addendum.

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

State law also provides that:

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

### **Public Comment During Remote or Online Meetings**

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

### **Participating in Public Comment Remotely During In-Person Meetings**

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

Legal Reference: 30A:20(g)

Reviewed 5/2023

Approved 8/10/20



## PERSONNEL 4000

### ALL EMPLOYEES 4100

#### STAFF HEALTH AND SAFETY 4103

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

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

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

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

REVIEWED 5/2023

Refer to negotiated agreements(s)

Legal Reference: MGL 71 :54

Approved: December 17, 2018