

**Ms. Mary A. Manning
Mr. James M. Fleming
Dr. Kristin Pangallo**



**Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell**

Mayor Kimberley Driscoll, 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”

April 1, 2021

REGULAR SCHOOL COMMITTEE MEETING ON APRIL 5, 2021

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Monday, April 5, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

Zoom Link:

<https://zoom.us/j/92722340780?pwd=aWhFQzEzZ0NaVWlLOWpxTi81bWV0UT09>

Passcode: 328823

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. Request for Spanish Interpretation.

Should any member of the public need Spanish interpretation in order to participate in the meeting, please click on the below link (no later than 12:00 pm on the day of the meeting to request Spanish interpretation): <https://forms.gle/utjAw2uyuoP1bres6>.

c. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the below link to sign up and submit your comment electronically: <https://forms.gle/jTWexf3NHbj9gnAAA>. 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 Nancy Weiss at nweiss@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- a. Minutes of the Regular School Committee meeting held on March 15, 2021
- b. Approval of Warrants: 3/18/2021 in the amount of \$266,252.26, 3/25/2021 in the amount of \$245,137.85, and 4/1/2021 in the amount of \$678,786.01

IV. Public Comment

Please see above for instructions on participating in public comment.

- V. **Report from the Student Representative – Duncan Mayer**

- VI. **Superintendent’s Report**
 - a. Early College Presentation
 - b. High School Full Return Proposal
 - c. Inter-District School Choice

- VII. **Action Items: Old Business**

- VIII. **Action Items: New Business**
 - a. Vote to approve a memorial (a permanent granite marker and bronze plaque) to 1st Lt. Catherine Marie Larkin, RN, US Army Nurse Corp., to be installed at the intersection of Memorial Drive and Larkin Lane on property of the Bentley School.

- IX. **Finance Report**
 - a. Budget Transfers

- X. **Subcommittee Reports**
 - a. Policy Subcommittee
 - i. Policies for Second Reading
5213 Field Trips and Excursions

 - ii. Policies for Third Reading
3105 Budget Transfer Authority

- XI. **School Committee Concerns and Resolutions**

- XII. **Adjournment**

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee
& 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
Sr. James M. Fleming
Dra. Kristin Pangallo*



*Sra. Ana Nuncio
Sr. Manny Cruz
Sra. Amanda Campbell*

Alcaldesa Kimberley Driscoll, Preside

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

Abril 1, 2021

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EN ABRIL 5, 2021

Por la presente notificamos que el Comité Escolar de Salem realizará una **Reunión Ordinaria del Comité Escolar el lunes 5 de abril, 2021 a las 7:00 p.m.** Esta será una reunión en línea vía Zoom.

Enlace en Zoom:

<https://zoom.us/j/92722340780?pwd=aWhFQzEzZ0NaVWILOWpxTi81bWV0UT09>

Contraseña: 328823

I. Llamado de la Reunión al Orden

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

Leer en Voz Alta: *El Comité Escolar de Salem desea escuchar al público sobre asuntos que afectan al distrito escolar y están dentro del alcance de las responsabilidades del Comité. La interpretación en español está disponible para cualquier persona que la necesite.*

b. Solicitud para Interpretación al Español.

Si algún miembro del público necesita interpretación en español para poder participar en la reunión, por favor presione el enlace a continuación (a más tardar a las 9 am del día de la reunión para solicitar interpretación en español):

<https://forms.gle/utjAw2uyuoP1bres6>.

c. Instrucciones para Participar en Comentario Público

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, por favor presione el enlace a continuación para inscribirse y someter su comentario electrónicamente: <https://forms.gle/jTWexf3NHbj9gnAAA>. Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión. Por favor contactar a Nancy Weiss en nweiss@salemk12.org o en el 617-285-7567 si tiene preguntas o para reportar cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de Consentimiento de la Agenda

a. Minutas de la Reunión Ordinaria del Comité Escolar realizada en marzo 15, 2021

b. Aprobación de Gastos: 3/18/2021 por la cantidad de \$266,252.26, 3/25/2021 por la cantidad de \$245,137.85, y 4/1/2021 por la cantidad de \$678,786.01

IV. Comentario Público

Por favor ver las instrucciones previas para participar en los comentarios públicos.

V. Reporte del Representante Estudiantil – Duncan Mayer

VI. Reporte del Superintendente

- a. Presentación de Universidad Temprana
- b. Propuesta para el Regreso de la Escuela Secundaria Completa
- c. Elección de Escuelas Inter-Distrital

VII. Elementos de Acción: Asuntos Viejos

VIII. Elementos de Acción: Asuntos Nuevos

- a. Votación para aprobar un monumento (un marcador de granito permanente y una placa de bronce) a la primera teniente Catherine Marie Larkin, RN, Enfermera de la Armada de US Corp., que se instalará en la intersección de Memorial Drive y Larkin Lane en la propiedad de la Escuela Bentley.

IX. Reporte Financiero

- a. Transferencias Presupuestarias

X. Reportes de Subcomités

- a. Subcomité de Políticas
 - i. Políticas para Segunda Lectura
5213 Viajes y Excursiones
 - ii. Políticas para Tercera Lectura
3105 Autoridad de Transferencia Presupuestaria

XI. Preocupaciones y Resoluciones del Comité Escolar

XII. Aplazamiento

Respetuosamente sometido por ,

Nancy A. Weiss

Asistente Ejecutiva del Comité Escolar
& el Superintendente

“Las personas que requieran ayudas y servicios auxiliares para una comunicación eficaz, tales como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital o una modificación razonable en programas, servicios, políticas o actividades, pueden comunicarse con el Coordinador de ADA de la ciudad de Salem al (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento.”

D R A F T

**Salem Public Schools
Salem School Committee
Meeting Minutes
March 15, 2021**

On March 15, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

Members Present: Mayor Kimberley Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Dr. Kristin Pangallo, Mr. Manny Cruz, Ms. Ana Nuncio, and Mr. James Fleming

Members Absent: None

Others in Attendance: Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Assistant Superintendent Mary DeLai, Liz Polay-Wettengel, Deb Connerty, Duncan Mayer, Ruben Carmona, and Samantha Ford

Call of Meeting to Order

Mayor Driscoll called the meeting to order at 7:04 p.m. Mayor Driscoll read the new Public Participation Policy 6409 and also explained the request for Spanish interpretation for participation.

Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Ms. Manning seconded. The Mayor called a roll call vote.

Ms. Manning	Yes
Mr. Fleming	Yes
Ms. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

Approval of Consent Agenda

Mayor Driscoll requested a motion to approve the Consent Agenda. Mr. Fleming motioned and Dr. Pangallo seconded. The Mayor called a roll call vote.

Ms. Manning	Yes
Mr. Fleming	Yes
Ms. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes

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Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

Public Comment

The School Committee Secretary announced that there were several public comments.

Lisa Warren, 205 Highland Avenue, is concerned that many teachers will not be fully vaccinated prior to returning to a full 5-day schedule for in school return at the beginning of April. She added that she would feel much more at ease if middle school students returned by the state's recommended date of April 28.

Barbara McLernon, 25 Sunset Drive, Peabody, is concerned with our student's mental health. She stated that she has not seen a plan for more school adjustment counselors as we integrate our students back to full time. She realizes that there are social/emotional learning classes in place to be done in homerooms, however, feels that our educators are not trained mental health care professionals. She is hoping there is a plan in place for more SACs district wide. Ms. McLernon also spoke regarding the Salem Teachers Union Scholarship Fundraiser.

Carly Dwyer, 7 Winter Street, is a parent of a Saltonstall 3rd grader and a former teacher and is writing in support of reopening the schools April 5th. She commented that since the beginning of the shutdown Salem Public Schools has repeatedly always put the health, safety and well being of the school community at the forefront. It is because of this record of transparency, community focused and wellness based decision making that she feels safe sending her 3rd grader back to school full time on April 5th.

Amy Lypps, 2A Woodside Street, wrote to the Committee in support of opening the schools full time in April. She explained that her 9 year old child has developed severe anxiety from this past year, from the stress of the pandemic, online schooling and the separation from her peers and she feels it would be in her best interest to return full time.

Tiffany Remy, stated her support to reopen the schools full time on April 5th. She added that she has two children at Saltonstall, one in K and one in 2nd. During the remote period of learning both of her children struggled heavily. Now they are back part time they are thriving.

Ellen Mandel -Steiner, 95 Liberty Street, North Andover, explained to the Committee that until she is fully vaccinated, she cannot return to in person teaching.

Gladys Valle, 60 Colonial Drive, Andover, stated that although remote learning has been a struggle for students, she commends the SPS community for doing everything possible to help students feel comfortable, at ease, and able to learn. However, she is concerned for the well-being of the teachers and feels they are overworked, stressed, and exhausted. She feels that reopening will further exacerbate the issue, and asked how does the school committee plan to support teachers?

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Ann Berman, 1401 Crane Brook Way, Peabody asked to be recognized to speak. Ms. Berman voiced her concerns about the schools returning to in-person learning. She is worried that teachers will not be fully vaccinated before the April 5th date of returning students and this could put many at risk. She also commended the educators for the amazing job they did during such a difficult year always putting the students first.

Report from the Student Representative

Duncan Mayer stated that since the principal of the high school will be leaving at the end of this year, the Student Advisory Council has offered to help and are currently organizing the student portion of the search committee. In addition, the SAC has met with Ms. Berman, Union President, to see how they can increase student voice in the STU. Mr. Mayer also announced to the Committee that tomorrow there will be a Student Experience Group meeting. Mr. Mayer also asked a couple of questions to the Committee. First, are there any updates regarding the vaccine for teachers and what is the plan for returning all students to in-person. Mr. Cruz responded that originally teachers were in Phase 1 of the Governor's plan, but have since been moved to Phase 2 Step 2, since others have been prioritized before teachers. Mr. Mayer also asked if students will be able to stay with online learning if they chose to? Dr. Zrike responded that this would be an option for this school year. They are still in the process of sorting out the 5 day plan and are waiting for the mandates from DESE. He added that DESE is requesting that elementary up to 5th grade be back by April and the middle and high schools will be phased in later in the spring. Mr. Cruz also suggested to Mr. Mayer to set up a time that he and Ms. Campbell could meet with the SAC.

Report of the Superintendent

a. Student Spotlight - Virtual 1st Grade Highlight

Superintendent Zrike introduced the Student Spotlight, which featured a Virtual First Grade Highlight. Ruben Carmona, Principal of the Horace Mann Laboratory School and first grade teacher, Samantha Ford presented students Rowen Baker, Daisy Rodriguez and Jose De La Rosa, who wrote "how to" stories. Each student had the choice to read their story live or submit a video of them reading their story.

b. Interpreter and Translator in Education Training Workshop Participants

Superintendent Zrike acknowledged the participants who completed the second round of the Interpreter and Translator in Education Training Workshop held at UMass.

Superintendent Zrike also acknowledged Susi Hammond, Family Liaison at the Saltonstall School on her recent retirement.

c. Proposal for Returning More Students to Five Day In-Person Learning

Superintendent Zrike outlined his proposal to return more students to five day in-person learning. He began by explaining the steps the district is taking to keep students and staff safe, which included updating HVAC systems, providing safety supplies and health protocols, contact tracing, providing testing for staff and high school students in December, all district testing in

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January and full K-12 student testing that launched in February. He also gave an update on participation numbers for both the student and staff testing stating that 12-56% of students are participating in testing and approximately 250-300 staff members are testing each week. In addition, there has been advocacy for the vaccine for educators and helping staff with securing appointments. Dr. Zrike also explained that the DESE student learning time requirements that had been lifted during COVID are now slowly being reinstated. Pre-Covid the requirements were 180 days (5 hours/day of instruction for elementary and 5/5 hours/day for secondary). In March 2020, those requirements were lifted and in the fall of 2020, the requirements of time were reinstated, but districts were allowed to count hybrid, in-person and remote hours as student learning time). Therefore, beginning Monday, April 5th, all K-8 students will attend either a fully in-person option or a fully remote option, eliminating the hybrid option. The plan is also to bring back the middle school students by April 28th and high school students is to be determined, with the hopes that they will be back by the end of April also. Dr. Zrike also explained that there has been a significant shift in the virus with the average daily incidence rate dropping and also there is no substantial difference in cases among students or staff with 3' vs 6' distance since schools have reopened. The Superintendent announced that families will need to select an option of either fully in-person or fully remote by Friday, March 19th. If they are not looking to make a change to their current assignment, then they do not need to respond and it will remain the same.

Dr. Zrike explained how the reopening will work. Distance in cases for instruction will be maximized, but some classrooms may be 3-6' physical distancing. All meals and mask breaks will ensure at least 6' of physical distancing. Specialists (art, music & PE) will return to in-person instruction with adjusted rotations to reduce the amount of students seen per week. Teachers will be given time to prepare their classrooms for transition the week of March 29th. And they are still finalizing updated transportation routes.

Several members asked questions, including Dr. Pangallo who asked with the schools requiring additional staff, how are we planning on acquiring the extra help. Dr. Zrike responded that we recently advertised for help with Covid testing and we did have luck with recently hiring some part-time staff. Dr. Zrike is hoping to have the same success as we did previously. Dr. Pangallo also asked questions regarding the asynchronous learning and Dr. Zrike responded that they are still working on the details. Duncan Mayer also asked several questions regarding the March 19th deadline for families sending their decisions and Dr. Zrike explained that schools have been communicating and preparing with families. Ms. Campbell asked what we could do to engage more students in the testing. Ms. Banks explained that more information is being sent home to parents with the consent form and they are also hoping to provide more information to families in school based family meetings. Ms. Campbell had additional questions regarding the 6' distance and working with small groups and Ms. Banks explained that they are still working through some details for this. In addition, Ms. Campbell asked an attendance question and how we would distinguish between a child being present in the classroom and present at home. Ms. Banks explained that Aspen has been modified to provide the distinction. Additional questions were asked of the members.

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Mr. Cruz stated his support for the record for the reopening plan. He added that he is dismayed regarding the Governor's statement on vaccine distribution for educators and their unions. Ms. Manning added she wanted to bring up an issue of how teachers are going to provide additional supplies for their classrooms. Mr. Fleming asked if there has been any announcement on the availability of federal funds for the district. The Mayor confirmed that no timeline has been established yet on availability of those funds.

Old Business

a. Vote to Accept Superintendent's Goals for Evaluation

Dr. Zrike explained that he has made some changes based on feedback regarding MCAS data. Mr. Fleming made a motion to approve the proposed evaluation goals as submitted by Dr. Zrike with amendments. Mr. Cruz seconded the motion. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

New Business

a. Vote to support the School Department's list of FY22 Capital Improvement Projects, as recommended by the Superintendent and his team. Mr. Fleming made a motion that the proposed capital projects be submitted to the City for further discussion. Mr. Cruz seconded the motion. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

b. Vote to accept donation of fitness equipment from SoFi at Salem Station valued at approximately \$5,000 for use by the SHS Athletic Department. Mr. Cruz made a motion to accept the donation of fitness equipment from SoFi at Salem Station valued at approximately \$5,000. Mr. Fleming seconded the motion. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes

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Mr. Cruz Yes
Ms. Campbell Yes
Mayor Driscoll Yes
Motion carries 7-0

Finance Report

a. Buildings & Grounds 3-year Accelerated Improvement Plan

Assistant Superintendent Mary DeLai came before the Committee to discuss the school facilities accelerated improvement plan for 2022-2024. Ms. DeLai began the presentation by commenting that in order to address all the deficiencies, she is recommending an accelerated 3 year improvement plan. Ms. DeLai went on to explain the significant capital investments that have been made to date, which include the HVAC System repairs and improvements at all the schools, the Bentley Boiler Replacement, the ADA accessible playground at the Early Childhood, the security infrastructure upgrades at Saltonstall and Collins and the build out and reconstruction of some of the CTE classrooms. Ms. DeLai explained that while planning for the future, the need for additional staff is required. She said that our current staffing levels are significantly below the industry standards. In addition, overtime, which includes details for school events, snow and ice removal and coverage for absences and leaves, has been drastically underfunded. Ms. DeLai shared with the Committee the preventative maintenance and inspections schedule and the building repairs and improvements plan. She explained that mandatory inspections have never been accounted for and preventative maintenance could result in operational savings. Ms. DeLai also outlined the Betram Field operations and maintenance estimated costs. With the improvements made to the field, this will require additional staff to clean and maintain it.

b. FY22 Recommended School Department Capital Improvement Projects

Assistant Superintendent Mary DeLai introduced Ryan Monks, Director of Building & Grounds who presented the FY22 recommended School Department capital improvement projects. Mr. Monks began his presentation outlining the proposed and recommended building and grounds capital improvements projects for FY22. He explained that with such a large list of items (including building roofs, boilers, and generators) it is difficult to prioritize, but they are working with the Finance Department, Building & Grounds Subcommittee and Assistant Superintendent DeLai to put together a recommended list of projects that they feel fulfils the needs of FY22. Mr. Monks explained some of the building projects and their costs. Some examples are the Witchcraft Heights VCT floor tile replacement, the Horace Mann gym floor replacement, the Salem High School gym floor replacement, the Collins Middle School roof repairs and the Bentley HVAC controls project. In addition, Mr. Monks explained the need for a district security upgrade, the need for upgraded cleaning equipment, and ADA repairs and upgrades. Mr. Monks added that there are still ongoing capital projects such as the Collins office move and Salem High bathrooms that are being repaired.

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Mayor Driscoll added that unfortunately not all these items will fit into the FY22 budget, but the City finance department is working with the School finance department to prioritize which projects should be included.

c. Budget Transfers

Ms. DeLai requested the following Budget Transfers.

FY21 Budget Transfer Request 17 - The New Liberty Innovation School requests the transfer be made from Contract Services in the amount of \$9,000 and Instructional Supplies in the amount of \$1,000 to Fringe/Stipends to fund stipends for Innovation Plan Renewal.

FY21 Budget Transfer Request 18 - The Saltonstall School requests the transfer be made from Contract Services to Instructional Supplies to fund materials for Literature and Math needs in the amount of \$7,000.

FY21 Budget Transfer Request 19 - The Bilingual Department requests the transfer be made from Contract Services to Instructional Supplies to fund Dual Language instructional materials for two 1st grade classrooms in the amount of \$45,000.

Dr. Pangallo questioned the transfer for the Bilingual Department and Superintendent Zrike noted that he would confirm and respond back to the Committee.

Mayor Driscoll requested an omnibus motion to approve FY21-17, FY21-18 and FY21-19 Budget Transfers. Mr. Cruz made the motion and Mr. Fleming seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

Subcommittee Reports

a. Policy Subcommittee

- i. Policies for First Reading
5213 Field Trips and Excursions

Dr. Pangallo asked if they could broaden the language and relax the restrictions in the Amusement Parks section for Policy 5213 Field Trips and Excursions before second reading.

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Ms. Nuncio made a motion for first reading of policy 5213 Field Trips and Excursions. Mr. Cruz seconded the motion. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

ii. Policies for Second Reading
3105 Budget Transfer Authority

Ms. Nuncio explained the changes that were made from the first reading. She noted that the amount was adjusted to \$15,000 and wording that Ms. DeLai had previously provided, has been added to the policy.

Ms. Nuncio made a motion for second reading of 3105 Budget Transfer Authority Policy and Ms. Manning seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

iii. Policies for Third Reading
2111 Annual State-of-the-Schools Report

Ms. Nuncio made a motion for third reading of 2111 Annual State-of-the-School Report Policy and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

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School Committee Concerns and Resolutions

Mr. Cruz made a motion to support the Superintendent's plan for reopening. Mr. Fleming seconded the motion. A roll call vote was made.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0.

Mr. Fleming reported that the Food Services Director interviews went well and stated that they are down to two finalists.

Ms. Nuncio wanted to commend Dr. Zrike and the family engagement facilitators who attended the UMass training and wanted to request a progress report on how we are doing on improving their standings.

Ms. Manning wanted to remind the public about the Budget Forum on Wednesday evening 6-7:30 pm and asked if there would be a Budget Forum in Spanish. Dr. Zrike responded that they are currently working on scheduling that.

Adjournment

Mayor Driscoll requested a motion to adjourn. Mr. Fleming motioned and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0. Meeting adjourned at 9:54 p.m.

Respectfully submitted by,

Nancy A. Weiss

Executive Assistant to the School Committee & Superintendent

Expanding Early College at Salem High School

School Committee Meeting

April 5, 2021

Objectives

- Build alignment and investment in the concept and importance of **Early College as a tool to increase student postsecondary success and close equity gaps**
- Build understanding and consensus around a shared vision and potential plans for **expanding the Early College program** at Salem High School to include “the Promise” of an Associate’s degree during a 5th year of high school

Why Early College Matters

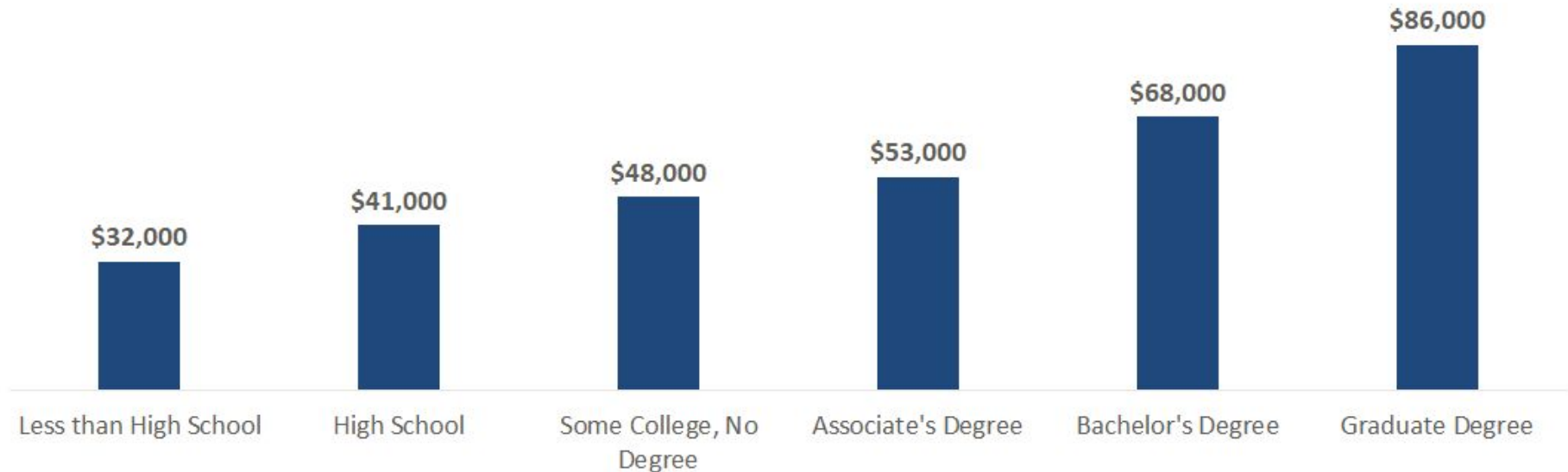
Research

Early Results from Massachusetts

Degrees Matter

College is a gateway to careers offering income security

Median Wage Income for MA Full-Time Adult Workers by Educational Attainment
(2016\$)

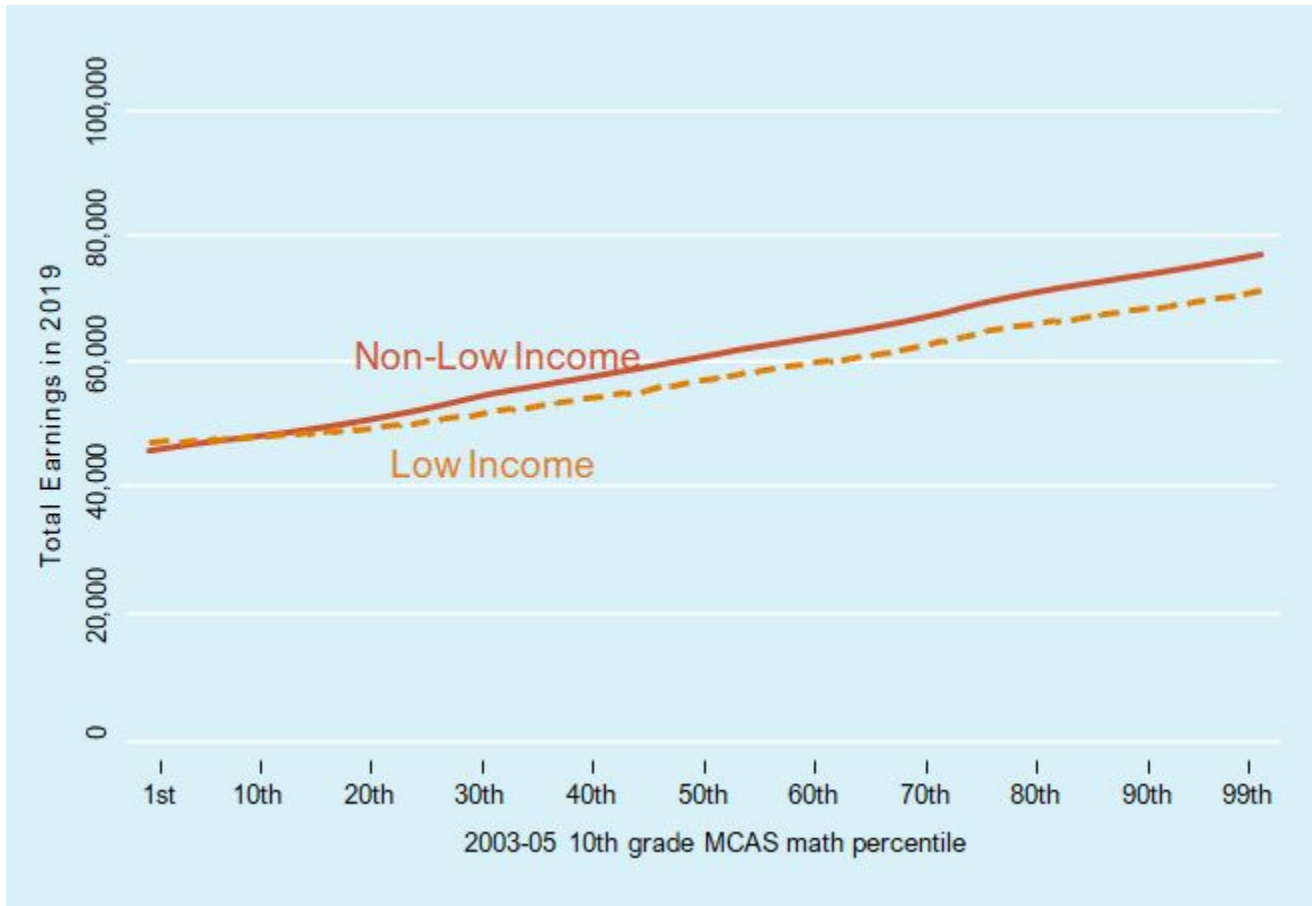


There is a nearly 3X difference between the incomes of workers with the least and the most education, with regular steps up at each level of educational attainment

Degrees Matter

College is a great equalizer

Total 2019 earnings by MCAS percentile, four-year college graduates



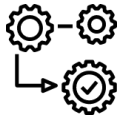
Four-year college graduates from low-income families have similar later earnings as higher-income college graduates with the same MCAS math scores.

This pattern holds for graduates of MA public 4-year colleges.

Early College: What It Is

An intentional, structured design maximizing academic rigor and support

Early College is a structured program of study and supports to increase college degrees, career certificates, and ultimately career success



High school students take **college classes strategically sequenced along career pathways** that count simultaneously toward high school and college completion during their regular high school day



Targets underserved students **without admissions requirements** and at **no cost to the student**



Students receive **enhanced academic and guidance support** to ensure that they thrive in the rigorous college coursework



Students graduate from high school with significant college credits, **reducing the cost and time to degree completion**, and they graduate with the **confidence, habits, and skills** needed to be successful in college and career

Early College: What It Is

While program design can vary significantly, there are several typical elements

9 th Grade	10 th Grade	11 th Grade	12 th Grade
College and career exploration			
Rigorous high school coursework	Introduction to college level coursework	Significant numbers of college courses , aligned to a career pathway	
Strong college and career advising			
Comprehensive system of supports to develop academic skills and behaviors needed for success			

Some elements, like enhanced student supports and college and career advising, happen throughout the high school experience, while others unfold sequentially: most college courses are taken by students in their 11th and 12th grade years

Students Served

Broadening Access Through Early College

Early College is designed to support students that are historically underrepresented in postsecondary education. At Salem High School we will focus our efforts on:

- **Black and Latinx** students
- Students that have received **EL or IEP supports**
- Students interested in attending college, but face **financial or legal challenges** in doing so (ex. low- to moderate-income background and/or undocumented students)
- **First-generation** college going students

Equity Gap to close

Current non-white participants: 31%

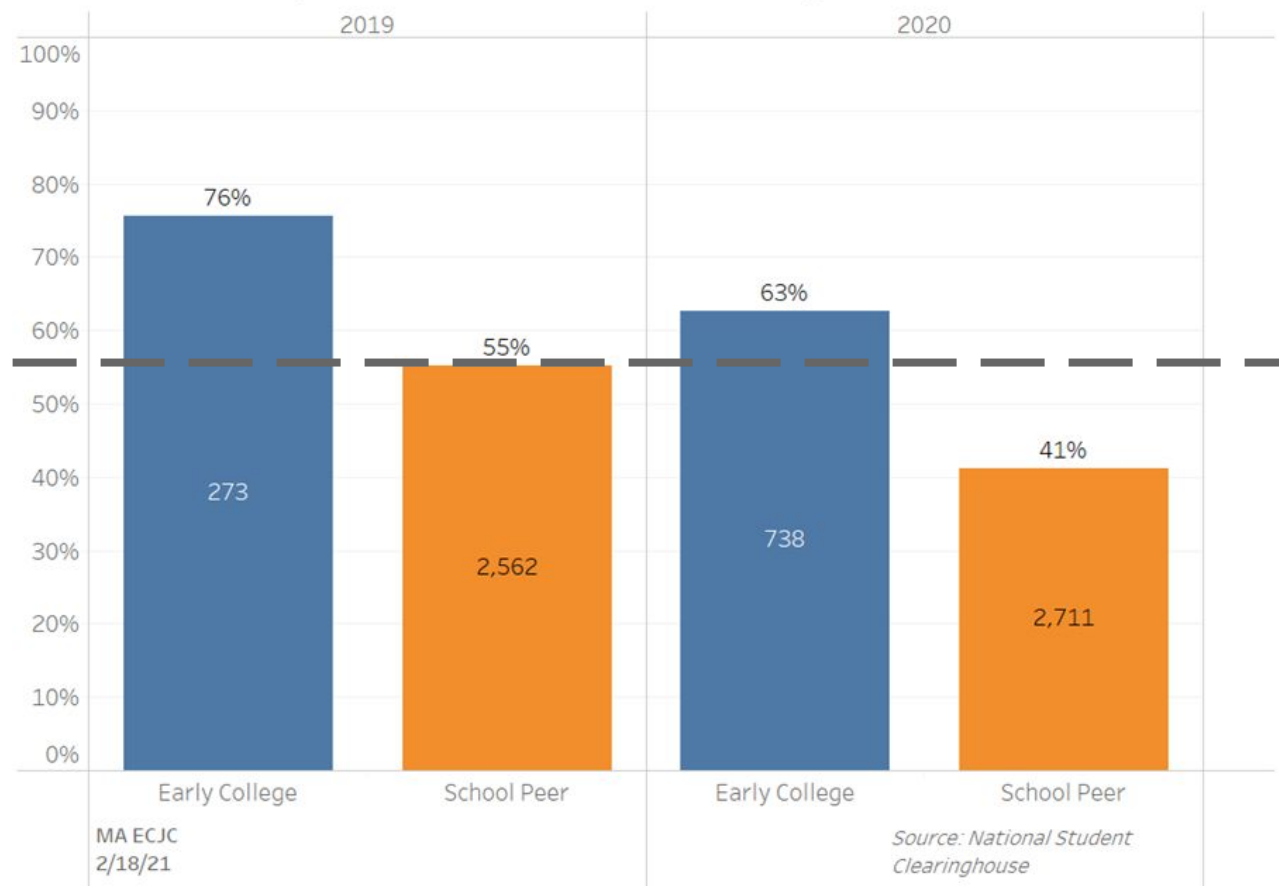
Target: 60%

Early College: It Works

Early College graduates continue to enroll in college at higher rates than their peers

EC maintains 20+ percentage point difference in college enrollment:

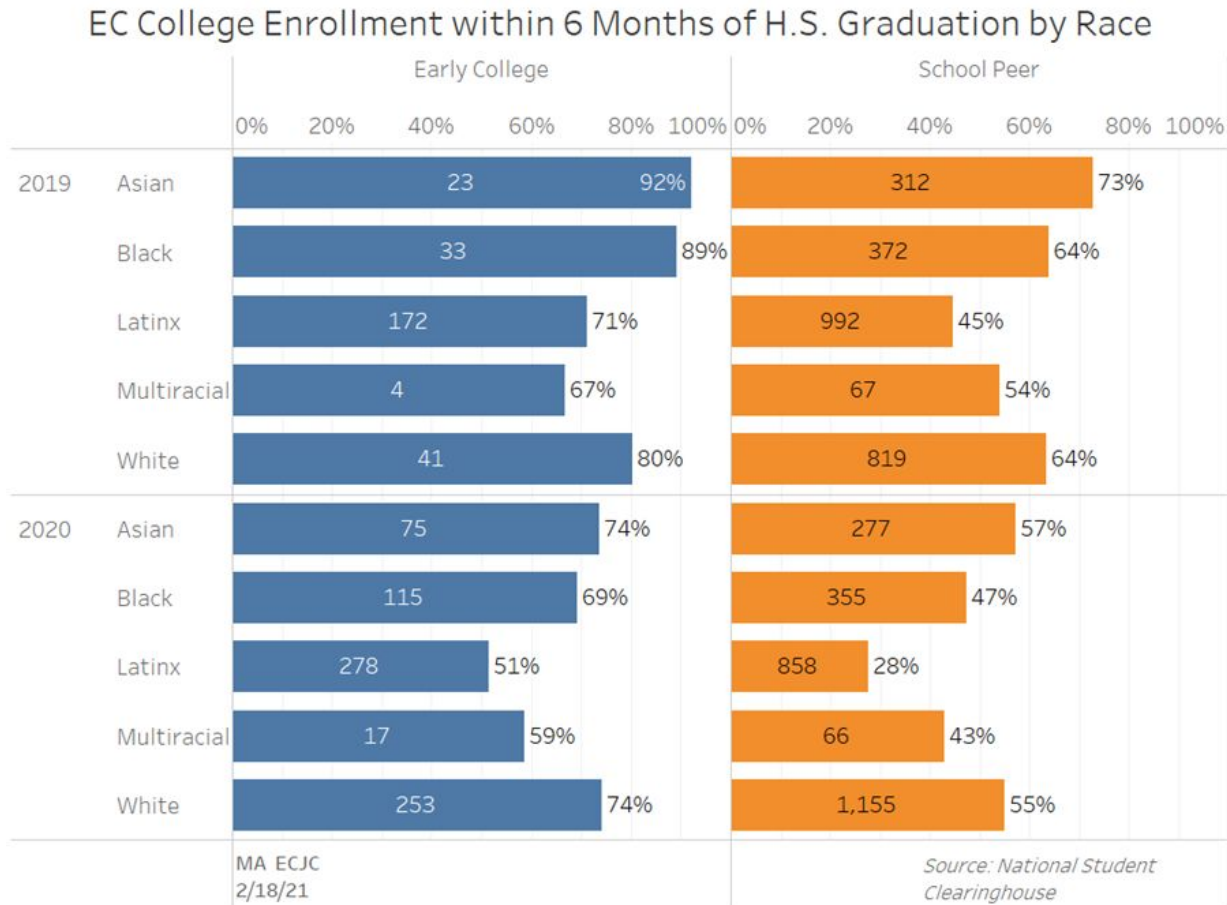
EC College Enrollment within 6 Months of High School Graduation



56% of Salem High School 2018 graduates enrolled in college within 6 months of HS graduation

Early College: It Works

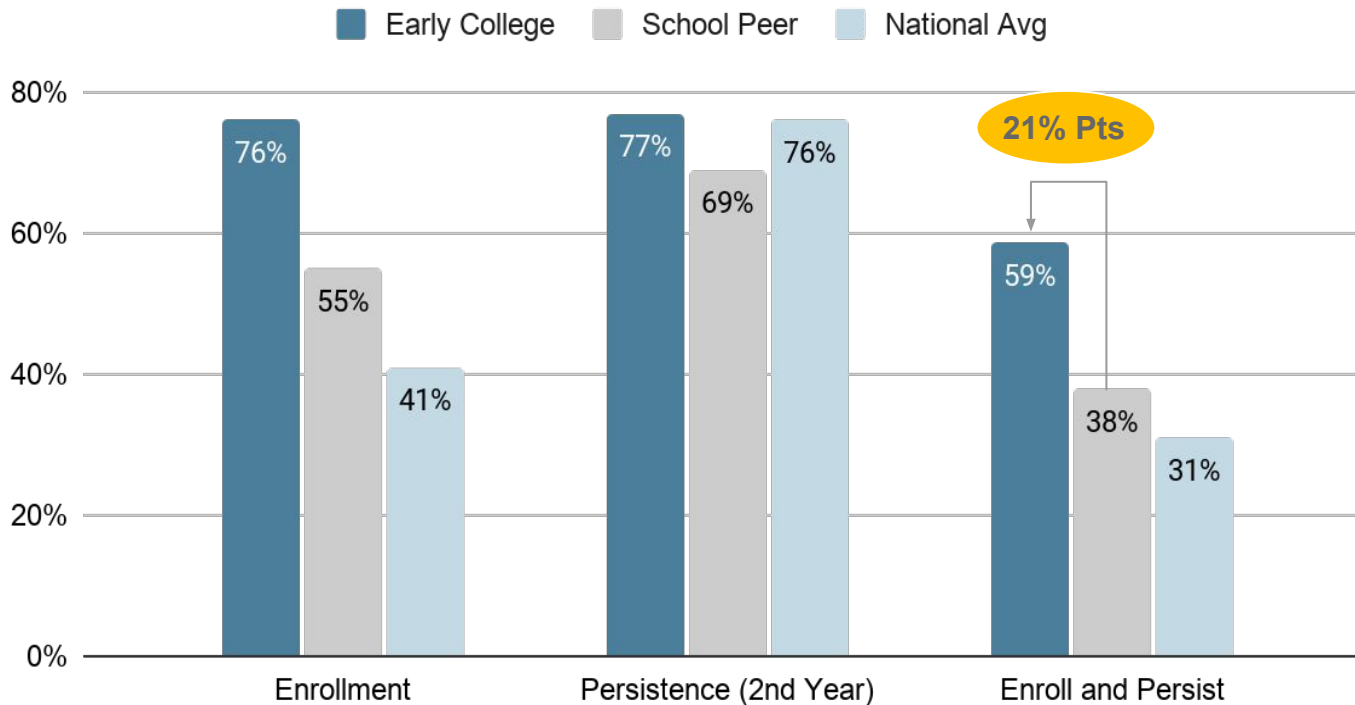
College enrollment for Early College graduates is even more pronounced for students of color



Early College: It Works

Early College also stay in college at higher rates than their peers

College Enrollment and 2nd Year Persistence, Early College 2019 High School Graduates



Immediate college enrollment and college persistence are higher for Early College students than school peers.

Taken together, 59% of Early College graduates of the class of 2019 are still in college, vs. 38% of their school peers

Expansion of Early College Opportunities

Salem High School

Early College at Salem High School

Making Early College Broader and Deeper

	Current Program		Potential Program	
	Students	Credits	Students	Credits
9th Grade	-	-	-	-
10th Grade	-	-	50	3
11th Grade	46	6	50	12
12th Grade	24	6	50	15
ECP Year	-	-	20	30

The current Early College program is structured to allow 100 students to attain 12 college credits by high school graduation

The vision for deepening this impact includes three key advances:

- **Expand EC to 10th Grade**
- **More Credits (11th - 12th Grade)**
- **Adding the Early College Promise ('5th') year**

It will take several years to reach this vision (thoughtful, carefully planned growth), but once in place, significant numbers of students will leave with transformative college credits

Students who complete the ECP year can leave with an Associates degree or 60 credits towards a 4-year degree; students who do not do ECP can leave 12th grade with 30 credits

Early College Promise Expansion

Overview

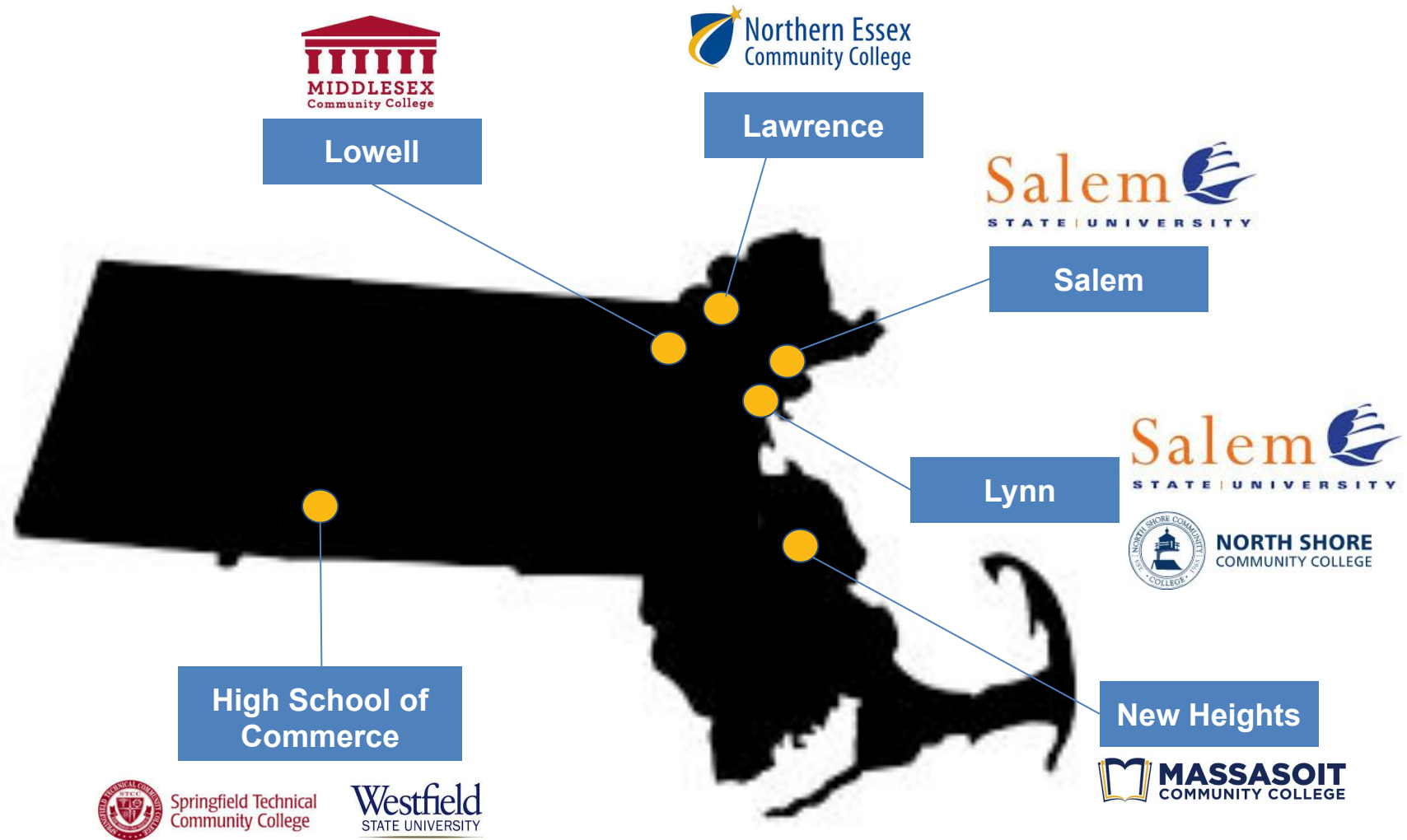
- One-year **extension of successful Early College** programming in MA
- Students defer high school diploma for 1 year to continue to benefit from **high school supports** while enrolling in full or nearly full schedule of college coursework
- Enables students to earn a full **Associate's degree or 60 transferable credits** towards a Bachelor's degree at no cost to them
- Modeled after **successful programs in Michigan, North Carolina, and New York**
- Has the potential to **become financially self-sustaining** through state and local funding sources

Early College Promise

Grant Opportunity

- **Planning Grant:** In September, the Smith Family Foundation generously awarded a planning grant to the SPS to explore the concept of an Early College Promise program and whether it could fit the SPS context.
- **Exploration Phase:** We spent September through February exploring that question internally and with Salem State University.
- **Implementation Grant:** The Smith Family Foundation has awarded 4 other districts implementation grants to pilot the Early College Promise program in SY21-22. Based on our progress, we are invited to apply for an implementation grant to pilot in SY22-23.
- **Pilot Launch:** We plan to launch with at least 20 students in SY22 - 23. We will begin recruitment in SY21 - 22, and focus recruitment efforts on seniors in the Early College program.

Sites Current Exploring Early College Promise



**Launched Fall 2020*

Implementation Considerations

SHS - SSU Early College Expansion

Early College Expansion

Financial Considerations, Estimated Costs for 10 - 13 Expansion

Students

FY21 (Actual)	FY22 (Proj.)	FY23 (Proj.)	FY24 (Proj.)
70	140	170	170

Costs

\$56,700	\$93,150	\$283,500	\$283,500	SSU Tuition cost
\$33,800	\$152,100	\$340,535	\$345,681	SHS Staffing cost
\$41,500	\$74,250	\$163,000	\$159,250	Operations cost
\$132,000	\$319,500	\$787,035	\$788,431	Total cost

Possible Revenue Sources

Philanthropy	Smith Family Foundation, Read Family Foundation
CDEP	Positioned to cover all 10 - 12 credit costs (\$135 reimbursed rate)
EOE Designation Grant	Annual grant for designated EC Programs (\$30-\$40K)
State and Local Funding	Y13: Ch.70 Foundation Funding and potential city contribution

Early College Expansion

Financial Considerations, Estimate

Expansion

Students

FY21 (Actual)	FY22 (Proj.)	FY23 (Proj.)
70	140	170

New Tuition Costs: all 10 - 12 college credit costs will be covered by state funding but college credits for ECP (5th Year students) will require additional local funding

Costs

\$56,700	\$93,150	\$283,500	\$283,500	SSU Tuition cost
\$33,800	\$152,100	\$340,535	\$345,681	SHS Staffing cost
\$41,500	\$74,250	\$163,000	\$159,250	Operations cost
\$132,000	\$319,500			Total cost

New Staffing Costs: Includes an Early College Coordinator position

Possible Revenue Sources

Philanthropy	Smith Family Foundation, Read Family Foundation
CDEP	Positioned to cover all 10 - 12 credit costs (\$135,000)
EOE Designation Grant	Annual grant for designated EC Programs (\$30-\$50,000)
State and Local Funding	Combination of Ch.70 Foundation Funding and a

New Operations Costs: Instructional Materials, Technology, and Transportation. Previously covered through a DESE Early College Grant

Early College Expansion

Planning and Execution Considerations

SHS Program of Study

- **Pathway development and clarification**
- Advanced placement and early college offerings and overlap
- Dual enrollment opportunities for all students

Student Interest & Needs

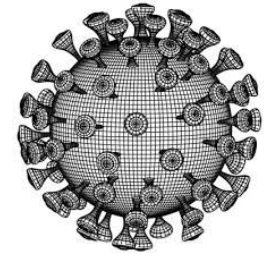
- **Recruitment for SY 21-22 and Promise Pilot**
- Defining on and off ramps, as needed
- Supports for English Learners

SSU - SHS - DESE

- Clarifying decision point for “major” declaration
- **SHS Early College Coordinator position**
- DESE amendment to current EC designation
- DESE accountability policy

Early College Expansion

Why Now



Redefining success

Redefine high school success from passing MCAS and graduating on time to crossing the bridge ***to and through*** college



Racial equity

Expand upon Early College's success among Black and Latinx students to ultimately close gaps in postsecondary completion rates

Pandemic response

Be able to provide a proactive support for current students whose college prospects are being affected by CV19

Questions

"I'm super grateful for the Early College program because I got to save money and now as a freshman I am able to take more electives."

Angelis Segura
Salem High School, Class of 2020

"Paying for college can be a heavy burden on you and your family and Early College will help you with that."

Kathryn Bott
Salem High School, Class of 2020

"The Early College program was a great experience, I got to see what college life was like."

Kathryn Bott
Salem High School, Class of 2020

"Take advantage of this amazing opportunity."

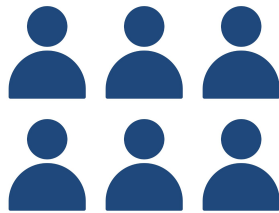
Hannah Lonergan
Salem High School,
Class of 2021

"The Early College program gives you a chance to challenge yourself in high school, along with earn college credits and get a feel for what college classes are like. You get to see if college is for you or not for you before you get there."

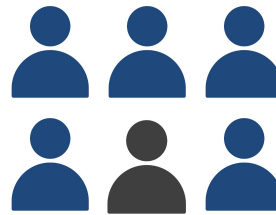
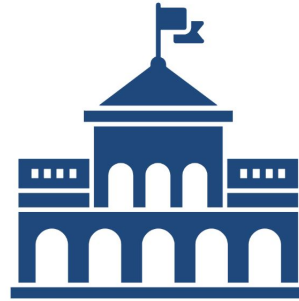
Anna Cantone
Salem High School, Class of 2022

Appendix

In the Early College Program, the goal is for students to have a gradually immersive experience onto a college campus



At Salem High School
with a college professor
and HS faculty member



At Salem State
University in 1 cohorted
and 1 general college
class each semester

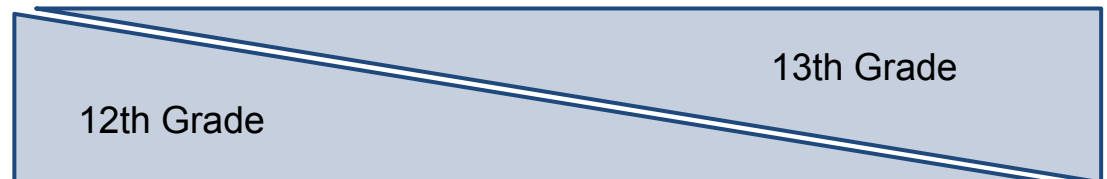
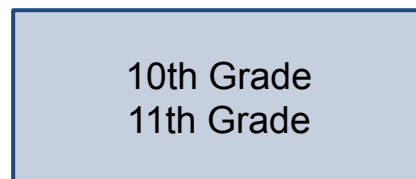


At Salem State
University in general
college classes

Sheltered

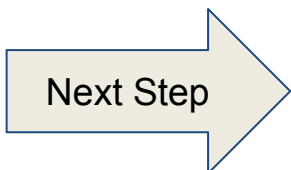


Immersion



Co-Teaching Expansion

Year	SSU / SHS Co-taught EC Course Offering	Credits SSU	SHS Graduation Alignment	Credits SHS
2019-2021	ENL 110: Foundations of Writing	3.0	English III	1.0
	HST 205: US History and Constitutional Govt II	3.0	American & World Encounters II	1.0
2021-2022	SPC 101S: Public Speaking for Civic Engagement and Social Justice	3.0	English OR Social Studies elective	1.0
2022-2023	Two additional courses potentially from:			
	● PSY 101: Psychology	3.0	Social studies elective	1.0
	● SOC 110: Sociology	3.0	Social studies elective	1.0
	● ECO 201: Macroeconomics	3.0	Social studies elective	1.0
	● IDS 230: Latinx Studies	3.0	English or SS elective ?	1.0
● FIN100: Financial Literacy	3.0	Mathematics elective	1.0	



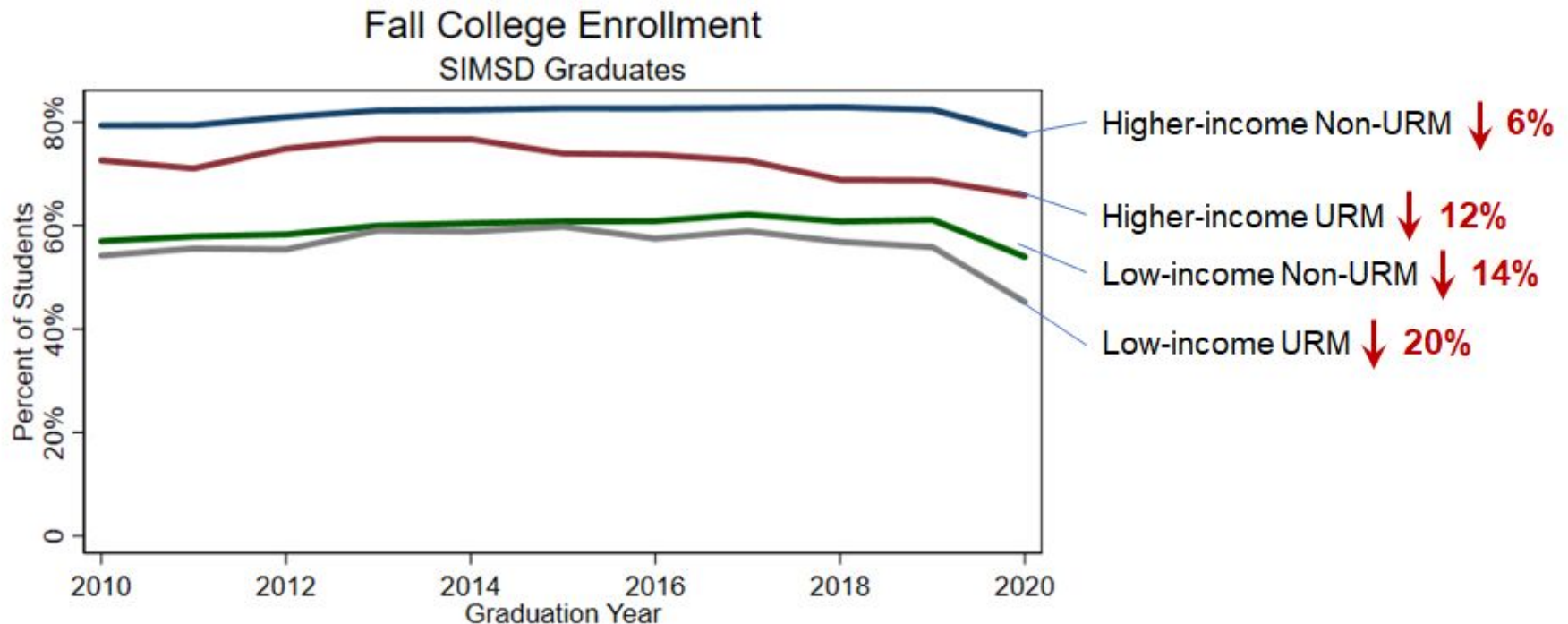
Collaboration between SSU - SHS staff regarding course alignment

Statement from Commissioner Riley

The Commissioner and his Early College team at the Department of Elementary and Secondary Education (DESE) are champions of Early College. Early College is showing promising results and they agree that extending the program into a fifth year, through the Early College Promise, has significant potential to deepen outcomes for more students and is worth pursuing. The Commissioner also understands the potential negative impact on reported 4-year graduation rates that Early College Promise may have, even as it is likely to increase ultimate high school graduation rates and college graduation rates. As such, a team at DESE is currently exploring various ways to mitigate potential negative impact. The Commissioner and his Early College team are committed to pursuing a timely solution and encourage districts involved in the current planning process through the Smith Family Foundation not to let this stop them from continuing to plan for a pilot launch in September 2021.

MA Postsecondary Performance and COVID Impact

There were already significant equity gaps in college access and the pandemic is exacerbating those gaps for low income, underrepresented minority groups. Recent data shows a 20% decline in Fall enrollment for the Class of 2020, and the declines are even greater for first-time enrollees.

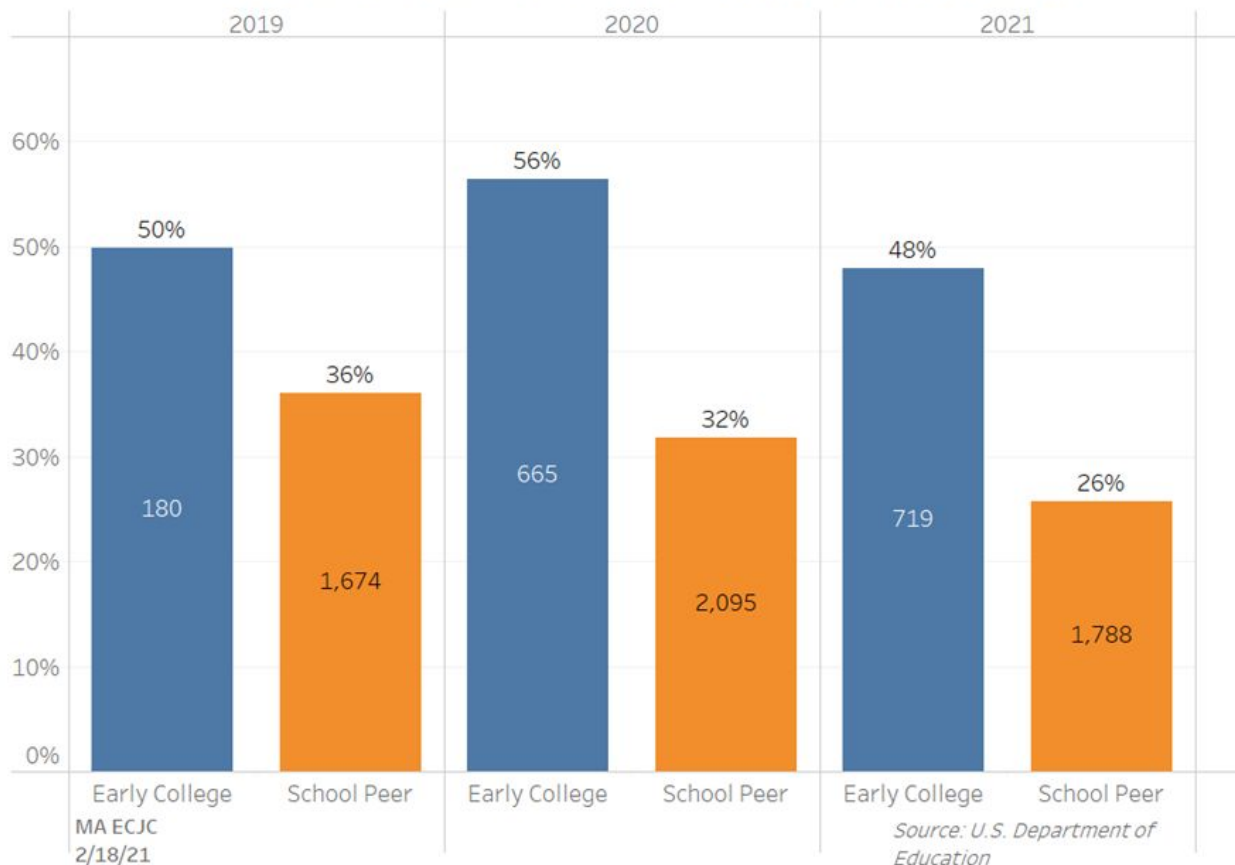


Early College: It Works

Early College keeps students on track, and buffers against dips in FAFSA completion during the pandemic

EC FAFSA completion rates nearly on pace with 2019:

FAFSA Completion Rates as of February 1st each year



Current College-Level Experiences at SHS

	Opportunity	College Credit	Notes
1	Advanced Placement (AP) Courses	?	Exam-based Each college determines acceptance
2	Project Lead the Way (PLTW) Courses	?	Exam-based Each college determines acceptance
3	Articulation credits aligned to (CTE) electives	Yes	If you enroll in the college with the course articulation agreement; non-transferable
4	Dual Enrollment @ SSU or NSCC	Yes	3 credits (max. of 1 course per semester) Beyond school hours
5	Early College Program @ SSU	Yes	12 credits During school hours MASS Transfer credits from SSU

MEMORANDUM

To: Salem School Committee
 From: Dr. Steve Zrike, Superintendent
 Date: March 23, 2020
 Re: Recommendation RE Salem's Participation in MA's Inter-District School Choice Program for 2021-22

Each year, the School Committee is required to vote – no later than June 1st – on whether or not to participate in the Massachusetts Inter-District School Choice program as specified in M.G.L. 76, Section 12B. The Salem School Committee voted to opt-into the school choice program over the past FOUR years. For the 2020-21 school year, the Committee voted to allow up to 10 students to enter each grade level (9 through 12) at Salem High School and up to 12 students at any grade level at New Liberty Innovation School.

As of March 2021, there are a total of 41 students enrolled in the Salem Public Schools via the inter-district school choice program with students “choicing-in” from a variety of other districts. The table below provides an overview of the “choice-in” students enrolled at each of the schools and grade levels along with their respective sending communities (Note: Students enrolled at Salem Prep choiced into SHS and were placed based on IEPs).

SENDING DISTRICT	GRADE 9			GR 9 TOTAL	GRADE 10		GR 10 TOTAL	GRADE 11			GR 11 TOTAL	GRADE 12			GR 12 TOTAL	Grand Total
	NLIS	SHS	SALEM PREP		NLIS	SHS		NLIS	SHS	SALEM PREP		NLIS	SHS	SALEM PREP		
Beverly						2	2	1	2		3	1			1	6
Haverhill		1		1												1
Ipswich						1	1									1
Lawrence								1			1					1
Lynn	1	3		4	1	5	6		1		1	3	1		4	15
Marblehead	1			1				2			2		1		1	4
Peabody		1		1		2	2		1		1		1		1	5
Rowley			1	1						1	1					2
Stoneham													1		1	1
Swampscott						2	2		1		1			1	1	4
Worcester									1		1					1
Grand Total	2	5	1	8	1	12	13	4	6	1	11	4	4	1	9	41

Since the number of applicants did not exceed the number of spaces available in any of the past four years, there was no need to hold a lottery and all applicants could attend. As provided for under the law, students who choice into Salem via the state's Inter-district School Choice program are eligible to complete their education, through graduation, with the receiving district.

For next year, the recommendation is to both continue Salem's participation in the Inter-District School Choice program and expand it in the following ways:

Incoming Grades 9-12, Salem High School

- Allow up to 15 students to enter at each grade level (up to 15 at the 9th grade, 15 at the 10th grade, 15 at 11th grade, and 15 at 12th grade). *Note: This does not include Salem Prep High School unless a student who choiced into another high school is placed there based on his/her IEP.*

Incoming Grades 9-12, New Liberty Innovation School

- Allow up to 15 students to enter at any grade level

Incoming Grades 1-8

- Allow up to 10 students to enter at each grade level (up to 10 at the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grades).

Conditions for Participation:

1. A school choice application is required for each student applying and must be received by the deadline in order to be considered in the priority round lottery. **Applications must be received by 6/26/21 in order to qualify for the priority round lottery.** Those applying after the deadline will be considered on a first come, first serve basis, based on availability or placed accordingly at the end of that grade's waitlist.
2. The number of available spaces per grade level does not guarantee placement within a specific school. Once accepted in a specific grade level, the criteria of the district's student assignment policy will be used to assign students to specific schools.
3. Resident students shall be given priority for all placements based on the district's choice-based student assignment policy.
4. Applications from siblings of non-resident choice students already enrolled in Salem Public Schools (via the Inter-District school choice program) and who will remain in the school choice program during that school year will, by law, receive priority in placement. Such students will be accepted first, **IF** space is available in the grade they are seeking.
5. Should the number of applications exceed the number of vacancies after the placement of siblings, the remaining vacancies will be filled by a random drawing. All applicants not accepted through the random drawing will be randomly selected and placed, in the order of their selection, on a waitlist.
6. Students currently receiving special education services will be required to provide a current IEP prior to the enrollment process.
7. The District may not deny an application for School Choice based on a record of a serious discipline problem within the non-resident district (see [April 2019 DESE Advisory](#)). If an application indicates the student has been suspended or expelled, the District may proceed with its own disciplinary process once the student begins attending the Salem Public Schools.
8. Transportation is not available for School Choice students through the Salem Public Schools. Therefore, it is the responsibility of the parents/guardians to provide daily roundtrip transportation and to ensure students arrive at school every day on time and are promptly picked-up after school. In special

circumstances, the district may opt to provide transportation in cases where student attendance is a serious concern.

9. School Choice students may fully participate in all school activities including after school programming and are subject to the same rules, and guidelines as resident students.
10. Former residents of the Salem Public Schools who move out of the District but wish to have their children remain as students in Salem Schools do not have a unique claim to the seats their children vacated and must apply for School Choice as any other non-resident. Should there be available spaces, they may remain in school under the School Choice program. If the spots are full, they will be placed on a waiting list should a spot become available and/or be eligible for the next lottery.

Process for Applying for School Choice

- Should this recommendation be approved, the district will continue to utilize the same process we have used in the past few years. As such, the process will be managed by the Parent Information Center in coordination with the high schools. Interested students/families would complete the school choice application which is available on the district website. **Applications are due by June 15, 2021.** At that point, if there are more applicants than there are spaces available for a particular school and grade level, a lottery would be held to select those allowed to enroll. Notification of acceptance will be sent by July 1, 2021. If there are fewer applicants than designated seats available in each school and grade level, they would all be allowed to register and enroll. Any remaining seats would be available to be filled throughout the year on a rolling basis.

Presentation on on 4/5/21 and School Committee Vote on 4/26/21

A presentation on this matter will be scheduled on April 5, 2021 during the regularly scheduled school committee meeting. A vote on this recommendation will be taken on April 26, 2021. All districts are required to report their decision to the state by June 1st.

I look forward to discussing this important matter with you over the coming days and weeks.



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Advisory on Inter-District School Choice Pursuant to G.L. c. 76, §12B

To: School Committee Chairpersons, Superintendents of Schools, and Other Interested Parties

From: Jeffrey C. Riley, Commissioner of Elementary and Secondary Education

Date: April 23, 2019

The inter-district school choice program under G.L. c. 76, § 12B

(<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76/Section12b>), has been in place in the Commonwealth of Massachusetts since 1991.¹ School choice allows a parent or guardian to enroll his or her child in a school district other than the district in which the child lives.

The purpose of this advisory is to assist districts in understanding inter-district school choice under G.L. c.76, § 12B, and includes Frequently Asked Questions and Answers.

This advisory replaces the previous advisory issued in 1995. This advisory updates the previous advisory and compiles the numerous questions we have received and answered since 1995 interpreting the requirements of G.L. c.76, § 12B. The text of G.L. c. 76, § 12B (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76/Section12b>) is attached for easy reference.

Presumption That All School Committees Will Participate in School Choice

Under the school choice law, G.L. c.76, § 12B, as amended in 1993, all school districts in Massachusetts are presumed to participate in and to admit non-resident students through school choice. See G.L. c. 76, § 12B(d) ("Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available"). A receiving district can withdraw from school choice only if a school committee holds a public hearing on this issue and then votes to withdraw from the school choice program prior to June 1st.² G.L. c. 76, § 12B(d). The hearing and the school committee's vote can occur at the same meeting and may occur at a scheduled school committee meeting provided there is notice to the public that this item will be discussed and that members of the public are afforded an opportunity to participate and make their positions known to the school committee prior to the vote. A separate meeting is not required for this purpose. A school committee that intends to continue participating in school choice is not required to hold a hearing or to vote because G.L. c. 76, § 12B, contains a presumption that all school districts will participate in school choice.

A timely decision and vote by a school committee to withdraw from school choice is effective only for the following school year. The resolution on which the school committee votes to withdraw from school choice must contain the reasons for the withdrawal. While the Department of Elementary and Secondary Education (Department) does not review decisions to withdraw from school choice, the school committee must notify the Department of its vote to withdraw and the reasons for the withdrawal as soon as reasonably possible after the vote. A school committee withdrawing from school choice must continue to serve all non-resident students previously admitted through school choice. G.L. c. 76, § 12B(d).

Student Selection Process

When admitting students through school choice under G.L. c.76, § 12B, school districts may not consider or discriminate based on race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need,³ academic performance, or proficiency in the English language. If the number of applicants exceeds the number of available seats, the selection of students must be on a random basis. The selection process must take place prior to July 1st and again, assuming there are seats available, prior to


November 1st. Once students are selected, the receiving school district⁴ must notify the sending district⁵ of the acceptance of such students.⁶ Neither the sending nor the receiving school district may disclose publicly the identities of student participants in school choice. G.L. c. 76, § 12B(j).


Financing School Choice

The school choice tuition for students in a regular education program is \$5,000 per student.⁷ For students attending half-day kindergarten, tuition is \$2,500 per student. For students eligible for special education, an additional increment is added to the base regular education amount to cover the cost of these services and fully reimbursed. These amounts are determined using a cost calculator similar to the one used for the circuit breaker program under G.L. c. 71B, § 5B.⁸ School choice students are not eligible to receive transportation services unless a student's disability requires transportation and their Individual Education Program (IEP) includes special transportation as a related service.

The state treasurer deducts school choice tuition from the sending district's total education aid, as specified in G.L. c. 70 and G.L. c. 76, § 12B(f). If there is not enough Chapter 70 aid to fund fully the school choice tuition, the treasurer deducts the remaining tuition from other state aid appropriated for the sending district. Section 12B(a) of G.L. c. 76 additionally limits school choice participation to 2 percent of the total number of students attending public schools in the Commonwealth in a given fiscal year.⁹ If school choice enrollment exceeds this statewide limit, tuition payments would be prorated.

Attachment:

 [Frequently Asked Questions and Answers \(2019-0423faq.docx\)](#)

 [General Law, Chapter 76, Section 12B \(G.L. c. 76, § 12B\) \(2019-0423glc76s12b.docx\)](#)

¹ Other public educational choices for students include enrolling in their home district, charter schools, Commonwealth of Massachusetts virtual schools, vocational technical education programs, Metco, and the Massachusetts Academy of Math & Science at WPI. Private educational choices include private and parochial schools and home schooling. For additional information regarding educational choices in Massachusetts, please see [Choosing a School: A Parent's Guide to Educational Choices in Massachusetts \(/finance/schoolchoice/choice-guide.html\)](#).

² Sending school districts cannot "withdraw" from school choice.

³ Section 12B of G.L. c. 76 uses the terms "physical handicap" and "special need" but does not use the term "disability." Except when citing the specific portion of Section 12B, this advisory uses the term "disability."

⁴ The receiving district is the district in which a student attends school under school choice. This is also referred to as the school choice district.

⁵ The sending district is the district in which the student lives.

⁶ Additionally, the Department notifies sending districts in December and June through school choice reports.

⁷ Section 12B of G.L. c. 76 provides that the amount is 75% of the actual per pupil spending amount for students in the receiving district in the type of program received by the student, up to \$5,000 per student. In every district, this amount has been \$5,000 for a substantial number of years.

⁸ See also information posted at [School Finance: Circuit Breaker \(/finance/circuitbreaker/\)](#).

⁹ Additional information regarding school choice and trends in enrollment through school choice can be found at [School Finance: School Choice \(/finance/schoolchoice/\)](#).

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FREQUENTLY ASKED QUESTIONS AND ANSWERS

District Participation in School Choice

1. May a school committee vote to specify into which schools, grades, and programs it will admit students through school choice?

Yes. When determining capacity for admission of school choice students by June 1st for the upcoming school year, school committees may specify the schools and grades in which seats are available for non-resident students. See G.L. c. 76, § 12B(c). Therefore, it is permissible for a school committee to limit the admission of non-resident students through school choice to specific grades, programs, and schools.

It is important to note, however, that once a non-resident student is admitted through school choice, the school district must treat students admitted through school choice in the same manner as it treats students residing in the district. The basic premise of the school choice law is that a school choice student once admitted to the district must be treated in the same way a resident student is treated. Therefore, if students who reside in the district are permitted to transfer to other schools or programs within the district, then students admitted through school choice must also be permitted to transfer to other schools or programs in the district.

2. May a school committee rescind an earlier vote to participate in school choice?

It depends. If the new vote of the school committee occurs before June 1, it overrides the previous vote. Students who are already participating in the school choice program, or who were admitted prior to the new vote, have a right to continue attending school in the receiving district. If the new vote of the school committee occurs on or after June 1, it is ineffective and the district remains a school choice district for the upcoming school year.

3. May a school committee rescind an earlier vote to withdraw from school choice?

Yes. Consistent with statutory presumption that all school districts will participate in school choice, a school committee may rescind an earlier vote to withdraw from school choice. The new vote to participate in school choice need not occur prior to June 1st.

Provision of Information on School Choice

4. May a district advertise its status as a school choice district?

Yes. Advertising its status and seats available for admission is consistent with notifying potential applicants of the availability of seats and the process for admission through school choice. The Department annually updates and publishes the [list](#) of districts that participate in school choice on its website.

5. How should districts that participate in school choice inform potential applicants of the application process?

Districts participating in school choice are encouraged to publish the availability of school choice seats and the district's admission process and deadlines, including making such information readily available on the district's website. School districts must also must provide the information upon request.

6. Where can a family obtain information about how to apply through school choice?

Applicants should contact the district they want to attend for information on how to apply for school choice.

Admission and Continued Attendance of Students

7. Does a student need to be a Massachusetts resident to seek admission pursuant to G.L. c. 76, § 12B?

Yes. Admission through school choice is only open to residents of Massachusetts. See G.L. c. 76, § 12B(a) (definition of sending district). Additionally, a student must be a resident of Massachusetts to attend and to continue attending a receiving district through school choice.

8. Must a school district use a random selection process?

The statute requires a random selection process if there are more applications for admission than there are seats available. The statute also prohibits school districts from discriminating in the admission of any student on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language. G.L. c. 76, § 12B(j).

9. May a school choice district accept students at any time during the school year?

Yes, provided that there are fewer applicants than seats available for school choice students. If there are more applicants than seats available, the receiving

district must conduct a random selection process prior to July 1st and again, assuming there are seats available, prior to November 1st. Once names are selected during a random process, the district can maintain a waitlist of those names and admit students from that list during the year should seats become available. The same requirements regarding notice to the sending district apply to students admitted during the year as apply to students admitted before a school year begins. See the discussion under “student Selection Process” on page 2 of this advisory.

10. Must school districts establish a sibling preference policy when admitting students pursuant to G.L. c. 76, § 12B?

Yes. Under G.L. c. 76 § 12B(j), any sibling of a student currently attending school in the receiving district receives a preference for admission. Siblings are students who have a common parent, either biologically or legally through adoption. Children who live in the same household, such as step-siblings and foster children, and do not share a common parent are not siblings for purposes of receiving a sibling preference for admission. Students entitled to a sibling preference are those who have a sibling currently attending school in the receiving district when an offer of admission is made.

This preference is available to students who have a common parent regardless of whether the students live in the same household, whether the student currently attending was admitted as a resident student or through school choice, or whether the student currently attending will still be enrolled when the newly admitted student begins attending. The sibling preference is not available for students who do not share a common parent biologically or legally and live in the same household.

Receive Sibling Preference	Do Not Receive Sibling Preference
<ul style="list-style-type: none"> • Students who live in different households but share a common biological or legal parent • Siblings of students who will graduate at the end of the school year in which the admissions process occurs 	<ul style="list-style-type: none"> • Children who live in the same household but do not share a common biological or legal parent • Foster children without a common biological or legal parent • Step-siblings without a common biological or legal parent • Siblings of applicants accepted for admission who are not yet attending, including twins

The sibling preference applies only when one sibling is already attending in the school choice district. If siblings of the same family apply simultaneously and only one sibling is admitted, no preference is available for the sibling who has not yet been admitted.

11. How does sibling preference apply when a student is seeking to attend a regional vocational technical high school through school choice under G.L. c. 76, § 12B?

Siblings of students currently attending the regional vocational technical school seeking admission under G.L. c. 76, § 12B, must receive a sibling preference during the admission process for school choice. The sibling preference applies to regional vocational schools admitting students under G.L. c. 76, § 12B, in the same manner that it applies to all other schools.

12. May districts designate students as school choice who have not been admitted through the school choice process?

No. Only students admitted through the school choice process may be counted and reported as school choice students.

13. May a school district establish a preference for the children of school district or other municipal employees when admitting students through school choice?

No. A preference for admission on any basis other than for siblings is inconsistent with the random selection requirement in the statute. Outside of school choice, however, a school district may admit children of school district and municipal employees under G.L. c. 76, § 12. Also see FAQ No. 29. The receiving district is not eligible to receive school choice tuition for such students.

14. Without signed parental consent, may a receiving district contact a student's district of residence to obtain records?

During the application phase, the school choice district should not obtain or consider student records from the student's previous or current district. Once a student is admitted and accepts that offer of admission, however, the receiving district can request student records from the sending district as a matter of right under the student record regulations at [603 CMR 23.07\(4\)\(g\)](#). This regulation provides as follows.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

15. May a receiving district consider a student's disciplinary record prior to accepting a student?

No. A receiving district may not consider a student's disciplinary record during the admission process under G.L. c. 76, § 12B. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

16. May a school district refuse to admit students through school choice who have been expelled from another school?

No. Prior to 2014, school officials had discretion to admit or not to admit a student who had been expelled. The disciplinary statutes were revised in 2014 and the language permitting public schools to refuse to admit expelled students was deleted. Therefore, public schools may no longer refuse to admit students because they were expelled from another school. While not addressing school choice explicitly, the [advisory](#) and [question and answers](#) on student discipline posted on the Department's website provide more detailed information about student discipline laws.

17. May a receiving district rescind an offer of admission based upon a student's disciplinary record?

No. A receiving district may not rescind an offer of admission based upon a student's disciplinary record. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

18. How can a selective secondary school participate in school choice and still be "selective?"

Selective secondary schools in Massachusetts, which are primarily regional vocational technical schools, admit students pursuant to an admissions plan that has been approved by the Department. Participating in school choice under G.L. c. 76, § 12B, is an additional option for regional vocational technical schools that have seats not filled by resident students.¹⁰ School choice students are accepted after resident students who meet the minimum requirements for admission.

The admission of students through school choice under G.L. c. 76, § 12B, is a separate and distinct process from the admission of students to a regional vocational school pursuant to its selective admissions plan approved by the Department. If a regional vocational technical school admits students under G.L. c. 76, § 12B, it may not consider, among other characteristics, athletic

¹⁰ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

performance, physical handicap, special need, or academic performance. An admissions process under G.L. c. 76, § 12B, is not a selective admissions process.

19. May a child who is too young to be eligible for kindergarten entry in his or her district be admitted through school choice as a kindergarten student in another district that has a different age standard?

Yes. If the child qualifies for admission to the receiving district, the district of residence must pay the school choice tuition for this student. Additionally, if the student returns to the district of residence after completing kindergarten, the district of residence must enroll this student like any other student enrolling in the district for the first time, including grade placement.

Example

Children in District A must be five years old by September 1st to enter kindergarten. Children in District B must be five years old by December 31st to enter kindergarten. Student 1 from District A, who does not meet District A's age requirement, enrolls in kindergarten in District B through school choice. District A is responsible for this student's tuition even though the student would not be eligible to enroll in District A. The fact that the sending district has a different kindergarten entry age is irrelevant under school choice, except to the extent that it may motivate families to seek enrollment of the child in another district. Additionally, should Student 1 return to District A for a subsequent grade, District A should enroll that student as it would any other student who moves into the district for the first time and seeks to attend school.

20. May a district admit students into pre-kindergarten through school choice?

Yes, districts may admit students into pre-kindergarten programs through school choice provided they follow the admission practices required for school choice and do so after admitting all resident students. Note, however, that receiving districts will receive school choice tuition only for those pre-kindergarten students who qualify for special education and have an IEP.

21. If a resident student moves from the district but wishes to continue to attend school there, may the district enroll this student through school choice? May the district provide this student an admission preference? May the district count this student as a school choice student?

Provided it participates in school choice, the district may enroll such a student if it follows the same process that it uses for all other non-resident students, including the provisions relating to public notice. The district, however, may not provide an admission preference to this student or admit this student ahead of other students who may wish to be admitted or who are on a waitlist. Alternatively, the school committee could allow the former student to continue to attend at no cost to the student's family or could enter into an agreement with the school committee of the

new district of residence to allow that student to attend at the expense of the new school district. See G.L. c. 76, § 12 (addressing agreements between school committees for the education of students), and FAQ No. 30. If the student is not admitted through school choice following the same process that it uses for all other non-resident students, the district cannot count the student as a school choice student, receive school choice tuition for the student, or otherwise “convert” the student to school choice.

22. What happens to a school choice student’s status if the student studies abroad independent of the school district’s programs or otherwise stops attending school in the receiving district?

The receiving district would unenroll the student if he or she stops attending school in the receiving district. The student no longer has a right to attend school in the receiving district. Instead, if seats were available and the student wished to attend again in the receiving district, the student would need to reapply and participate in the same application process as all other non-resident students. The receiving district cannot provide an enrollment preference to this student or admit this student ahead of other students.

23. May a receiving district approve a home schooling plan for a student who does not reside in the district?

No. Under G.L. c. 76, § 1, the student’s district of residence has authority to evaluate and approve home education plans. Such approval must occur in advance of withdrawing a student from school. See G.L. c. 76, § 1 (student of compulsory school age must “attend a public day [or some other approved school . . . but such attendance shall not be required of a child . . . who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee.”). Students who are home schooled in Massachusetts are considered to be privately enrolled.

Rights of Students

24. Must a student admitted under school choice reapply for admission in subsequent years?

No. Once a receiving district admits a non-resident student through school choice, that student has the right to remain in the receiving district, provided his or her enrollment is continuous, until he or she graduates from high school or completes the highest grade offered by the district. The right to continued attendance exists even if the school district decides that it will no longer participate in the school choice program.

25. Once a student is accepted through school choice, can the receiving district rescind the acceptance because of the student’s academic record?

No. A district may not rescind an offer of admission based upon a student's academic record because that would be discriminating based upon academic performance, a practice explicitly prohibited by the school choice statute at G.L. c. 76, § 12B(j).

26. Must a school choice district admit students with disabilities who may require out-of-district placements?

Yes. The school choice law explicitly states that applicants cannot be discriminated against on the basis of disability. School districts may not consider whether students have a disability or the nature of their disabilities in determining whether to admit them under G.L. c. 76, § 12B, and similarly may not rescind any offers of admission on the basis of a student's disability or needs.¹¹ Neither a sending district nor a receiving district may require a student who needs an out-of-district placement to unenroll from the receiving district or to re-enroll in the sending district. A student who is accepted through school choice is entitled to the same rights and privileges as if the student were a resident of the district. It is important to note that the school choice tuition for a student with disabilities is determined using a cost calculator similar to the one used for the circuit breaker program; this does not include the costs of evaluations for special education. The costs of evaluations are paid by receiving districts.

27. May a school choice student be disciplined, including suspension or expulsion, by the receiving district?

Yes. The same rules and process regarding discipline that apply to resident students also apply to non-resident students attending through school choice. See the Department's [discipline advisory](#) for additional information regarding student discipline. If a receiving district imposes discipline on a school choice student, it must provide alternative educational services. While a student always has the right to re-enroll in the district of residence, a receiving district may not "send a student back" to the district of residence following discipline or otherwise pressure a student to re-enroll in the district of residence.

¹¹ Under the special education regulations at [603 CMR 28.10\(6\)\(b\)](#), the school choice district must invite the district of residence to Team meetings "provided such participation [does] not limit the student's right to a timely evaluation and placement."

28. If a student who is participating in school choice becomes homeless, may the student continue to participate in school choice?

Yes. Students who are attending through school choice under G.L. c. 76, § 12B, have a right to continue attending as school choice students through the full course of curriculum. This is true irrespective of whether they become homeless, provided they continue to reside outside the district in which they attend school through school choice. In general, however, school choice students do not have a right to transportation.

Alternatively, the student may continue to attend in the school choice district as a homeless student under the federal McKinney-Vento Act. Under McKinney-Vento, students who become homeless have a right either to remain in their “school of origin” or to attend school where they are temporarily residing. The school choice district in which the student was attending school when the student became homeless is the “school of origin.” Homeless students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing, and have additional rights to transportation. Detailed information regarding the education rights of homeless students can be found at <http://www.doe.mass.edu/mv/>.

School choice students who become homeless and who wish to remain in school in the receiving district may choose whether to continue attending as school choice students or whether to exercise their rights to continue attending in the school choice district under McKinney-Vento. While school districts should inform parents, guardians, and students of their rights, school districts may not pressure or otherwise encourage such students to make a particular choice or to give up their rights. The consequences of such a choice are significant. If the student chooses to continue to be a school choice student, they will not have access to transportation services. If the students chooses to continue attending under McKinney-Vento, they will have access to transportation but may not be able to continue attending school in the district beyond the end of the school year in which they get permanent housing.

29. May a homeless student seek admission through school choice?

Yes, a homeless student has the same right to seek admission through school choice as any other student who resides in Massachusetts.

30. May a district report to the Department a student as “school choice” solely because the student became homeless and resides temporarily outside the school district in which the student attends school?

No. School districts may only report students to the Department as “school choice” if the students have been admitted to the district through the admission process for school choice. Students may not be “converted” to school choice

solely because they live outside the district in which they attend school.

31. Are students placed in foster care by the Department of Children and Families school choice students?

No. Students who reside in a foster home are not school choice students on that basis alone. Students in foster care, however, may seek admission through school choice to districts other than those in which they live. Detailed information regarding the education of students in foster care can be found at <http://www.doe.mass.edu/sfs/foster/>.

32. If a student lives in two school districts and attends school in one of those districts, is that student a school choice student?

No. If a student lives in two separate residences because his or her parents share physical custody, irrespective of how that time is divided, the student may choose either location as the district of residence for purposes of attending school. That student is considered a resident of whichever district in which he or she chooses to attend school. Such students are not counted or reported as school choice students.

33. If a student lives in two school districts and applies to a third districts through school choice, which district of residence is the sending district?

Both districts of residence are sending districts and the school choice tuition is split between the two districts.

Transition between Schools

34. Does a student who attends an elementary or K-8 school district through school choice have an automatic right to progress with resident students to a regional high school?

No. Effective beginning with fiscal year 2020, school year 2019-20, a school choice student admitted to an elementary or K-8 district does not have a right to attend high school in a regional school district, including a regional vocational technical district. Because regional school districts are districts separate from municipal school districts, those districts separately determine whether to participate in school choice and, if so, into which schools, grades, and programs it will admit students through school choice.¹² If the regional school district operating the high school participates in school choice, a non-resident student may seek to attend the regional high school through school choice under G.L. c. 76, § 12B.

¹² Municipalities, as opposed to school districts, are the members of regional school districts. G.L. c. 71, §15.

Note: This is a change from the Department’s prior interpretation of the school choice statute, which advised that a non-resident student admitted through school choice had an automatic right to progress to a separate regional school district for later grades. In changing its interpretation, the Department carefully examined the plain language of the statute. Recognizing this shift, students currently admitted to or attending an elementary or K-8 district through school choice will continue to have an automatic right to attend through graduation from the regional school district, consistent with our past guidance. For future students who may seek admission through school choice, the Department now requires municipal school districts to provide clear, written notice that they will not have an automatic right to progress to the regional school district for later grades. This change takes effect starting with students admitted for fiscal year 2020, school year 2019-20.

Example

Student 1 lives in District A and, beginning in fiscal year 2020, attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B, the municipality in which District B is located, is a member of a regional school district, District C, for grades 9-12. Student 1 does not have an automatic right to attend high school in District C. Student 1, however, may be able to attend high school in District C if District C participates in school choice and has seats available.

35. How does the right to attend a school choice district through high school graduation apply to a district that tuitions out students in higher grades to a school district that is not a school choice district?

Under G.L. c. 71, § 6, school committees of towns not maintaining a high school enter into tuition agreements for students to attend high school. The general premise of school choice is that a receiving district must treat a school choice student in the same way it treats a resident student. Therefore, the receiving district must tuition school choice students to high school in the same manner as it tuitions resident students. The high school into which students are tuitioned will charge the tuition for all students it receives to the K-8 district, including students who were attending the K-8 district through school choice. The K-8 district includes school choice students on its school choice reports and receives the school choice tuition from the students’ communities of residence.

Example

Student 1 lives in District A and attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B is not a member of a regional school district. District B, therefore, tuitions its students into District C for high school. Student 1 has a right to attend high school in District C in the same manner as students who reside in District B. District C will receive the agreed-upon

tuition from District B, and District B will receive school choice tuition from District A.

Transportation and Other Tuition Arrangements

36. Must a school choice district provide transportation to non-resident students with disabilities?

Students who participate in the school choice program do not receive transportation services unless those services are included in a student's IEP. Specialized transportation is considered a "related service" under state and federal laws regarding special education and, if needed, should be included on the student's IEP. The receiving district would provide this transportation and the sending district would reimburse the receiving district for the cost of providing this service under G.L. c. 76, §12B(f).

37. May a school committee accept students from another school district on a tuition basis apart from school choice?

Yes. The school choice law does not affect G.L. c. 76 § 12, which states that

[a]ny child, with the consent of the school committee of the town where he resides, may attend, at the expense of said town, the public schools of another town, upon such terms as may be fixed by the two committees.

In addition, other statutes, including [G.L. c. 71B, § 4](#) (special education), and [G.L. c. 74, § 7](#) (non-resident vocational technical education),¹³ explicitly provide additional means for certain students to attend the schools in communities in which they do not live. School choice under G.L. c. 76, § 12B, is a separate program and does not affect these statutes.

38. May a school committee charge tuition for out-of-state residents?

Yes. School choice law under G.L. c. 76, § 12B, does not affect [G.L. c. 71, § 6A](#), which allows city, town, and regional school districts to admit non-Massachusetts residents on a tuition basis. That statute also allows school committees to vote to waive the tuition for such students.

¹³ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

1st Lt. Catherine Marie Larkin, RN

U.S. Army Nurse Corps



January 21, 1916 - April 4, 1945

Born in Salem, Catherine M. Larkin was a 1938 graduate of Salem Hospital School of Nursing.

In 1941 as WWII erupted, she voluntarily enlisted in the U.S. Army Nurse Corps.

In the rank of Chief Nurse, 1st Lieutenant Larkin was deployed to establish a base hospital in Calcutta, India.

On route, her plane crashed near Ledo, India on May 4, 1945.

Lt. Larkin is the first Salem woman to lose her life during wartime service.

May her bravery and patriotism serve as inspiration to all.



Dedicated _____



From: Leland Hussey <husseycontracting@yahoo.com>
Sent: Thursday, March 04, 2021 8:33 AM
To: Sarah Cahill <scahill@Salem.com>
Cc: Barb Poremba <friendsofuscnc@gmail.com>
Subject: Lt. Larkin Memorial

Proposal: From the Friends of the United States Cadet Nurse Corps WWII

Re: 1st Lt. Catherine Marie Larkin RN U.S. Army Nurse Corp

To properly memorialize the only woman from Salem to die on duty during WWII.

To install a permanent granite marker and bronze plaque at the intersection of Memorial Drive and Larkin Lane.

This monument, installation and maintenance would be paid for by The Friends of Cadet Nurses and surviving members of the Larkin family.

Purpose: To provide a permanent memorial to our local shero and inspire young women to service to their country.

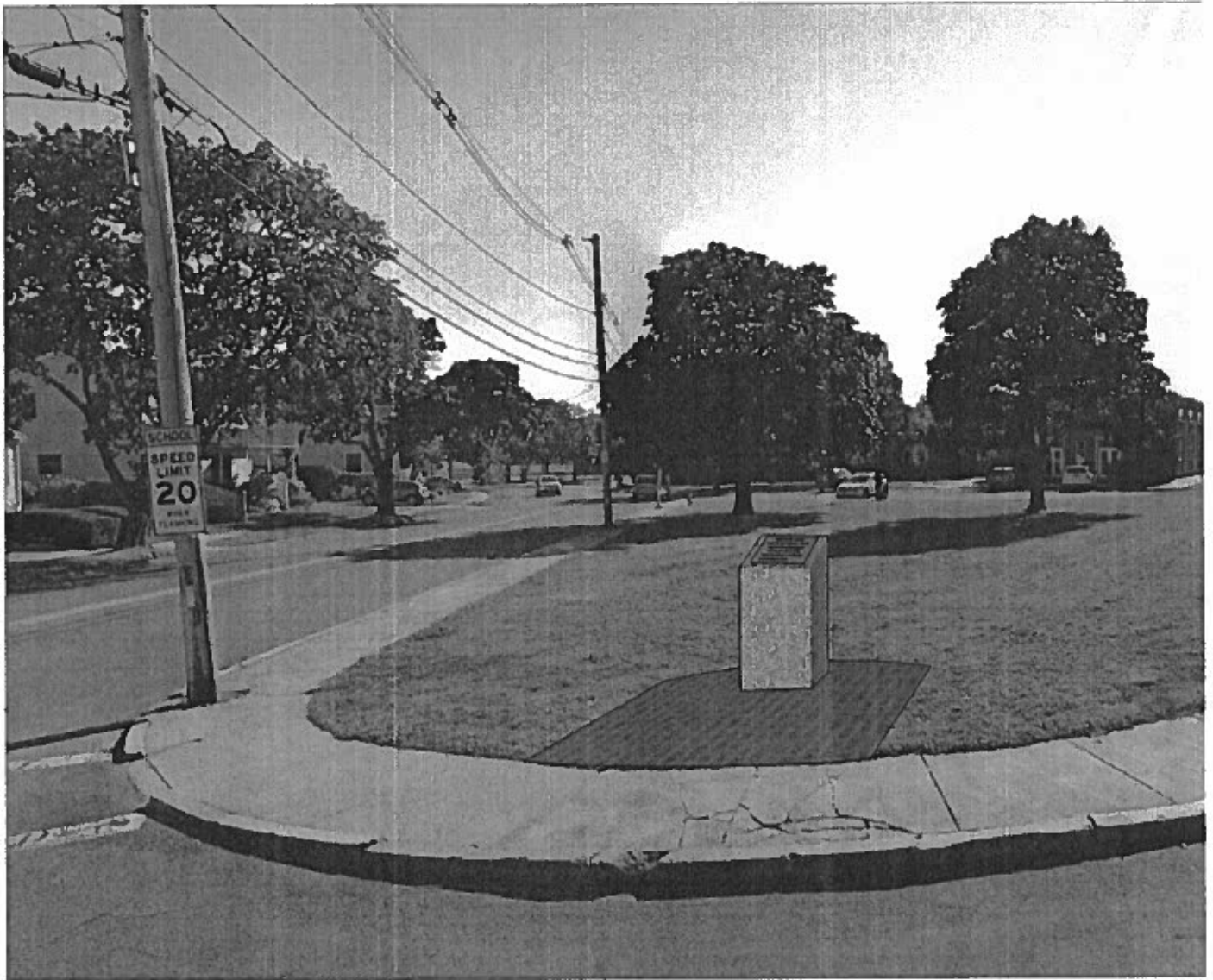
Endorsement: The project has the complete and enthusiastic endorsement of the Larkin Family, the Essex Technical School where Lt. Larkin graduated and the Friends of USCNC.

Please find attached the rendering of the monument in location and the text and image of the plaque.

[Download all attachments as a zip file](#)

Subject: 22X22 Lt Larkin Bronze mockup.pdf

Size: 307kB



Memo:

To: Salem School Committee

From: Mary C. DeLai

Date: March 15, 2021

Re: FY21 Budget Transfer Request 20

The Carlton Innovation School requests the following transfer to cover the cost of replenishing additional supplies and educational materials that were purchased for students who were both remote and in-person learning.

Account Description/Use	Account Number	Amount From	Amount To
Contract Services	13570421-5320	\$15,000	
Office Supplies	13570421-5421		\$10,000
Books	13570421-5512		\$3,000
Instructional Supplies	13570421-5514		\$2,000

I recommend approval of the transfer.



Memo:

To: Salem School Committee

From: Mary C. DeLai

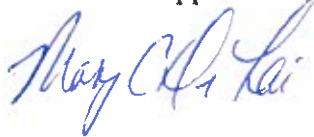
Date: March 17, 2021

Re: FY21 Budget Transfer Request 21

The Bentley Academy Innovation School requests the following transfer to be made from Contract Services to Instructional Supplies to fund classroom materials needed for return to in-person learning.

Account Description/Use	Account Number	Amount From	Amount To
Contract Services	13571521-5320	\$2,130	
Instructional Supplies	13571521-5514		\$2,130

I recommend approval of the transfer.



Memo:

To: Salem School Committee

From: Mary C. DeLai

Date: March 26, 2021

Re: FY21 Budget Transfer Request 22

The Assistant Superintendent's Office requests the following transfers to fund the purchase of core instructional materials and early literacy reading book sets.

Account Description/Use	Account Number	Amount From	Amount To
Contract Services	13570141-5320	\$56,348	
Instructional Supplies	13571521-5514		\$56,348
Educational Training	13990161-5317	58,047	
Instructional Supplies	13570141-5514		\$58,047
Stipend Operating Budget	13990160-5150	\$38,029	
Instructional Supplies	13570141-5514		\$38,029

I recommend approval of the transfer.



STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

FIELD TRIPS AND EXCURSIONS 5213

It is the policy of the Salem School Committee that field trips are to be planned for the purpose of enhancing the instructional program for all students. All students within the group should be included in all field trips unless an exception has been made by a school principal. Every effort will be made to ensure equity of field trip opportunities across all elementary and middle schools per grade. This should not inhibit opportunities for school-based experiential learning that take place outside the classroom and/or school grounds.

The Superintendent shall set guidelines and procedures for all field trips. School staff shall follow these guidelines when planning all field trips. ~~including submission of The teacher planning the field trip must submit a statement to his/her administrator explaining specifically how the field trip supports the curriculum.~~

~~All field trips require the advance approval of the principal.~~

~~¶~~

~~Teachers facilitating field trips should notify the school nurse, at least two (2) weeks in advance in order for the nurse to determine if nursing services are necessary.~~

All overnight ~~and out-of-state and/or country~~ field trips ~~(in-state, out-of-state or out-of-country)~~ require the advance approval of the Superintendent of Schools and the School Committee. All requests for approval must be submitted in writing to the Superintendent at least 30 days prior to the scheduled departure date. For international field trips, requests should be submitted at least 60 days prior to the scheduled departure date. Consideration for approval will be taken up at the next regularly scheduled School Committee meeting.

~~Accessibility and Inclusion~~

~~All field trips should be~~

AMUSEMENT PARKS

No field trips to amusement parks will be approved, with the exception of the senior trip and the eighth grade trip. Group competitions that are hosted at amusement parks may be considered on an individual basis by the Superintendent and the School Committee.

Educationally the Committee feels that, with the exceptions noted, no trip to an amusement park should be scheduled on a school day. The School Committee feels that there is little, if any academic focus on such trips.

ONE-DAY FIELD TRIPS ¶

¶
The teacher planning the trip must submit a statement to his/her administrator explaining specifically how the field trip supports the curriculum. A list of students who are going on the trip must be submitted to all teachers at least two weeks before the trip. A teacher may recommend to the principal that a student be removed from the list if he or she: ¶

¶
Is currently in academic difficulty in the class; ¶

¶
Has been absent more than a reasonable number of days; ¶

¶
Has been a chronic discipline problem. ¶

¶
All work missed because of the field trip must be made up promptly according to the school's current make-up policy as stated in the student handbook. All rules and regulations in the student handbook shall apply. ¶

OUT OF STATE/OUT OF COUNTRY FIELD TRIPS ¶

¶
Requests for out-of-state field trips incorporating an overnight stay of a student shall be presented in writing to the Superintendent of Schools for his or her approval, and then for recommendation to the School Committee at least 30 days in advance of the scheduled trip and shall contain the following information: ¶

¶
School ¶

Class or Classes ¶

Destination ¶

Educational objectives directly related to curricula ¶

Departure date/time/location ¶

Return date/time/location ¶

Number of students attending ¶

Ratio of chaperones to students ¶

Behavior contract ¶

Parent permission slips received ¶

Medical release forms received ¶

Number of buses required/name of bus company [other forms of transportation?] ¶

Cost of trip (% paid by fundraising) ¶

Daily itinerary and supervision plan ¶

Evidence of conformance to applicable statutes: Hazing Law, ADA accommodations, CORI for chaperones ¶

¶

NOTE: Whenever possible, field trips will be scheduled so as to cause as little interruption to the students' class schedules as possible. ¶

¶

SAFETY ¶

¶

~~Students are required to wear personal protective equipment such as ski helmets when participating in activities, which may risk bodily harm.~~

Legal References: MGL 71:37N; 71:38R

~~Approved October 19, 2015~~ ¶

A ¶

Reviewed and referred by the Policy Subcommittee 3/4/21

First reading on 3/15/21

Second reading on 4/5/21

FISCAL MANAGEMENT & NON-INSTRUCTIONAL OPERATIONS **3000**

BUDGET 3100

BUDGET TRANSFER AUTHORITY 3105

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~~Any request for a budget transfer in excess of \$15,000, whether it is within or between cost centers of the school department's operating budget, shall require a formal vote of the School Committee. ¶~~

Any request for a budget transfer *between* cost centers shall require a formal vote of the School Committee. ~~Any request for a budget transfer that is equal to \$15,000 or less and is *between* cost centers shall require a formal vote of the School Committee.~~

Any request for a budget transfer in excess of \$15,000, whether it is within or between cost centers of the school department's operating budget, shall require a formal vote of the School Committee.

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~~Any request for a budget transfers that is equal to \$15,000 or less and is *within* a cost center may be approved by the Superintendent of Schools or his/her designee and shall not require a formal vote of the School Committee.~~

¶

For budget transfer purposes, the school operating budget **cost centers** shall consist of:

- District Administration
- Regular Education – Districtwide
- Special Education – Districtwide
- Multilingual Learner Education - Districtwide
- Student and Family Supports – Districtwide
- Instructional Technology - Districtwide
- Operations and Maintenance
- Athletics
- Salem Early Childhood Center
- Bates Elementary School
- Bentley Academy Innovation School
- Carlton Innovation School
- Horace Mann Lab School
- Saltonstall K-8 School
- Witchcraft Heights Elementary School
- Collins Middle School
- Salem High School
- New Liberty Innovation School
- Salem Prep

The School Business Administrator shall report to the School Committee no less than quarterly on all budget transfers executed within the previous quarter.

Legal References: M.G.L. Ch 71, Sections 34, 37;¶

~~Additional References: DOR Opinion 94-660; MA Dept. of Revenue Bulletin, Vol. 18, No. 6, June 2005~~
DOR Opinion 93-983

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First reading on 2/22/21(tabled)

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