



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

December 2, 2019

7:00 pm

*Ms. Mary A. Manning
Mr. James M. Fleming
Ms. Kristine Wilson*



*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”

November 26, 2019 (Date Posted)

REGULAR SCHOOL COMMITTEE MEETING ON DECEMBER 2, 2019

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on **Monday, December 2, 2019 at 7:00 p.m.** The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

I. Call of Meeting to Order

II. Consent Agenda

- a. Minutes of the Regular School Committee meeting held November 18, 2019
- b. Approval of Warrants: 11/21/19 in the amount of \$433,519.76 and 11/27/19 in the amount of \$455,320.50

III. Approval of the Agenda

IV. Public Comment #1: Questions and Comments from the Audience

V. Student School Committee Representative Report – Jillian Flynn

VI. Superintendent’s Report – Kathleen Smith

- a. Recognition of the Salem Teachers Union for its First Book Donation from the American Federation of Teachers – Ann Berman, President of the STU
- b. Superintendent’s Recommendation Regarding the 2020-21 Student Assignment Procedures for the Bentley School and the New Dual Language Program (to be located at the Bentley School) – Jill Conrad and Rebecca Westlake
- c. Update on High School Improvement and Redesign Plan – Dr. Samantha Meier, Interim Principal and SHS Team

VII. Action Items: Old Business

- a. Deliberate and Vote on the Recommendation of the Buildings and Grounds Subcommittee regarding the Fee Waiver Request for the November 16th “Be Brave and

Strong” Road Race Fundraiser for the Dana Farber Cancer Research Foundation and St. Pierre Family

VIII. Action Items: New Business

- a. Deliberation and Vote on the Superintendent’s Recommendation Regarding Student Assignment to the Bentley School for 2020-21and Beyond
- b. Deliberation and Vote on the Superintendent’s Recommendation Regarding the Student Assignment Procedures for the first year (2020-21) of the new Dual Language Program (to be located within the Bentley School)
- c. Deliberation and Vote on Superintendent’s Recommendation to Rely on the Superinendent to serve as the temporary Secretary to the School Committee

IX. Finance Report

- a. Budget Transfers

X. Policy Subcommittee

- a. Deliberation and Vote on the Third Reading of the recommendation of the Policy Subcommittee on the revisions to the following policies:

- 5201 Organization of Instruction
- 5201.01 Instructional Materials
- 5203 Academic Program
- 5212.01 Equal Educational Access and Opportunity
- 5214 Waiver of Graduation Course Requirements
- 5215 Student Records

XI. Subcommittee Reports

XII. School Committee Concerns and Resolutions

XIII. Public Comments #2: Questions and Comments from the Audience

XIV. Adjournment

Respectfully submitted by:

Superintendent of the Salem Public Schools

Superintendent's Recommendation for 2020-21 Student Assignment for the Bentley School and the New Dual Language Program

12/2/19

Overview

This document outlines the Superintendent's recommendations regarding 2020-21 student assignment for:

1. The Bentley School which is in the process of converting to an innovation school (from formerly a Horace Mann Charter school)
2. Kindergarten assignments for the new Dual Language program opening at the Bentley School in the Fall of 2020
3. Deadline for Batch 2 Assignments

1. Student Assignment at the Bentley School for 2020-21 and Beyond

As you know, the Bentley School is in the process of converting from a Horace Mann Charter School to an innovation school. This process is underway but may not be completed by the time of Kindergarten information night and all parties in the district seek clarity on the approach to be taken much sooner than that. As a Horace Mann Charter School, student assignment occurs via a lottery system, as mandated by state law for all charter schools. Since the school will no longer be a charter school beginning in Fall 2020, I recommend that student assignment to all non-dual language seats at the Bentley fall under the district's current student assignment policy.

2. Student Assignment for the New Dual Language Program for 2020-21 Only

The district will be opening a new English-Spanish Dual Language program at the Bentley School in Fall 2020. Since this is a new program and since the success of this program depends heavily on a balanced mix of students with different English and/or Spanish language abilities, I recommend that we approach assignment/enrollment to this program as a "pilot" for the first year (2020-21) and take the necessary time to evaluate its effectiveness before recommending a change to the current student assignment policy. I have provided an outline of the recommended approach to student assignment in the dual language program below:

Recommended Approach for Assigning Incoming Kindergarten Students to the New Dual Language Program in 2020-21

Enrollment into this program shall be determined by a lottery process wherein all those who "opt in" have an equal chance of selection. A series of three lotteries will be held between March and August of each year to complete the enrollment process for the fall:

- **Lottery Window #1:** Opt-in applications due by March 1st
- **Lottery Window #2:** Opt-in applications due by June 15th
- **Lottery Window #3:** Opt-in applications due by August 15th

All interested families wishing to have their children attend the dual language program will be given the opportunity to opt into the lottery by completing a registration application by any of the three deadlines. Applicants who are not selected during the first lottery shall be automatically

eligible for the second lottery. Applicants who are not selected during the second lottery shall be automatically eligible for the third lottery.

In addition to a complete registration packet, all dual language applicants must complete a language evaluation and screening process in both English and Spanish. Following this process and in order to accommodate the programmatic approach to dual language which is based on an appropriate linguistic balance of native English and native Spanish speakers, the lottery shall be segmented into three separate “pools” of potential students:

- 1) **Dual Language Learning Group A:** Native Spanish speakers who are identified as English Learners (EL) with lower levels of English proficiency (e.g. “newcomers with Levels 1 and 2 English Language Proficiency);
- 2) **Dual Language Learning Group B:** Bilingual Spanish and English speakers who are ELs with either Levels 3 or above ELD levels or Bilingual Spanish-English speakers who are proficient and not ELs; and
- 3) **Dual Language Learning Group C:** English dominant/Non-Spanish speakers and/or 3rd language English learners (including Portuguese, Albanian, or Arabic speakers.

Available seats in the dual language Kindergarten program shall be divided equally among the above three dual language learning groups. Seats shall also be apportioned such that there are available seats for each of the three lottery windows for the dual language learning groups A and B. For dual language learning group C, seats shall be apportioned across the first two lottery windows. The apportionment of seats across the lottery windows shall be determined by the Superintendent based on a combination of data indicating the level of demand as well as the need to balance enrollment based on language ability as well as economic status. If there are unfilled seats remaining after the 2nd lottery for group C, a third lottery shall be held. If there are unfilled seats remaining after the 3rd lottery window for any category, seats shall be filled on a rolling basis.

Sibling Priority for Current Bentley Families in 2020-21

A total of six (6) spaces will be held (two in each language learning group) to allow incoming Kindergarten students who are siblings of currently enrolled Bentley students to enroll in the dual language school in the fall of 2020. To be eligible for this sibling preference opportunities, families must apply and opt-in to the Dual Language Lottery **no later than February 20, 2020** (which aligns to the deadline for sibling priority used by the rest of the district as outlined in the district’s student assignment policy).

If there are more siblings who apply than seats available within any one of the language learning groups, assignments will be chosen by lottery among those siblings during the Lottery Window #1 timeframe. Siblings who are not selected shall be automatically eligible for the subsequent lottery along with other non-sibling applicants who applied within the Lottery Window #1 timeframe.

If there are fewer siblings who apply than seats available within one of the particular language learning groups, the un-filled seats shall be added to the language learning group with the greatest demand for sibling priority, thereby opening up more seats within that group.

Sibling preference does not guarantee enrollment in the dual language program. Any remaining siblings not selected in either the first or second lottery windows will be eligible for the 2nd and 3rd lottery windows, along with other applicants.

The opt-in option will be available on all of the district's standard registration forms and tracked and managed by the Parent Information Center (PIC). Opting into the lottery will not preclude students from being considered for their three school choices through the district.

3. Proposed Deadline for Batch2 Assignments

The student assignment policy currently identifies June 30th as the deadline for Batch 2 applications. This has proven problematic in the past several years as it does not allow enough time to complete the assignments prior to the state reporting window. This will be even more complicated with the new dual language program. I am recommending that the School Committee either revise the student assignment policy to make the deadline for Batch 2 be June 15, 2020 (which will allow adequate time to complete assignments before the close of the fiscal year) or include this adjustment in its rules for 2020-21, and thereby revising the policy next year, together with the other elements related to the dual language program.



**Recommendations for 2020-21 Student
Assignment for the Bentley School
and for the new Dual Language Program**

**Salem Public Schools
School Committee Meeting
December 2, 2019**

3 Recommendations

- 1. Fall 2020 student assignment for the Bentley school**
- 2. Fall 2020 student assignment for the new Dual Language program (to be located at the Bentley school)**
- 3. Revised deadline for Batch 2 student assignments**

Fall 2020 Assignments to the Bentley School (non-Dual Lang seats)

- **No more lottery for the Bentley**
 - All student assignments, including transfers, will fall under the district's student assignment policy
 - All deadlines, criteria, and procedures will apply, including sibling priority
- **All currently enrolled students may remain at the Bentley**



Dual Language Enrollment



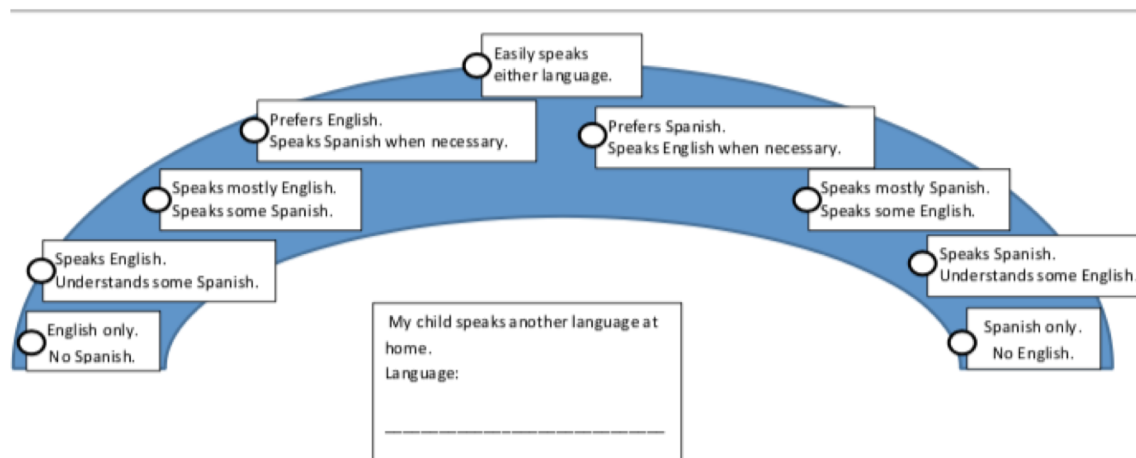
DUAL LANGUAGE



IMMERSION PROGRAM

Enrollment in Two-Way Immersion Dual Language Program Objectives

- Linguistic balance of Spanish, English, and bilingual speakers
- Aligned to kindergarten student assignment timeline
- Equity of access for families across enrollment period



Dual Classrooms Student Make-Up

Group A	Group B	Group C
English Learners Levels 1 and 2	Bilingual English- Spanish Speakers	Native English Speakers
Native Spanish Speakers	Mix of English Learners Levels 3 and 4 and non-ELs	2-3 spots for English Learners (Portuguese, Albanian, Arabic speakers)

2 kindergarten classrooms with 25 students per classroom
Each classroom is a mix of Groups A, B, and C

Enrollment Timeline

	Group A	Group B	Group C
Lottery # 1 Batch 1: Due March 1st	5	6	9
Lottery # 2 Batch 2: Due June 15th	5	5	8
Lottery # 3 Due August 15th	5	5	If needed
After August 15 th Rolling admission	2 newcomers	If needed	If needed

2 seats per Group are designated for Bentley siblings for Lottery # 1
District Sibling deadline: February 20, 2020

Sibling Priority for Currently Enrolled BACS families

- **A total of 6 spaces held for incoming Kindergarteners who are siblings of currently enrolled BACS students**
 - To be eligible, MUST opt in by Feb 20, 2020
- **Ideally, 2 per language group, but unfilled spots will shift toward group with most demand**
- **Any remaining siblings eligible for future lottery windows as well**
 - Note: All BACS siblings will have priority to enroll at Bentley (in the non-dual language part of the school)

Application Process



- Families will choose to opt-in to dual language lottery on kindergarten application
- All students who opt-in will participate in a language evaluation to be placed in a linguistic group
- Any students not selected in a lottery will have option of participating in next lottery

Batch 2 Deadline: Changed

- **Changing the deadline for Batch 2 Kindergarten assignments to June 15, 2020 (the policy says June 30th)**
 - To allow more time for processing and completing assignments, including language evaluations required for all applicants to the new dual language program

Superintendent Recommendation

- **Asking School Committee to support Bentley and Dual Language assignment recommendations for the 2020-21 school year**
 - Will study and assess the process
 - Determine best approach to update the student assignment policy in Fall 2020
- **Anticipated policy update Fall 2020**

Questions?



STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
ORGANIZATION OF INSTRUCTION	5201

The School Committee is responsible for public education, kindergarten through grade 12, in the district, and if offered, pre-k, adult education and summer school.

The currently approved organization of instruction provides for the schools to be organized into elementary, middle and high school levels. Certain exceptions to this general rule may be made with the approval of the School Committee.

For more pertinent information, refer to the appropriate student handbook(s) and current program of studies.

Legal References: MGL [71:1](#); [71:37](#)

Reviewed and referred by Policy Subcommittee on 11/1/19
First reading 11/4/19
Second reading 11/18/19

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STUDENTS AND INSTRUCTION 5000

INSTRUCTIONAL PROGRAM 5200

EQUAL EDUCATIONAL ACCESS & OPPORTUNITY 5212.01

State law provides the following:

Every child shall have a right to attend the public schools of the town where he/she actually resides, subject to the provisions of Chapter 76. All enrolled students shall have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

In compliance with state and federal laws, the Salem Public Schools maintains a nondiscrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges and courses of study of our schools, regardless of race, color, sex, gender identity, religion, national origin, ~~ancestry~~, sexual orientation, disability, or ~~housing status~~. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials, ~~extra-curricular activities~~, ~~and access to restroom and locker room facilities~~.

Legal References:

State Requirements: Mass. Const. ~~Amendment Article~~ 114; ~~MGL 71A-1~~; 76:5; 603 CMR 26.03

Federal Requirements: (IDEA-2004) 42 ~~USC~~ 2000d; 34 CFR 100.3(a),(b); 20 ~~USC~~ 1703(f); 20 ~~USC~~ 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 ~~USC~~ 794; 34 CFR 104.4; Title II: 42 ~~USC~~ 12132; 28 CFR 35.130; IDEA 2004: 20 ~~USC~~ 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4);

Reviewed and approved by the Policy Subcommittee on 11/1/19
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STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

ACADEMIC PROGRAM **5203**

The superintendent of schools or his/her designee/s shall be responsible for the development, implementation, evaluation, and improvement of the academic program for the district.

Public presentations will be made regularly to the School Committee regarding the academic program and any major changes to the program will be presented to the School Committee for approval.

Reviewed and referred for 1st Reading by the Policy Subcommittee on 9/19/19
First reading 11/4/19
Second reading 11/18/19

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Title Change from Curriculum to Academic Program¶

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Approved: January 19, 2016¶

STUDENTS AND INSTRUCTION 5000

INSTRUCTIONAL PROGRAM 5200

EQUAL EDUCATIONAL ACCESS & OPPORTUNITY 5212.01

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In compliance with state and federal laws, the Salem Public Schools maintains a nondiscrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges and courses of study of our schools, regardless of race, color, sex, gender identity, religion, national origin, ~~ancestry~~, sexual orientation, disability, or ~~housing status~~. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials, ~~extra-curricular activities~~, ~~and access to restroom and locker room facilities~~.

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STUDENTS AND INSTRUCTION

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INSTRUCTIONAL PROGRAM

5200

WAIVER OF GRADUATION COURSE REQUIREMENTS

5214

The high school principal has the authority to waive or delay the completion of graduation course requirements, with the exception of Department of Education requirements. At the request of the Special Education IEP Team, a principal may grant waiver from completion of foreign language requirements for students with documented language learning disabilities. The granting of such waivers should be undertaken with extreme care; as such waivers may impact the college application process. Regardless of any action approved by the principal, the designated number of credits by year of graduation must still be met to graduate.

For pertinent information refer to the Salem High School Program of Studies and Student Handbook.

[Legal References: MGL 69:1D; 71:2; 71:3](#)

[Chapter 108 of the Acts of 2012 \(VALOR Act\); Administrative Advisory SPED 2018-2](#)

Reviewed and referred by the Policy Subcommittee on 11/1/19

First reading 11/4/19

Second reading 11/18/19

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Second Reading: October 19, 2015
Third Reading: November 2, 2015

STUDENTS AND INSTRUCTION	5000
<u>INSTRUCTIONAL PROGRAM</u>	5200
STUDENT RECORDS	5215

State law provides that the schools must furnish any student or former student with a transcript of his/her record as a student; the original to be furnished without charge and copies furnished at limited charges established by the law.

These records are maintained in the best interest of the student, and with a concern for the school's right to collect certain information in order to carry out its educational function in the best possible manner. The school department will make every effort, within reason and consistent with state and federal regulations, to inform parents and students about the kinds of information collected or that will be collected and about their rights under said regulations. A parent may request a review of their child's student record and request a revision of that record.

All records and documents regarding discipline shall be removed from the student's file and destroyed upon the student's graduation or permanent withdrawal from the school,

For further pertinent information, refer to the appropriate student handbook and the Family Education Rights and Privacy Act.

Legal References: MGL [71:34A](#); [71:34B](#); [71:34D](#); [71:34E](#); [71:34H](#)
 20 [USC](#) 1232 g; 1232 h
 34 [CFR](#) 99
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STUDENTS AND INSTRUCTION

5000

INSTRUCTIONAL PROGRAM

5200

INSTRUCTIONAL MATERIALS

5202

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The School Committee believes that the district must ensure that instructional materials support the district in meeting its stated goals.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school district and approved by the Superintendent. When adopting and regularly evaluating instructional materials, professional staff must consider the following:

1. Instructional materials should be aligned with state and district standards and learning outcomes and should support district attainment of stated goals.
2. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, [ancestry](#), national origin, sex, gender identity, physical disabilities, sexual preference or housing status.
3. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Legal References: [MGL 71:48](#); [71:49](#); [71:50](#)

[603 CMR 26.00](#)

[20 USC 1232 h](#)

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