



# School Committee Meeting Materials

## **Regular School Committee Meeting**

**July 15, 2019**

**7:00pm**

*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”

July 11, 2019

#### REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, July 15, 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 June 17, 2019
- b. Deliberation and Vote on the request for use of the Collins Middle School gym for an annual Sweat4Sweat Basketball Tournament fundraising event, in memory of Brian Murphy, and request to waive the fees as part of donation by School Committee
- c. Deliberation and Vote on the Salem High Golf Team field trip request to Orlando, FL on August 22-27, 2019
- d. Approval of Warrant: 6/27/19 in the amount of \$471,909.71

#### **III. Approval of the Agenda**

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

#### **V. Presentations and Reports**

Superintendent's Report – Kathleen Smith

Introduction of Dr. Samantha Meier, Salem High School (SHS) Interim Principal

Greater Salem Boys & Girls Club – Update on Club Activities

Salem School Committee/Interim Superintendent Transition

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

- a. School Committee ratification and final vote on the employment contract for Kathleen Smith, Interim Superintendent, 2019-20
- b. Deliberation and Vote on the Salem High School staff request to re-name the main office at Salem High School the Gail A. Kucker Welcome Center (2<sup>nd</sup> reading) – tabled 6/17/19

**VII. Action Items: New Business**

- a. Deliberation and Vote on the request from Salem Youth Football & Cheering to use Bertram Field and waive fees

**VIII. Finance Report**

- a. Budget Transfers - *None*

**IX. Policy Subcommittee**

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

- 4108 Staff Complaints and Grievances
- 5102 Enrollment – Salem Residents
- 5102.01 Enrollment of Non-Resident Students/School Choice
- 5102.04 Policy on Admission of Foreign Exchange Students
- 5103 Controlled Choice Student Assignment – *see additional revisions since 6/17/19*
- 5103.01 Student Assignment – Vocational Technical Education Programs
- 5103.02 Student Assignment – Enrollment of Students from Other Schools
- 5104 Age Majority (*recommended for deletion*)
- 5105 Flags and the Pledge of Allegiance
- 5106 Evacuation (Fire Drills)
- 5107 School Day
- 5108 School Year/School Calendar
- 5112 Student Work Permits
- 5113 Work Hours
- 5115 Dismissal at Parental Request
- 5223 Student Advisory Committee
- 5402 Tobacco Use Policy
- 5413 School Property
- 5501 Responsible Use Policy and Media

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

- 4116 Personnel Reports
- 5110 School Census (*recommended for deletion*)
- 5111 Student Withdrawal from Schools
- 5114 Participation in Activities during Suspension or Absence
- 5116 Dismissal of Students by School Personnel
- 5416 Use of Physical Restraint

**X. School Committee Concerns and Resolutions**

**XI. Public Comment #2: Questions and Comments from the Audience**

**XII. Adjournment**

Respectfully submitted by:

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Angelica Alayon, Secretary to the  
Salem School Committee

Salem School Committee  
Meeting Minutes  
Monday, June 17, 2019

A regular meeting of the Salem School Committee was held on Monday, June 17, 2019 at 7:00 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**Members Present:** Ms. Mary Manning, Mr. James Fleming, Ms. Kristine Wilson, Ms. Ana Nuncio, Mr. Manny Cruz, Ms. Amanda Campbell, and Mayor Kimberley Driscoll

**Members Absent:** None

**Others Present:** Kate Carbone, Acting Superintendent, Jill Conrad, Chief of Systems Strategy, and Kelley Rice, Chief of Communications

**Call of Meeting to Order**

Mayor Driscoll called the regular meeting of the Salem School Committee to order at 7:00 p.m.

**Presentation and Reports**

**Recognition of the FY19 Retirees**

Retiring educators were each individually recognized and honored with an official City Seal, in appreciation for their many years of dedicated services and commitment to Salem Public Schools. A moment of silence was held in honor of the late Gail A. Kucker who was also recognized for her many years of service, dedication, commitment, and contribution.

**Consent Agenda**

- Minutes of the Committee of the Whole (COW) meeting held May 29, 2019
- Minutes of the Regular School Committee meeting held June 3, 2019
- Approval of Warrants: 6/13/19 in the amount of \$331,782.18, 6/20/19 in the amount of \$530,847.97

Mr. Fleming motioned to approve the Consent agenda. Ms. Nuncio seconded the motion. The motion carried.

**Approval of the Revised Agenda**

Mr. Fleming motioned to approve the revised agenda as presented. Ms. Manning seconded the motion. The motion carried.

**Public Comment #1: Questions and Comments From the Audience**

There were no public comments.

**Acting Superintendent's Report – Kate Carbone**

Ms. Carbone updated the School Committee on the Salem schools' spring activities, including Salem High School graduations. Ms. Carbone announced that the opening of the Interim Principal position was posted on Talent Ed last Tuesday for both internal and external applicants. An outlined process is available and gives stakeholders opportunities to provide input to Ms. Carbone for consideration, prior to making an appointment. An anonymous online survey is posted and open to students, staff, parents, and community members. Ms. Carbone encouraged all stakeholders to respond to the survey as their insights and reflections are important to the process. A review team (of two students, two staff, two parents, and two School Committee members) is also being formed. This team will have the opportunity to review all the applications, meet with viable candidates, and provide feedback to Ms. Carbone prior to her interviews and reference checks. The goal is to have an appointment by July 1, 2019 to have someone in place to continue the important planning that happens over the summer at the school. Ms. Carbone updated the School Committee on the recent technical challenges of the Aspen Student Information System. Ms. Carbone alerted parents that report cards, for Bates Elementary School, Collins Middle School, Horace Mann Laboratory School, Witchcraft Heights Elementary School, Salem High School, and Salem Prep High School, will be mailed on June 21, 2019. Salem High School will submit a turnaround plan on June 28, 2019 to the Department of Elementary and Secondary Education for approval. There is an online version of the draft plan for the public view. There is a survey for anyone, who is not able to attend the session, to provide an electronic feedback.

### **Action Items: Old Business**

#### **Ratification of the Collective Bargaining Agreement between the Salem School Committee and the AFSCME union for 2018-2021 – tabled 6/3/19**

Mr. Fleming motioned to remove the ratification of the collective bargaining agreement between the Salem School Committee and the AFSCME union for 2018-2021 from the table. Ms. Campbell seconded the motion. The motion carried.

Mr. Cruz motioned to approve the ratification of the collective bargaining agreement between the Salem School Committee and the AFSCME union for 2018-2021. Ms. Campbell seconded the motion. The motion carried.

### **Action Items: New Business**

#### **Discussion regarding the Salem High School staff recommendation to re-name the main office at Salem High School the Gail A. Kucker Welcome Center**

##### **Discussion**

Members agreed there would need to be three readings as mandated by policy.

Mr. Fleming motioned to approve the First Reading of the recommendation to re-name the main office at Salem High School the Gail A. Kucker Welcome Center. Ms. Manning seconded the motion. The motion carried.

#### **Deliberation and Vote on the Salem Children's Charity request to install a plaque at the Carlton Innovation School**

##### **Discussion**

Mr. Fleming explained that Salem Children's Charity has been a wonderful source of sport for Salem School for several years. The charity has helped hundreds of Salem students. Mr. Fleming shared that it would just be a placement of a plaque at the Carlton Innovation School.

Mr. Fleming motioned to table the Salem Children's Charity request to install a plaque at the Carlton Innovation School. Ms. Manning seconded the motion. The motion carried. The deliberation and vote on the Salem Children's Charity request to install a plaque at the Carlton Innovation School is tabled for the next scheduled School Committee meeting on July 15, 2019.

#### **Deliberation and Vote on the MOU with the Salem State University regarding the Horace Mann Laboratory School Principal**

##### **Discussion**

Ms. Shaver commented there are two agreements. One agreement is for the current school year and the other is for the upcoming school year.

Ms. Campbell motioned to approve the MOU with the Salem State University regarding the Horace Mann Laboratory School Principal. Ms. Nuncio seconded the motion. The motion carried.

#### **Deliberation and Vote on the renewal of the employment contract for School Business Manager, Kristin Shaver (July 2019 through June 2022)**

##### **Discussion**

Mayor Driscoll expressed her gratitude for the work and improvement that Ms. Shaver has done as Business Manager.

Mr. Fleming motioned to approve the renewal of the employment contract for School Business Manager, Kristin Shaver for July 2019 through June 2022. Ms. Wilson seconded the motion. The motion carried.

#### **Update and potential deliberation and vote on the employment contract for Kathleen Smith, as Interim Superintendent for the 2019-2020 school year**

##### **Discussion**

Mayor Driscoll provided a brief update on the status of the work towards the final details of a contract that might be ready for the next School Committee meeting.

Members agreed to continue working on the process of finalizing a contract and meeting with Ms. Smith at a possible Special School Committee meeting.

### Finance Report - Budget Transfers

The Pupil Personnel Services Department requests the following transfer to cover the increased cost of transportation for students who are homeless and students who are transported to out of district placements:

Account Description/Use	Account Number	Amount From	Amount To
District Wide Teaching	13640160-5125	\$25,751.26	
Administrative Salaries	13641320-5117	23,071.97	
District Wide Teaching	13641320-5125	7,147.45	
Teaching	13641320-5140	80,315.27	
Fringe/Stipends	13641320-5150	125.00	
Paraprofessional	13641320-5163	10,335.58	
Early Childhood Teaching	13641120-5103	79,632.26	
Rental & Lease	13641321-5270	126,157.00	
Pupil Transportation	13570151-5333	83,163.00	
Contract Services	13701331-5320	43,739.40	
Tuition	13990161-5324	10,392.45	
Photocopy Machine Lease	13252030-5277	11,866.20	
Homeless Transportation	13640181-5334		\$224,772.36
Special Education Transportation	13640181-5332		276,114.49

Mr. Fleming motioned to approve the FY19 budget transfer totaling \$500,886.84 as presented. Ms. Wilson seconded the motion. The motion was approved.

The Pupil Personnel Services Department requests the following transfer to account for out of district tuition:

Account Description/Use	Account Number	Amount From	Amount To
Medical Contractual	13640161-5302	\$16,752.64	
Education Evaluation	13640161-5313	1,969.80	
Educational Training	1360161-5317	13,013.02	
Contracted Services	13640161-5320	55,021.69	
Office Supplies	13640161-5421	2,261.61	
Instructional Supplies	13640161-5514	11,862.11	
Computer Software	13640161-5519	4,411	
Other Expenses	13640161-5780	524.98	
Equipment	13640161-5860	343.88	
Vehicle Repair and Maintenance	13640181-5244	9,374.20	
Contracted Services	13641121-5320	563.00	
Printing & Binding	13641121-5381	375.00	
Office Supplies	13641121-5421	1,113.65	
Instructional Supplies	13641121-5514	34.62	
Equipment	13641121-5860	391.81	
Contracted Services	13641321-5320	326.75	
Office Supplies	13641321-5421	72.49	
Instructional Supplies	13641321-5514	1,982.59	
Other Expenses	13641321-5780	323.55	
Contracted Services	13701331-5320	57,671.65	
Tuition	13640161-5324		\$178,390.04

### Discussion

Ms. Shaver shared general information on the annual increase cost that runs out of district placement.

Mr. Fleming motioned to approve the five FY19 budget transfer totaling \$178,390.04 as presented. Mr. Cruz seconded the motion. The motion was approved.

Salem High School requests the following transfer to account for support provided for virtual learning and to provide access for students to take the SAT, PSAT and AP exams:

Account Description/Use	Account Number	Amount From	Amount To
Stipends	13990160-5150	\$12,000	
Tutors	13571020-5114	15,000	
Contracted Services	13571021-5320		\$27,000

Mr. Fleming motioned to approve the five FY19 budget transfer totaling \$27,000 as presented. Ms. Wilson seconded the motion. The motion was approved.

## **Subcommittee Reports**

### **Policy Subcommittee**

Deliberation and Vote on the First Reading of the recommendation of the policy subcommittee on the revisions to the following policies:

4108	Staff Complaints and Grievances
5102	Enrollment – Salem Residents
5102.01	Enrollment of Non-Resident Students/School Choice
5102.04	Policy on Admission of Foreign Exchange Students
5103	Controlled Choice Student Assignment
5103.01	Student Assignment – Vocational Technical Education Programs
5103.02	Student Assignment – Enrollment of Students from Other Schools
5104	Age Majority (recommended for deletion)
5105	Flags and the Pledge of Allegiance
5106	Evacuation (Fire Drills)
5107	School Day
5108	School Year/School Calendar
5112	Student Work Permits
5113	Work Hours
5115	Dismissal at Parental Request
5223	Student Advisory Committee
5402	Tobacco Use Policy
5413	School Property
5501	Responsible Use Policy and Media

### **Discussion**

Ms. Nuncio briefly shared that the Policy Subcommittee re-reviewed Policy 5103 Controlled Choice Student Assignment. Mr. Cruz explained that changes were made to Policy 5223 Student Advisory Committee to add representation from both the Liberty and Salem Prep High Schools. Ms. Campbell mentioned a previous School Committee discussion on set targets released by DESE and wondered if the Policy Subcommittee has discussed it. Mr. Cruz responded that they had, they had not revised the policy, would discuss it further at their next meeting, and bring any additional changes to the attention of the School Committee at the next School Committee meeting.

Mr. Fleming motioned to approve the First Reading of the recommendation of the policy subcommittee on the revisions to the policies as presented. Mr. Cruz seconded the motion. The motion carried.

Mr. Fleming reported that the Buildings and Grounds Subcommittee met today, including Ms. Shaver and Ms. Carbone, due to several complaints relative to water fountains at the Horace Mann Laboratory School. Mr. Fleming explained they are all being serviced and assured parents there is no toxicity. Mr. Fleming addressed concerns about potholes, around Salem schools, and announced that all potholes would be serviced over the summer break. Mr. Fleming reported that the Buildings and Grounds looked at the feasibility of affordable housing at the high school and Witchcraft Heights Elementary School and a motion was made to request more information. Mr. Fleming continued that there was a discussion on the transit at Collins Middle School. The boilers for the Bentley was informally approved. A formal vote by the school building authority is

expected to be replaced next year. A formal vote of the Massachusetts School Building Authority is expected for the boilers to be replaced next year. There was consensus that replacement of the Salem High School gymnasium floor, with a wood floor, be submitted as a capital project next year.

Ms. Nuncio reported that the Policy Subcommittee met and had an initial discussion about the posting of School Committee meeting notices at Salem City Hall. The subcommittee talked about required practices of physical postings of meeting notices and materials, at the City Hall, by the Secretary of the School Committee. Ms. Nuncio shared that the Policy Subcommittee had noted Massachusetts General Law does not have a legal statute requiring the need for stamping of notices. Ms. Manning shared that discussion, as a Policy Subcommittee, was in references as to whether or not to pursue the need to physically or electronically post notices. Mayor Driscoll shared that it is an internal question with the City Clerk and concern lies on whether an email, by the City Clerk, would be read on time considering the amount of emails the clerk receives. Mayor Driscoll continued that it is a topic worth having some discussion over with the City Clerk. Mr. Cruz recalled, and clarified, that the Policy Subcommittee talked about just making an inquiry to the City Clerk and/or the City Solicitor about the process. Mr. Cruz wondered about a recent Salem news article on the Career Technical and Agricultural Education (CTE) grant that Essex North Shore Tech received and asked more information about that program and grant. Mayor Driscoll and Ms. Carbone shared insights about the program.

### **School Committee Concerns and Resolutions**

Ms. Manning shared a concern about the explanation of budget transfers School Committee members received and asked for clarification on the input procedures in place to better manage and report on costs throughout the year, including additional training for members of Pupil Personnel Services (PPS) to ensure tracking in a timely manner. Ms. Manning was concerned that no Pupil Personnel Services staff is already doing that. Ms. Manning continued that her other concern is the oversight of accounts that would now be managed by the grants manager who would ensure that detailed records and projections are kept throughout the year and expenses are charged to current evolving accounts. Ms. Manning seeks clarification on these for the next School Committee meeting or perhaps schedule a Finance Subcommittee meeting for further review and discussion. Ms. Campbell reminded the School Committee the discussion of an Equity Subcommittee and asked this be kept in the forefront. Mr. Fleming talked about the use of cell phones in Salem Public Schools and asked the Acting Superintendent review the cell phone use policy.

### **Public Comment #2: Questions and Comments From the Audience**

A J Hoffman announced they secured a spot in the Pride parade for Salem Public Schools and invited the School Committee and families to join them. They will have a table in the commons.

Jillian Flynn, 3 Beckett Street, Junior at Salem High School, inquired about the status of the Assistant Principal position and asked about the schedule class changes.

### **Adjournment**

There being no further business to come before the School Committee this evening, Mr. Fleming entertained the motion to adjourn. Ms. Campbell seconded the motion. The meeting was adjourned.

Respectfully submitted by:

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Angelica Alayon, Secretary to the  
Salem School Committee

### **Meeting Materials and Reports**

School Committee Consent agenda June 17, 2019

Minutes of the May 29, 2019 Committee of the Whole (COW) meeting

Minutes of the June 3, 2019 School Committee meeting

Ratification of the Collective Bargaining Agreement between Salem School Committee and AFSCME union for 2018-2021

Gail A. Kucker Welcome Center request letter

Salem Public Schools (SPS) Memorandum of Agreement 2019

Salem Public Schools (SPS) Memorandum of Agreement 2020

FY19 Budget Transfers

Policies



To Whom It May Concern,\

im writing this to request to have the 4<sup>nd</sup> Annual Sweat4Sweat Basketball Tournament in loving memory of Brian Murphy on August 17<sup>th</sup> 2019 in Collins Middle School in Salem, MA. Brian Murphy passed away on April 10<sup>th</sup> 2016 from an drug overdose. Holding this fundraising event will allow people to have open conversation about addiction and shed light on how addiction affects people from all walks of life.

In order to meet our goals, we rely on the generosity of individuals and businesses for support. We had a great event last year at the school and looking to have it again in the same location! We hope that you will be able to take part in one of the many exciting events that we are offering this year and experience firsthand the pride we take in supporting this cause. We ask that you make a commitment to support our annual event by making a donation.

By giving to this annual event you'll be supporting Brian's scholarship fund through Magnolia New Beginnings, Inc. which is dedicated to advocating for those affected by Substance Use Disorder (SUD), as well as their families and loved ones. Your donation to allow us to us the gym will be recognized at our event in several ways. As a sponsor, your name will be publicized as well as announced verbally at the fundraiser itself. We hope that we can count on you to help support our cause. If you have any questions or concerns in the meantime, please feel free to contact me directly. Remember that every donation makes a difference, regardless of size.

Thanks in advance for your consideration!  
Sincerely,

Nick Linear  
978-335-8405  
NJLinear@gmail.com

# Memorandum

To: Ms. M. Kate Carbone, Acting Superintendent  
Salem Public Schools

Cc: File

From: Dr. Vittoria Pacifico, Salem High School Principal

Date: June 13, 2019

RE: August 2019 Out of State Field Trip/Golf Trip to Orlando, FL

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Dear Ms. Carbone:

This memorandum is to recommend that the Salem High Golf Team be given permission to travel to Orlando, FL. This is the 17<sup>th</sup> year bringing our team to play golf at Disney World, Florida, as in the past the students love it. This trip will take place from August 22 to August 27, 2019. the Golf Team will play golf at the Walt Disney Courses, Palm & Magnolia for four days. The trip will give students the opportunity to tour Disney's Animal Kingdom, Epcot, Hollywood Studios and the Magic Kingdom. This is an experience of a lifetime. All trips will be chaperoned by Mr. Tom Doyle, Advisor and Tim Stirk, P.E. Teacher. There will be at least one chaperone for every four students. The students and chaperones will travel by Southwest Airlines. They have already done a lot of fundraising and look forward to receiving your official approval. Hotel accommodations will be at the Old Key West Disney Hotel. The hotel will also supply transportation through the Disney Magical Express.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Please call me if you have any questions or concerns.

Thank you for your kind attention to this matter.

Sincerely,



Dr. Vittoria Pacifico

Principal

Salem High School

# Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	SALEM HIGH School		Date of Request	Date of Field Trip
Coordinator	THOMAS DOYLE		6-11-19	8-22 to 8/27
Coordinator Contact Info	Phone: 978 836 8471 Email: tdoyle@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	7		
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	ORLANDO, FLORIDA WALT DISNEY WORLD		<b>Location and Duration</b> <input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip	

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

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Karyn Ann, RN</i>		Date: 6/11/19

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: Pick Up Location:	Return Time: Return Location:
AIRPLANE + BUS		

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)		
Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>Victoria Sanchez</i>	Date: June 14, 2019

To: The Salem School Committee

From: Ron Miano

Subject: Bertram Field

Date: July 10, 2019

To the Salem School Committee,

As you are aware the Salem Youth Football and Cheering program has had the good fortune of playing our home Football games at Bertram Field over the last 12 seasons. We are looking forward to playing our 2017 schedule at Bertram Field as well. We hope that the arrangement we have had with the City over the past three seasons will apply going forward.

You the School Committee have generously waived the rental fee; have allowed us use of the score board, PA system and the Concession area. All of these amenities are operated by adult volunteers and monitored throughout the day by our dedicated Executive Board members. We do pay the custodial fee for the dates we are there.

Since I took on the role as President of the SYF&C our partnership with the City has been mutually beneficial. We have experienced growth in both football and cheer programs, along with a good deal of success as a program. We continue to develop quality kids as well football players and Cheerleaders better prepared for their High School experience as a result. The opportunity to play our games at Bertram allows us to give our families as well as the visiting families a great experience when playing at Bertram Field. ....This is a very positive reflection on the City of Salem.

I ask that you continue to allow our program the use of Bertram field under our current agreement. I also invite you all out to catch a game and see what we are doing with these kids.

Regards,

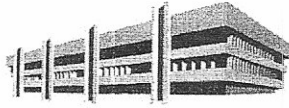
Ron



Salem Youth Football & Cheering  
PO Box 268 Salem, MA 01970

THE SALEM PUBLIC SCHOOLS  
OFFICE OF BUILDING SERVICES  
77 WILLSON STREET  
SALEM, MA 01970

PHONE 978-740-1143  
FAX 978-740-1117



Mr. Paul L'Heureux  
Director of Building Services

Ms. Theresa Lavorante  
Secretary of Building Services

Date: 7-9-2019

### REQUEST FOR USE OF BERTRAM FIELD

Name: Ron Mans

Address: 12 Buena Vista Ave. W. Salem.

Home Telephone No. 978-265-5991 Office Telephone No. 978-265-5991

Alternate Name: Maureen Fisher Alternate No.: 978-500-2493

League Name: Salem Youth Football & Cheering Inc.

Number of Teams: 4 Team Names: (Please list all teams on an attached sheet.)

Day(s) & Date(s) Requested: Mon. ☐ Tues. ☐ Wed. ☐ Thurs. ☐ Fri. ☐ Sat. ☐ Sun. ☒

(For league play please list all day(s) and date (s) requested on an attached sheet.)

Times Requested: AM: 8:00 PM: 4:00 (Please list various times on an attached sheet.)

### NON-SCHOOL DEPARTMENT EVENTS MAY BE CANCELLED WITHOUT NOTICE BY THE SCHOOL DEPARTMENT.

Contact the Building Services Department: 978-740-1143

#### Liability Release for Private Recreational Leagues

In consideration of the free or paid use of recreational land owned/operated by the City of Salem for use by me as a participant, sponsor, representative or officer of a private recreational team or league or other entity or organization not sponsored by or under the control or supervision of the City of Salem, I hereby assume all risk of personal injury or death or any loss of whatever nature arising while all participants, officials, spectators, et al are approaching, entering, playing, visiting or as a spectator at an event and while leaving the Bertram Field athletic facility and recreational area. I hereby release the City of Salem, City of Salem School Department, City of Salem School Committee individually and collectively its officers, employees, agents, and servants from any liability therefore and/or for contribution as a joint tort-feasor thereof and I will indemnify and save harmless the City of Salem, City of Salem School Department and City of Salem School Committee individually and collectively its officers, employees, agents, and servants from any such liability or contribution to such liability as a result of the use of Bertram Field athletic facility and any actual or perceived negligence on my part.

I understand the language of the aforementioned agreement and I am freely executing the release with my signature.

SIGNATURE: Ron Mans

## PERSONNEL

4000

### ALL EMPLOYEES

4100

### STAFF COMPLAINTS AND GRIEVANCES

4108

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of dispute; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the Committee's desire that procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns. Teachers and other school employees who are dissatisfied with a decision of a Principal or other administrator may seek review of the decision with the Superintendent. School employees who are dissatisfied with the decision of the Superintendent, may appeal a ruling of the Superintendent to the Committee, except in those areas where the law has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with law. The Committee shall not hear any complaint without the decision maker (Superintendent, Principal, or administrator) being present.

The process outlined above shall not apply to grievances subject to resolution through the grievance and arbitration clauses of the collective bargaining agreements between the Committee and the various unions. Such grievances shall be handled in accordance with the negotiated terms of the relevant agreement.

Contract Ref.: All Contract Agreements

Legal Reference: MGL 150E: [5 and 8](#)

[Reviewed and Referred by the Policy Subcommittee on 5/10/19](#)

[First Reading: 6/17/19](#)

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**Deleted:** It is expected that all individuals employed by the School Committee shall abide by the policies of said committee and/or procedures set forth by the administration. In the event of disagreement by any employee, the School Committee shall expect that individual to refrain from a demonstration of those views which might prove demeaning to the School Committee, the administration, and/or the professional image of the teaching profession. -

... [1]

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<b>ENROLLMENT – SALEM RESIDENTS</b>	<b>5102</b>

Any child who is of school age and resides in the City of Salem may attend the Salem Public Schools.

#### **RESIDENT CHILDREN**

1. Children must be 5 years old on or before August 31st of any given year, as verified by a birth certificate, to be eligible for Kindergarten that September. Children who are 6 years old on or before August 31st of any given year, as verified by a birth certificate, must enroll in grade one (1) that September. This enrollment policy does not apply to the trimester age requirements at the Carlton Elementary Innovation School, [so long as the Carlton Innovation Plan specifies this provision.](#)
2. Children who wish to enroll in the Salem Public Schools, and who have previously attended other approved schools, must present evidence (school records) of satisfactory completion of prior grade requirements, and must be recommended by the sending school for grade assignment. Health records, including proof of required vaccinations must be received prior to the student starting in the Salem Public Schools.
3. Adult students (those over 18 years of age) whose parents or guardians do not reside in Salem are eligible to attend Salem Public Schools if the student is a legal resident of the City of Salem.

A child is eligible to attend the Salem Public Schools if the child is living with a Salem resident by arrangement with the Executive Office of Health & Human Services or by court order, even if the child's parents or guardians are non-residents.

Parents, guardian, or students 18 years or over, may appeal an administrative decision concerning school attendance to the Superintendent of Schools. In the event the appellant is not satisfied with the Superintendent's decision, he or she may appeal the decision to the School Committee. The granting of such a hearing before the School Committee shall not constitute an admission by the School Committee that it has failed to furnish school accommodations. In any such hearing before the School Committee, it shall be the burden of the appellant to show that the School Committee has failed to furnish school accommodations.

Jill Conrad 6/10/2019 2:50 PM

**Deleted:** Children who do not meet these age requirements will not be eligible.

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At the end of each school year, the Superintendent shall review each student older than 18 for approval or denial of attendance for the ensuing school year.

Legal Reference: MGL [76-1](#)

[Reviewed and referred by the Policy Subcommittee 5/10/19](#)

[First Reading: 6/17/19](#)

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**ENROLLMENT OF NON-RESIDENT STUDENTS/SCHOOL CHOICE**

**5102.01**

Massachusetts General Laws Chapter 76, Section 12B, paragraph (d) states in part: "...that this obligation (school choice) to enroll non-resident students shall not apply to a school department for a school year in which its School Committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation for the school year beginning the following September..." Therefore, the Salem School Committee shall vote annually as to whether the District is accepting students under the school choice option.

When the parents or guardian of a student move from Salem and wish to have their children attend the Salem Public School in the forthcoming or ongoing school year, the students may stay in the school under the conditions indicated below with the permission of the principal in consultation with the superintendent:

A child may continue in attendance for the purpose of completing the school year, provided that the period of time since the relinquishment of residence and the end of the school year does not exceed three (3) calendar months. In situations of hardship, a family may appeal to the superintendent to waive this condition.

A student who has continuously attended Salem High School for the three (3) years prior to his or her senior year, may complete his or her senior year at Salem High School, regardless of the residence of his or her parents.

Legal References: MGL 71:6, 6A; 76.6, 12, and 12B

[Reviewed and referred by the Policy Subcommittee 5/10/19](#)

[First Reading: 6/17/19](#)

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#### POLICY ON ADMISSION OF FOREIGN EXCHANGE STUDENTS

5102.04

The Salem School Committee recognizes the value of enrolling students from other countries who wish to attend school in the United States as part of a foreign exchange experience. In support of such programs we have established the following requirements:

The SPS will annually accept, on a tuition-free basis, a limited number of students residing outside of the country into the Salem Public Schools. The number and grade level of students will be determined by the School Principal and the Superintendent. Students seeking to participate in this program shall:

- be sponsored by an officially recognized exchange program as determined by the Council on Standards of International Travel & Exchange Programs (CSIET [www.csiet.org](http://www.csiet.org)). The sponsoring agency will be responsible for the student's welfare including medical care, insurance, living arrangements, transportation, etc. throughout the duration of his/her stay.
- have met US State Department visa and sponsoring organization's program requirements
- reside with a host family living in Salem. (In the event that the student's host family moves from Salem, the student will also be expected to enroll in their new school of residence.)
- have completed all registration forms and provided copies of pertinent medical and educational records to the school principal **thirty (30) days** prior to the start of the school year.
- provide the school with a copy of his/her exchange program application/packet, information on his/her background and an opportunity to be interviewed.
- have an understanding of and the ability to speak English.
- agree to comply with all school rules and expectations.
- be responsible for all of the customary costs comparable to those paid by students enrolled in the school.

In return, the Salem Public Schools through our staff will provide:

- the opportunity to participate, as a full-time student, in the appropriate grade level program of studies as offered to Salem residents
- the ability to participate in extra-curricular activities including the chance to try out for and participate in extracurricular sports as allowed by MIAA.
- guidance as to what credits earned may be transferred to the student's school of origin. (If students enroll in SHS for their senior year, they may participate in the graduation activities but will not be eligible to receive a SHS diploma.)

Reviewed and referred by the Policy Subcommittee 5/10/19

First Reading: 6/17/19

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## History and Rationale

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

A controlled choice student assignment policy allows Salem families the opportunity to access all of the district’s schools and educational offerings regardless of where they live. A choice based system also helps to ensure that the diversity of our community is reflected in the student body attending all of the city’s schools. Other benefits of a controlled choice student assignment system include:

- Offers parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference, that are best suited for their children
- Eliminates the need to continually redraw attendance boundaries due to changes in the housing patterns throughout the District

### **SPS Core Value of Equity and Access:**

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

Jill Conrad 6/10/2019 2:30 PM

**Comment [1]:** See proposed revision re Withdrawals on page 11 of this policy.

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

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

### **Goals of Salem’s Student Assignment Policy**

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

1. Increase the excellence of all schools so that there are great choices across all of Salem
2. Achieve a more equitable distribution of students across the district based on socioeconomic status and other educational risk factors
3. Maximize, to the extent possible, families’ opportunities to exercise their choice of school(s) that best fits their child(ren)
4. Keep siblings together (to the extent that this is the family’s choice)
5. Increase operational efficiency by making efficient use of our facilities and reducing transportation costs (including students’ time spent on buses)
6. Ensure that the entire process, from beginning to end, is clear, transparent, and easy to understand and follow
7. Ensure that the District (and schools) conduct proactive outreach to families, and especially to those groups who are underrepresented, thereby increasing opportunities for all to exercise informed choices
8. Continuously monitor the progress of implementing the policy, including fidelity to the policy, and continuing to explore new ways to improve upon the policy or consider new methods to achieve the overall goals

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### Policy Objective

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable balance of student enrollment, in terms of socioeconomic status, within each of Salem's schools. To that end, each school's enrollment shall reflect a deviation of no more than five (5) percentage points from the average socioeconomic composition of the district's student enrollment, as measured by the MA Department of Elementary and Secondary Education's most recently published Economically Disadvantaged indicator.

### District Procedures for Determining the Number and Type of Seats Available

The following procedures shall be used to determine the number and types of seats available for family choice:

#### *1. Calculate enrollment projections and determine each school's capacity to serve, by grade level.*

Each fall, the Superintendent shall be responsible for reviewing all available enrollment and other demographic data together with the District's programming needs as well as each school's enrollment capacity, to make an annual determination as to the number of students who can be assigned at each grade in each school. The annual determination will be based on the projected district-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination shall include any spaces earmarked for programmatic needs such as substantially separate special education, English Language Learners (ELL), including those who are newcomers, or other specialized programs designated by the Superintendent, within each school.

#### *2. Set annual enrollment targets for each individual school that move each school closer to the policy objective of within 5% of the district-wide average for students' socioeconomic status (SES).*

In January of each year, the Superintendent shall set annual enrollment targets for each individual school. The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds across the district and to ensure that students who face multiple barriers to success in education are not concentrated within one or more schools.

The socioeconomic status (SES) of each student shall be determined by the degree to which the household income of each student meets the federal standards for low-income as published annually by the U.S. Secretary of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

These annual enrollment targets shall include two categories for each school:

- a) **Low-Income (LI):** Percentage of seats available for students whose household income qualifies them as low-income, according to the above criteria;

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- b) **Non-Low Income (Non-LI):** Percentage of seats available for students whose household income does not qualify them as low-income, according to the above criteria.

The annual enrollment targets for each category shall be based on an analysis of each school's current enrollment in terms of its socioeconomic status (SES) -- based on the percentage of Economically Disadvantaged (ED) students enrolled -- relative to the district-wide average of ED students. The target set for each school should give higher priority to the category that needs to be increased within that school, in order to move closer to the district-wide average, and a lower priority to the category that needs to be decreased. By prioritizing the targets for each individual school in this way, over time, the school's enrollment will be within five percentage points of the district average.

For example, to illustrate how this might work, if the district's average enrollment is 50% low income and 50% non-low income and one school's current enrollment is 75% non-low income and 25% low income, setting an enrollment target for this school of 75% low-income and 25% non-low income would prioritize the low-income category by allowing more of the available seats to be filled by students who fall into this category. This would mean that 75% of the available seats in the school would be assigned to incoming students who qualify as low-income and 25% of the available seats in the school would be assigned to incoming students who do not qualify as low-income.

Similarly, an enrollment target of 60% low-income and 40% non-low income would also weight enrollment in the direction of the district-wide goal of being within 5% of the district's average, but this target would be more moderate, in terms of meeting the objective, than the first example.

The Superintendent shall be responsible for setting enrollment targets based on each school's enrollment data relative to the district-wide average for the previous year. No school's enrollment target shall be set in a way that moves the balance of enrollment away from the objective, further contributing to inequitable enrollment within a school.

The school's enrollment targets shall apply to the assignment of students entering Kindergarten as well as to all those applying to enter all other grade levels, at all points throughout the year.

### ***3. Examine and consider additional diversity factors for the future.***

While the current policy considers each student's socioeconomic status as the primary factor for achieving a more equitable distribution of students, the School Committee acknowledges the importance of other factors reflecting the diversity of our student body. Educational research recognizes that additional risk factors are associated with a student's success in school. The Superintendent is hereby charged with tracking and monitoring additional diversity factors reflected in the student body and reporting annually to the School Committee on the degree to which each school enrolls students based on these factors. Diversity factors may include race/ethnicity, disability status, English language learner status, homelessness (as defined by the McKinney-Vento Act), foster care, parental level of education, and other factors identified by the Superintendent. Over time, the School Committee may consider updating this policy to include a "multi-factor" approach, as many other districts implementing controlled choice

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student assignment have, basing student assignment on multiple factors that are known to affect the educational outcomes of students, and seeking to achieve a balance of those factors across schools.

**4. *Determine the availability of any in-district charter, innovation, and/or other schools that may require exclusion from this policy and require alternative approaches to student assignment.***

In-District Charter Schools: Salem Public Schools currently houses a K-5 Horace Mann Charter School known as the Bentley Academy Charter School (BACS) and procedures for enrolling in a charter school are governed by state law. In accordance with state law, the enrollment of students in the BACS shall be determined by a lottery process wherein all those who “opt-in” or otherwise apply by the established deadline, have an equal chance of selection by lottery. All interested families wishing to have their children attend BACS will be given the opportunity to opt in to the lottery no later than March 1<sup>st</sup> (for the first lottery) and any other deadlines established by BACS for subsequent lotteries. This option will be available on all of the district’s standard registration forms and tracked by the Parent Information Center (PIC) and shared with BACS prior to the lottery date. Opting into the lottery will not preclude students from being considered for their three school choices through the district.

Innovation Schools: Salem currently has two Innovation Schools (the Carlton Innovation School, a K-5 Innovation School and the New Liberty Innovation School, an alternative, competency-based high school serving Grades 9-12). At this time, enrollment to the NLIS shall follow the district’s student assignment policy. Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5<sup>th</sup> birthday). In this school, children who turn five (5) at different times throughout the year, have the opportunity to enter Kindergarten at the start of three different trimesters -- Fall, Winter, and Spring, based on the timing of the child’s 5<sup>th</sup> birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester). This trimester enrollment system gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1<sup>st</sup> grade.

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

Salem Early Childhood Center (SECC): Although initial student registration for the Salem Early Childhood Center is managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to the SECC.

High Schools: Although initial student registration procedures for Salem High School and the New Liberty Innovation School are managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend the Salem Prep High School.

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5. *Develop materials and outreach plans to ensure the community is aware of all of the district's enrollment options, the choices available to them, registration procedures and requirements, and deadlines that may apply to them.*

Ensuring that all members of the Salem community who have school-aged children are aware of the educational options and choices available to them and have a clear understanding of what they need to do (and by what dates) in order to access their choices is critical to any choice-based student assignment system. It shall be the responsibility of the Superintendent to ensure that an effective outreach and communication strategy that reaches all members of the community, including those whose home language is not English and other frequently underrepresented groups, is undertaken. Communication and outreach activities may involve creation of a district choices guide (translated into Spanish and Portuguese), information on the district's website, holding community forums in various neighborhood locations, organizing school open houses, holding a "school options" fair, etc.

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

The following procedures shall be used to assign students to the entering Kindergarten class for each year included in the term of this policy:

1. **Communication and Outreach:** In the fall and early winter of each year (November through January), the Superintendent shall execute a communication and outreach plan to ensure that all families with children who will turn five (5) years of age by September 1<sup>st</sup> of the upcoming school year are made aware of the Kindergarten schooling options available to them, upcoming opportunities to learn more about their choices (e.g., school expo, school open houses, information on the website, etc.), as well as the registration process and procedures.
2. **Kindergarten Information Night:** In January of each year, the Superintendent shall schedule at least one Kindergarten Information Night held in a central location, inviting all families known to have a child who will be eligible for Kindergarten in the fall. The purpose of this event is to inform families of the school options and choices available to them as well as the procedures, requirements, and deadlines for Kindergarten registration. The Kindergarten registration period shall begin on the first day after this event.
3. **School Tours and Open Houses:** The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to them. Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.
4. **School Choice Selection Procedures:** All Salem parents/guardians are encouraged to review the information on school choices and procedures and shall be required to indicate on the application, in rank order, their top three (3) choices for each of their children eligible for Kindergarten. Ranking fewer than three schools will significantly increase the student's chances of remaining unassigned to a school following the initial school assignment results. The availability of seat



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assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the choice program.

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

5. **Student Registration Procedures and Requirements:** In order to qualify for assignment to a school, all parents/guardians must complete and submit all required student registration forms and required documentation, including: a) Proof of birth date; b) Proof of address (to verify residency within the City of Salem); c) Proof of parent/guardian identification; and d) Most recent immunization and physical examination records (students may be registered and receive an assignment without immunization records. However, such records must be submitted prior to starting school).

In addition, the registration forms shall seek information about each child’s demographics, household income, home language, medical history, background, and information pertaining to educational risk factors associated with success in school.

6. **Kindergarten Registration Periods:** There shall be three Kindergarten registration periods between January and September, which is the start of Kindergarten in the following year. The first two registration periods shall be processed in “batches” that have an established window with a clear deadline. Applications received within each batch window are processed according to the selection criteria, regardless of the date that each application was received (so long as it was within each respective batch window).

Those applying after June 30<sup>th</sup> shall be processed using the same assignment criteria, but on a rolling basis, based on the date when each completed application is received. Families are encouraged to apply as early in the process as possible as the available space and choices become more limited later in the year.

- a. **Batch 1 (January through March 1):** All applications received between January (on the day following the Kindergarten Information Night) and March 1<sup>st</sup> shall be processed as Batch 1 applicants. Applicants interested in exercising a sibling preference must apply within Batch 1 and must submit their application **no later than February 20<sup>th</sup>**.
- b. **Batch 2 (March 2 through June 30):** All applications received between March 2nd and June 30<sup>th</sup> shall be processed as Batch 2 applicants.

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

#### Student Assignment Priorities and Criteria

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

1. **Programmatic Placements**: Students who qualify for one of the district's specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs, regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.
2. **Sibling Preference**: Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, *the deadline to submit a complete registration packet and indicate a sibling preference for Kindergarten registration shall be February 20<sup>th</sup> of each year.* While every effort will be made to keep siblings of newly registering families together, when this be the family's choice, Kindergarten applications received after the February 20<sup>th</sup> deadline will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category.
3. **Choice of School**: Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.
4. **Student Socioeconomic Status**: Within each batch and first choice of school, applicants shall be sorted into the following two categories:
  - a. **Low-Income (LI)**. Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

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

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

**Student Assignment Procedures (Kindergarten)**

- School-Level Student Assignment Targets:** Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
- Procedures When the Number of Applicants Exceed Space Available:** If the number of applicants within each category exceed the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30<sup>th</sup> of each year. If the number of applicants for a second choice school exceed the number of spaces available, remaining applicants shall be added to the appropriate subcategories for their third choice of school. If there is no space available within the appropriate subcategory for any of the three school choices, then the student shall be assigned to the closest school that has space availability within their respective subcategory.
- Processing Timelines:** Once the sorting of applications is completed according to the criteria described above, students will be assigned. Depending on the size of the applicant pool within each batch, this process may take several weeks to complete. Applications received within the Batch 1 period shall be assigned on or around May 1<sup>st</sup>. Applications received within the Batch 2 period shall be assigned on or around July 1<sup>st</sup>. Applications received after June 30<sup>th</sup> shall be processed as they arrive.

Applicants who “opt in” to the BACS or other lottery within the district by March 1<sup>st</sup> will be notified by the school whether or not they were selected and will have up to 18 days to confirm acceptance of the seat. Applicants who participate in the BACS lottery may remain within the district choice process as well.

- Notification and Confirmation of Assignment.** For Batch 1 and 2 applicants, families will generally be notified of their student’s assignment in writing. Parents/guardians are asked to return the confirmation form(s) to the Parent Information Center (PIC) within ten (10) calendar days so that any seats that are declined may be offered to others who have chosen that school. Applicants

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who apply during the rolling admission period may be notified of assignments and require confirmation over the phone within a shorter timeframe if the timing is close to the start of the school year.

5. **Waiting Lists.** Applicants who do not receive their first choice of school shall automatically be placed on a waiting list for that school within their respective socioeconomic and/or risk factor subcategory. The order of priority for Waiting Lists shall be those who did not receive their first choice within Batch 1 applications (sorted by order of proximity to the school), followed by those who did not receive their first choice within Batch 2 (sorted by order of proximity to the school). Should a space become available within the applicant's respective socioeconomic and/or risk factor subcategory, applicants will be contacted by a representative from the PIC and offered the spot. Applicants shall have 24 hours to confirm acceptance of the spot. If the spot is declined, it will be offered to the next person on the waiting list and so on.

Waiting lists for Kindergarten Registration shall be maintained and processed between March 1<sup>st</sup> and September 30<sup>th</sup> of each year. Families interested in changing their school assignments after that date, must submit a transfer application through the in-district transfer process.

6. **Walk-in Registrations During the Summer and School Year.** Families with school-age children who move to Salem over the summer or during the school year are considered "walk-in" registrations and shall be processed on a rolling basis, following the same procedures described above. Assignments shall be made according to the above criteria, to the extent possible. Should there be no seats available within the applicant's subcategory for any of their three choices of schools, they will be assigned to the closest school with space available in their category. Should there be no space available within their category at any school in the district, students will be assigned to the school closest to their home that has available space. The Superintendent shall be responsible for keeping a log of each instance where this occurs, reporting this annually to the School Committee, and using this information to inform enrollment targets for the future.

#### **Student Assignment Procedures for Incoming Students in Grades 1 through 12**

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

It shall be assumed that, unless otherwise requested by a parent/guardian or Superintendent, all students enrolled in an existing school may continue within that school until they reach the highest grade level offered within that school. For students who have completed 5<sup>th</sup> grade in one of the district's K-5 elementary schools, it shall be assumed that they will matriculate to 6<sup>th</sup> grade at the Collins Middle School unless otherwise notified by the family. Parents/guardians of fifth (5<sup>th</sup>) graders (who did not attend an existing K-8 school) who wish to apply for 6<sup>th</sup> grade at one of the district's other schools containing a 6<sup>th</sup> grade, must submit a transfer application to the Parent Information Center (PIC) no later than June 30<sup>th</sup>. Applicants for entry into 6<sup>th</sup> grade at one of the district's K-8 schools shall be processed according to the above guidelines and criteria.

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### **In-District Transfers**

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

### **Withdrawals**

If a student is withdrawn from the school for any reason and later returns to the district, the student shall be considered under the same guidelines as a newly entering student (spaces within their former school shall not be held). [The only exception shall be for an enrolled student whose parent or guardian relocates due to an active military member deployment and later returns to Salem. To be eligible to return to the school, the family must submit a written request to the Superintendent within the school year prior to the families return. Upon receipt of this request, the Superintendent shall determine whether or not the request to return to the student's previous school can be accommodated based on the availability of seats.](#)

If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non-attendance. Should this occur, the student may not be eligible to return to the school he or she previously attended. Absence without acceptable documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

### **Duration of this Policy and Review Period**

This policy shall remain in effect for a period of three years, according to the following schedule:

<b>Year</b>	<b>Assignment Period</b>	<b>School Year Begins</b>
Year 1 (SY 2018-19)	January through August 2018	September 2018
Year 2 (SY 2019-20)	January through August 2019	September 2019
Year 3 (SY 2020-21)	January through August 2020	September 2020

The Superintendent shall monitor the annual implementation of this policy and maintain data that can be used to evaluate its effectiveness in achieving the above goals and objective.

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

Over the next three years, the Superintendent will work together with the School Committee to coordinate a series of community engagement forums that enable members of the community to discuss the benefits and challenges associated with the student assignment policy, provide feedback, and share their views about the future of student assignment in the district.

In December 2020 (in time for the January through August 2021 Assignment Period), the School Committee shall consider the feedback provided to either renew or revise this policy or determine a new policy to govern the assignment of students for the 2021-22 school year.

#### **Allocation of Resources to Support the Successful Implementation of Controlled Choice**

The Committee recognizes that in order to have an effective process for assigning students using a controlled choice policy, adequate resources and support are needed to ensure its success, including resources supporting the communication and outreach to parents. The Superintendent shall be responsible for identifying and requesting the resources needed to implement this policy including the coordination and management of student assignment for the district, communication and outreach to families, and other necessary supports to ensure the successful implementation of this policy.

[Reviewed and referred by the Policy Subcommittee 6/13/19](#)

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## History and Rationale

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

A controlled choice student assignment policy allows Salem families the opportunity to access all of the district’s schools and educational offerings regardless of where they live. A choice-based system also helps to ensure that the diversity of our community is reflected in the student body attending all of the city’s schools. Other benefits of a controlled choice student assignment system include:

- Offers parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference, that are best suited for their children
- Eliminates the need to continually redraw attendance boundaries due to changes in the housing patterns throughout the District

### **SPS Core Value of Equity and Access:**

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

Jill Conrad 6/10/2019 2:30 PM

**Comment [1]:** See proposed revision re Withdrawals on page 11 of this policy.

See also proposed revision regarding timing of enrollment targets on page 3 and 4

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

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

#### **Goals of Salem’s Student Assignment Policy**

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

1. Increase the excellence of all schools so that there are great choices across all of Salem
2. Achieve a more equitable distribution of students across the district based on socioeconomic status and other educational risk factors
3. Maximize, to the extent possible, families’ opportunities to exercise their choice of school(s) that best fits their child(ren)
4. Keep siblings together (to the extent that this is the family’s choice)
5. Increase operational efficiency by making efficient use of our facilities and reducing transportation costs (including students’ time spent on buses)
6. Ensure that the entire process, from beginning to end, is clear, transparent, and easy to understand and follow
7. Ensure that the District (and schools) conduct proactive outreach to families, and especially to those groups who are underrepresented, thereby increasing opportunities for all to exercise informed choices
8. Continuously monitor the progress of implementing the policy, including fidelity to the policy, and continuing to explore new ways to improve upon the policy or consider new methods to achieve the overall goals



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### Policy Objective

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable balance of student enrollment, in terms of socioeconomic status, within each of Salem's schools. To that end, each school's enrollment shall reflect a deviation of no more than five (5) percentage points from the average socioeconomic composition of the district's student enrollment, as measured by the MA Department of Elementary and Secondary Education's most recently published Economically Disadvantaged indicator.

### District Procedures for Determining the Number and Type of Seats Available

The following procedures shall be used to determine the number and types of seats available for family choice:

**1. Calculate enrollment projections and determine each school's capacity to serve, by grade level.**

Each fall, the Superintendent shall be responsible for reviewing all available enrollment and other demographic data together with the District's programming needs as well as each school's enrollment capacity, to make an annual determination as to the number of students who can be assigned at each grade in each school. The annual determination will be based on the projected district-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination shall include any spaces earmarked for programmatic needs such as substantially separate special education, English Language Learners (ELL), including those who are newcomers, or other specialized programs designated by the Superintendent, within each school.

**2. Set annual enrollment targets for each individual school that move each school closer to the policy objective of within 5% of the district-wide average for students' socioeconomic status (SES).**

In January of each year, [prior to the annual Kindergarten Information Night](#), the Superintendent shall set annual enrollment targets for each individual school, [based on the state's most recently published data regarding each school's percentage of Economically Disadvantaged students](#). [In the event that these data are not published on the state website prior to the Kindergarten Information Night, enrollment targets shall be delayed until the data needed are published.](#)

The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds across the district and to ensure that students who face multiple barriers to success in education are not concentrated within one or more schools.

The socioeconomic status (SES) of each student shall be determined by the degree to which the household income of each student meets the federal standards for low-income as published annually by the U.S. Secretary of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

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These annual enrollment targets shall include two categories for each school:

- a) **Low-Income (LI):** Percentage of seats available for students whose household income qualifies them as low-income, according to the above criteria;
- b) **Non-Low Income (Non-LI):** Percentage of seats available for students whose household income does not qualify them as low-income, according to the above criteria.

The annual enrollment targets for each category shall be based on an analysis of each school's [October 1<sup>st</sup>](#) enrollment in terms of its socioeconomic status (SES) [as published on the state website](#) -- based on the percentage of Economically Disadvantaged (ED) students enrolled -- relative to the district-wide average of ED students. The target set for each school should give higher priority to the category that needs to be increased within that school, in order to move closer to the district-wide average, and a lower priority to the category that needs to be decreased. By prioritizing the targets for each individual school in this way, over time, the school's enrollment will be within five percentage points of the district average.

For example, to illustrate how this might work, if the district's average enrollment is 50% low income and 50% non-low income and one school's current enrollment is 75% non-low income and 25% low income, setting an enrollment target for this school of 75% low-income and 25% non-low income would prioritize the low-income category by allowing more of the available seats to be filled by students who fall into this category. This would mean that 75% of the available seats in the school would be assigned to incoming students who qualify as low-income and 25% of the available seats in the school would be assigned to incoming students who do not qualify as low-income.

Similarly, an enrollment target of 60% low-income and 40% non-low income would also weight enrollment in the direction of the district-wide goal of being within 5% of the district's average, but this target would be more moderate, in terms of meeting the objective, than the first example.

The Superintendent shall be responsible for setting enrollment targets based on each school's enrollment data relative to the district-wide average for the previous year. No school's enrollment target shall be set in a way that moves the balance of enrollment away from the objective, further contributing to inequitable enrollment within a school.

The school's enrollment targets shall apply to the assignment of students entering Kindergarten as well as to all those applying to enter all other grade levels, at all points throughout the year.

### ***3. Examine and consider additional diversity factors for the future.***

While the current policy considers each student's socioeconomic status as the primary factor for achieving a more equitable distribution of students, the School Committee acknowledges the importance of other factors reflecting the diversity of our student body. Educational research recognizes that additional risk factors are associated with a student's success in school. The Superintendent is hereby charged with tracking and monitoring additional diversity factors reflected in the student body and reporting annually to the School Committee on the degree to which each school enrolls students based on these factors. Diversity factors may include race/ethnicity, disability status, English language learner status,

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homelessness (as defined by the McKinney-Vento Act), foster care, parental level of education, and other factors identified by the Superintendent. Over time, the School Committee may consider updating this policy to include a “multi-factor” approach, as many other districts implementing controlled choice student assignment have, basing student assignment on multiple factors that are known to affect the educational outcomes of students, and seeking to achieve a balance of those factors across schools.

**4. Determine the availability of any in-district charter, innovation, and/or other schools that may require exclusion from this policy and require alternative approaches to student assignment.**

In-District Charter Schools: Salem Public Schools currently houses a K-5 Horace Mann Charter School known as the Bentley Academy Charter School (BACS) and procedures for enrolling in a charter school are governed by state law. In accordance with state law, the enrollment of students in the BACS shall be determined by a lottery process wherein all those who “opt-in” or otherwise apply by the established deadline, have an equal chance of selection by lottery. All interested families wishing to have their children attend BACS will be given the opportunity to opt in to the lottery no later than March 1<sup>st</sup> (for the first lottery) and any other deadlines established by BACS for subsequent lotteries. This option will be available on all of the district’s standard registration forms and tracked by the Parent Information Center (PIC) and shared with BACS prior to the lottery date. Opting into the lottery will not preclude students from being considered for their three school choices through the district.

Innovation Schools: Salem currently has two Innovation Schools (the Carlton Innovation School, a K-5 Innovation School and the New Liberty Innovation School, an alternative, competency-based high school serving Grades 9-12). At this time, enrollment to the NLIS shall follow the district’s student assignment policy. Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5<sup>th</sup> birthday). In this school, children who turn five (5) at different times throughout the year, have the opportunity to enter Kindergarten at the start of three different trimesters -- Fall, Winter, and Spring, based on the timing of the child’s 5<sup>th</sup> birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester). This trimester enrollment system gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1<sup>st</sup> grade.

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

Salem Early Childhood Center (SECC): Although initial student registration for the Salem Early Childhood Center is managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to the SECC.

High Schools: Although initial student registration procedures for Salem High School and the New Liberty Innovation School are managed by the district’s Parent Information Center, the assignment

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criteria outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend the Salem Prep High School.

5. *Develop materials and outreach plans to ensure the community is aware of all of the district's enrollment options, the choices available to them, registration procedures and requirements, and deadlines that may apply to them.*

Ensuring that all members of the Salem community who have school-aged children are aware of the educational options and choices available to them and have a clear understanding of what they need to do (and by what dates) in order to access their choices is critical to any choice-based student assignment system. It shall be the responsibility of the Superintendent to ensure that an effective outreach and communication strategy that reaches all members of the community, including those whose home language is not English and other frequently underrepresented groups, is undertaken. Communication and outreach activities may involve creation of a district choices guide (translated into Spanish and Portuguese), information on the district's website, holding community forums in various neighborhood locations, organizing school open houses, holding a "school options" fair, etc.

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

The following procedures shall be used to assign students to the entering Kindergarten class for each year included in the term of this policy:

1. **Communication and Outreach:** In the fall and early winter of each year (November through January), the Superintendent shall execute a communication and outreach plan to ensure that all families with children who will turn five (5) years of age by September 1<sup>st</sup> of the upcoming school year are made aware of the Kindergarten schooling options available to them, upcoming opportunities to learn more about their choices (e.g., school expo, school open houses, information on the website, etc.), as well as the registration process and procedures.
2. **Kindergarten Information Night:** In January of each year, the Superintendent shall schedule at least one Kindergarten Information Night held in a central location, inviting all families known to have a child who will be eligible for Kindergarten in the fall. The purpose of this event is to inform families of the school options and choices available to them as well as the procedures, requirements, and deadlines for Kindergarten registration. The Kindergarten registration period shall begin on the first day after this event.
3. **School Tours and Open Houses:** The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to them. Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.
4. **School Choice Selection Procedures:** All Salem parents/guardians are encouraged to review the information on school choices and procedures and shall be required to indicate on the application, in rank order, their top three (3) choices for each of their children eligible for Kindergarten.

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Ranking fewer than three schools will significantly increase the student’s chances of remaining unassigned to a school following the initial school assignment results. The availability of seat assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the choice program.

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

5. **Student Registration Procedures and Requirements:** In order to qualify for assignment to a school, all parents/guardians must complete and submit all required student registration forms and required documentation, including: a) Proof of birth date; b) Proof of address (to verify residency within the City of Salem); c) Proof of parent/guardian identification; and d) Most recent immunization and physical examination records (students may be registered and receive an assignment without immunization records. However, such records must be submitted prior to starting school).

In addition, the registration forms shall seek information about each child’s demographics, household income, home language, medical history, background, and information pertaining to educational risk factors associated with success in school.

6. **Kindergarten Registration Periods:** There shall be three Kindergarten registration periods between January and September, which is the start of Kindergarten in the following year. The first two registration periods shall be processed in “batches” that have an established window with a clear deadline. Applications received within each batch window are processed according to the selection criteria, regardless of the date that each application was received (so long as it was within each respective batch window).

Those applying after June 30<sup>th</sup> shall be processed using the same assignment criteria, but on a rolling basis, based on the date when each completed application is received. Families are encouraged to apply as early in the process as possible as the available space and choices become more limited later in the year.

- a. **Batch 1 (January through March 1):** All applications received between January (on the day following the Kindergarten Information Night) and March 1<sup>st</sup> shall be processed as Batch 1 applicants. Applicants interested in exercising a sibling preference must apply within Batch 1 and must submit their application **no later than February 20<sup>th</sup>**.

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- b. **Batch 2 (March 2 through June 30):** All applications received between March 2nd and June 30<sup>th</sup> shall be processed as Batch 2 applicants.
- c. **Rolling Enrollment Period (July 1 through start of school):** All applications received after June 30<sup>th</sup> through the start of school in the following year, shall not be processed as a batch, but rather, on a rolling basis.

#### Student Assignment Priorities and Criteria

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

1. **Programmatic Placements:** Students who qualify for one of the district's specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs, regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.
2. **Sibling Preference:** Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, *the deadline to submit a complete registration packet and indicate a sibling preference for Kindergarten registration shall be February 20<sup>th</sup> of each year.* While every effort will be made to keep siblings of newly registering families together, when this be the family's choice, Kindergarten applications received after the February 20<sup>th</sup> deadline will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category.
3. **Choice of School:** Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.
4. **Student Socioeconomic Status:** Within each batch and first choice of school, applicants shall be sorted into the following two categories:
  - a. **Low-Income (LI).** Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

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

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

#### **Student Assignment Procedures (Kindergarten)**

1. **School-Level Student Assignment Targets:** Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
2. **Procedures When the Number of Applicants Exceed Space Available:** If the number of applicants within each category exceed the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30<sup>th</sup> of each year. If the number of applicants for a second choice school exceed the number of spaces available, remaining applicants shall be added to the appropriate subcategories for their third choice of school. If there is no space available within the appropriate subcategory for any of the three school choices, then the student shall be assigned to the closest school that has space availability within their respective subcategory.
3. **Processing Timelines:** Once the sorting of applications is completed according to the criteria described above, students will be assigned. Depending on the size of the applicant pool within each batch, this process may take several weeks to complete. Applications received within the Batch 1 period shall be assigned on or around May 1<sup>st</sup>. Applications received within the Batch 2 period shall be assigned on or around July 1<sup>st</sup>. Applications received after June 30<sup>th</sup> shall be processed as they arrive.

Applicants who “opt in” to the BACS or other lottery within the district by March 1<sup>st</sup> will be notified by the school whether or not they were selected and will have up to 18 days to confirm acceptance of the seat. Applicants who participate in the BACS lottery may remain within the district choice process as well.

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4. **Notification and Confirmation of Assignment.** For Batch 1 and 2 applicants, families will generally be notified of their student's assignment in writing. Parents/guardians are asked to return the confirmation form(s) to the Parent Information Center (PIC) within ten (10) calendar days so that any seats that are declined may be offered to others who have chosen that school. Applicants who apply during the rolling admission period may be notified of assignments and require confirmation over the phone within a shorter timeframe if the timing is close to the start of the school year.
5. **Waiting Lists.** Applicants who do not receive their first choice of school shall automatically be placed on a waiting list for that school within their respective socioeconomic and/or risk factor subcategory. The order of priority for Waiting Lists shall be those who did not receive their first choice within Batch 1 applications (sorted by order of proximity to the school), followed by those who did not receive their first choice within Batch 2 (sorted by order of proximity to the school). Should a space become available within the applicant's respective socioeconomic and/or risk factor subcategory, applicants will be contacted by a representative from the PIC and offered the spot. Applicants shall have 24 hours to confirm acceptance of the spot. If the spot is declined, it will be offered to the next person on the waiting list and so on.

Waiting lists for Kindergarten Registration shall be maintained and processed between March 1<sup>st</sup> and September 30<sup>th</sup> of each year. Families interested in changing their school assignments after that date, must submit a transfer application through the in-district transfer process.

6. **Walk-in Registrations During the Summer and School Year.** Families with school-age children who move to Salem over the summer or during the school year are considered "walk-in" registrations and shall be processed on a rolling basis, following the same procedures described above. Assignments shall be made according to the above criteria, to the extent possible. Should there be no seats available within the applicant's subcategory for any of their three choices of schools, they will be assigned to the closest school with space available in their category. Should there be no space available within their category at any school in the district, students will be assigned to the school closest to their home that has available space. The Superintendent shall be responsible for keeping a log of each instance where this occurs, reporting this annually to the School Committee, and using this information to inform enrollment targets for the future.

#### **Student Assignment Procedures for Incoming Students in Grades 1 through 12**

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

It shall be assumed that, unless otherwise requested by a parent/guardian or Superintendent, all students enrolled in an existing school may continue within that school until they reach the highest grade level offered within that school. For students who have completed 5<sup>th</sup> grade in one of the district's K-5 elementary schools, it shall be assumed that they will matriculate to 6<sup>th</sup> grade at the Collins Middle School unless otherwise notified by the family. Parents/guardians of fifth (5<sup>th</sup>) graders (who did not attend an



## STUDENTS AND INSTRUCTION

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### CONTROLLED CHOICE STUDENT ASSIGNMENT

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existing K-8 school) who wish to apply for 6<sup>th</sup> grade at one of the district's other schools containing a 6<sup>th</sup> grade, must submit a transfer application to the Parent Information Center (PIC) no later than June 30<sup>th</sup>. Applicants for entry into 6<sup>th</sup> grade at one of the district's K-8 schools shall be processed according to the above guidelines and criteria.

#### **In-District Transfers**

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

#### **Withdrawals**

If a student is withdrawn from the school for any reason and later returns to the district, the student shall be considered under the same guidelines as a newly entering student (spaces within their former school shall not be held). [The only exception shall be for an enrolled student whose parent or guardian relocates due to an active military member deployment and later returns to Salem. To be eligible to return to the school, the family must submit a written request to the Superintendent within the school year prior to the families return. Upon receipt of this request, the Superintendent shall determine whether or not the request to return to the student's previous school can be accommodated based on the availability of seats.](#)

If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non-attendance. Should this occur, the student may not be eligible to return to the school he or she previously attended. Absence without acceptable documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

#### **Duration of this Policy and Review Period**

This policy shall remain in effect for a period of [five](#) years, according to the following schedule:

Year	Assignment Period	School Year Begins
Year 1 (SY 2018-19)	January through August 2018	September 2018
Year 2 (SY 2019-20)	January through August 2019	September 2019
Year 3 (SY 2020-21)	January through August 2020	September 2020
<a href="#">Year 4 (SY 2021-22)</a>	<a href="#">January through August 2021</a>	<a href="#">September 2021</a>
<a href="#">Year 5 (SY 2022-23)</a>	<a href="#">January through August 2022</a>	<a href="#">September 2022</a>

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## STUDENTS AND INSTRUCTION

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### CONTROLLED CHOICE STUDENT ASSIGNMENT

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The Superintendent shall monitor the annual implementation of this policy and maintain data that can be used to evaluate its effectiveness in achieving the above goals and objective.

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

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Over the next ~~five~~ years, the Superintendent will work together with the School Committee to coordinate a series of community engagement forums that enable members of the community to discuss the benefits and challenges associated with the student assignment policy, provide feedback, and share their views about the future of student assignment in the district.

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In December 202~~2~~<sub>3</sub> (in time for the January through August 202~~3~~<sub>4</sub> Assignment Period), the School Committee shall consider the feedback provided to either renew or revise this policy or determine a new policy to govern the assignment of students for the 202~~3~~<sub>4</sub>-2~~4~~<sub>5</sub> school year.

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### **Allocation of Resources to Support the Successful Implementation of Controlled Choice**

The Committee recognizes that in order to have an effective process for assigning students using a controlled choice policy, adequate resources and support are needed to ensure its success, including resources supporting the communication and outreach to parents. The Superintendent shall be responsible for identifying and requesting the resources needed to implement this policy including the coordination and management of student assignment for the district, communication and outreach to families, and other necessary supports to ensure the successful implementation of this policy.

Reviewed and referred by the Policy Subcommittee 6/18/19 and updated on 7/8/19

First Reading: 6/17/19

<b>STUDENTS AND INSTRUCTION</b>	<b>5000</b>
<b><u>ATTENDANCE</u></b>	<b>5100</b>
<b>  STUDENT ASSIGNMENT - VOCATIONAL TECHNICAL EDUCATION PROGRAMS</b>	<b>5103.01</b>

| The School Committee establishes the following requirements and conditions regarding the admission of students to vocational-technical programs offered by the Salem Public Schools.

1. Enrollment in Salem High School's vocational-technical programs shall be limited by the following factors: (a) what is required for effective learning conditions to obtain in each program; (b) what is required for the learning environment to be safe for students and instructors; and (c) the Massachusetts Department of Elementary & Secondary Education's Chapter 74 requirements for maximum class size and other pertinent matters within the purview of the Department and the Massachusetts Board of Education.

2. A student who has participated in vocational-technical exploratory programs will be admitted to a specific regular vocational-technical multi-year program based on (a) a formal evaluation of that student's performance, including her/his demonstrated motivation and effort, made by the teacher of the exploratory program (e.g., automobile technology, culinary arts, etc.) to which the student is seeking regular admittance, and (b) the availability of space consistent with the restrictions set forth in Paragraph 1, above.

3. Consistent with standard practices at Salem High School for quarterly reporting of student performance, mid-quarter and quarterly formal evaluations of each student's performance in a given exploratory subject course shall be completed by the student's exploratory subject teacher. Consistent with federal and Massachusetts student records and privacy statutes and regulations, these evaluations shall be made available in a timely manner to each student and to that student's parent or guardian.

4. A decision not to admit a student to a vocational-technical program may be appealed to the Principal of Salem High School. Any such appeal shall be made in writing, and shall be submitted to the Principal not later than seven (7) school days after the student receives notice that she/he has not been admitted to the program to which she/he was seeking admittance. The Principal shall make a determination on the student's admittance to the specific program whenever an appeal is duly submitted. The Principal's determination in the matter shall be final.

5. Chapter 74 Vocational programs at Salem High School shall be offered, on a space available basis, to students residing in communities which do not have Vocational programs and/or to whom programs are closed.

The sending communities of such students shall be charged tuition at a rate established by the Department of Elementary and Secondary Education.

Acceptance or rejection of such applications shall be made by the Principal of Salem High School.

Victoria Caldwell 4/3/2019 4:07 PM

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Consistent with the requirements and limitations described in pertinent federal and Massachusetts law, no Salem High School student shall be excluded from enrollment in a vocational-technical course or program on the basis of that student’s handicap or disability, or on the basis of her/his English language proficiency.

Legal References: [MGL 74:13, 14; 71:34D, 34E; 603 CMR 4.00, 23.07; USC 20:1232g; 34 CFR Pt. 99;](#)▼

Reviewed and referred by the Policy Subcommittee 5/10/19

First Reading: 6/17/19

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## STUDENTS AND INSTRUCTION

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### ATTENDANCE

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## STUDENT ASSIGNMENT – ENROLLMENT OF STUDENTS FROM OTHER SCHOOLS 5103.02

The Salem School Committee recognizes that a student residing in Salem may wish to enroll in the Salem Public Schools through transfer from another school. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the Superintendent of Schools shall ensure that the principal of the school in which said student seeks enrollment, or the principal's designee, consults with the student's sending school regarding academic placement and eligibility for graduation; and that, on the basis of such consultation, as well as other pertinent information available, when the student enrolls she/he enters at the grade level and, where applicable, with the accumulated earned credits toward graduation that the Salem Public Schools determines is appropriate. The time of the school year when the student seeks to enroll shall be a factor in determining the student's grade level, program of study to be completed, and, where applicable, calculation of credits that have been earned toward graduation. The Salem Public Schools may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that academic year.

[Reviewed and referred by the Policy Subcommittee 5/10/19 – this policy is recommended for deletion](#)

[First reading: 6/17/19](#)

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## **STUDENTS AND INSTRUCTION**

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### ATTENDANCE

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### AGE MAJORITY

5104

Any student reaching the age of 18 may apply for age majority status. Age majority, in effect, allows the student to be recognized by the school as an adult so that they may be accorded the privileges of an adult. As an adult, the student may sign attendance records, including dismissal notes, request records, and other similar types of activities. Majority status is a privilege, not a right.

For pertinent information, refer to the student handbook.

Legal status: Students reaching the age of 18 are afforded the right to vote by Federal Statute

[Reviewed and referred by the Policy Subcommittee on 5/10/19 – recommend deletion of this policy](#)

[First reading: 6/17/19](#)

STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	5100
FLAGS AND THE PLEDGE OF ALLEGIANCE	5105

Flags shall be displayed outside of each school building, in each assembly hall or other room in each school where the opening exercises on each school day are held, and in each classroom. Daily, in each classroom, the class will salute the flag and recite the Pledge of Allegiance. No teacher or student shall be forced to salute the flag or recite the pledge. Individuals who choose not to participate shall remain silent and shall not pose a distraction during the pledge.

Legal Reference: MGL 71:69

[Reviewed and referred by the Policy Subcommittee on 5/10/19](#)

[First Reading: 6/17/19](#)

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## STUDENTS AND INSTRUCTION

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### ATTENDANCE

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### EVACUATION (FIRE DRILLS)

5106

Principals shall be responsible for the training and instructing of their pupils in fire safety by means of fire drills so that they may be able to evacuate the building quickly without confusion. Such drills shall be held in each school as required by the Code of Massachusetts Regulations and at other times as directed by the superintendent, and following the recommendations and regulations of Salem Fire Department. A minimum of 4 fire drills will be held each year and students new to a school will be advised of fire evacuation procedures within 3 days after entering school.

[Reviewed and referred by Policy Subcommittee 5/10/19](#)

[First Reading: 6/17/19](#)

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STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
SCHOOL DAY	5107

The hours during which the schools will be open and classes held will be determined by the superintendent in keeping with the Education Reform Act of 1993 and the “Time and Learning Regulations” contained therein.

Refer to the [district website or](#) appropriate student handbook for starting and ending times.

Legal Reference: 603 CMR 27.00

[Reviewed and referred by the Policy Subcommittee 6/13/19](#)

[First Reading: 6/17/19](#)

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STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
SCHOOL YEAR/SCHOOL CALENDAR	5108

The public school calendar for the ensuing year will be prepared by the superintendent and submitted to the School Committee for approval before the end of the current school year. [Such calendar\(s\) shall be prepared for each school in the district.](#) The number of days or instructional hours scheduled for the school year will be determined in accordance with the [regulations set forth by the Massachusetts Board of Education as well as all relevant collective bargaining agreements.](#)

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session, as well as holidays and vacation periods and the dates and times of professional development sessions during which there will be no class.

Final approved calendars shall be made available on the district website.

[Legal Reference: 603 CMR 27.00](#)  
[Collective Bargaining Agreements](#)

[Reviewed and referred by the Policy Subcommittee 6/13/19](#)

[First Reading: 6/17/19](#)

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**STUDENTS AND INSTRUCTION****5000****ATTENDANCE****5100****WORK PERMITS****5112**

Work permits are provided through [Salem High School \(for those students enrolled at the high school\)](#) or the business manager's office [\(for all other students\)](#). Students between the ages of 14 and 16 must have a job or a written show of evidence of a job offer before they may be issued a work permit.

[Reviewed and referred by the Policy Subcommittee on 6/13/19](#)

[First Reading: 6/17/19](#)

**STUDENTS AND INSTRUCTION**

**5000**

**ATTENDANCE**

**5100**

**WORK HOURS**

**5113**

The Salem School Committee recommends that while students are enrolled in school, they work no more than 20 hours per week except during school vacations.

| [Reviewed and referred by the Policy Subcommittee on 5/10/19](#)

| [First Reading: 6/17/19](#)



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<b>STUDENTS AND INSTRUCTION</b>	<b>5000</b>
<b><u>ATTENDANCE</u></b>	<b>5100</b>
<b>DISMISSAL AT PARENTAL REQUEST</b>	<b>5115</b>

A student may only be dismissed from a Salem public elementary school to a parent, guardian, or representative previously designated in writing appearing personally at the school.

At the middle school and high school levels, students may be dismissed at the discretion of the principal, providing that a written, dated request, signed by a parent or guardian, is presented in advance.

The principal or his/her designee may verify requests for dismissal by telephone if the parent or guardian in person does not present the written request.

Approval of requests must be by the Principal or his/her designee.

| [Reviewed and referred by the Policy Subcommittee 5/10/19](#)

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## STUDENTS AND INSTRUCTION

### INSTRUCTIONAL PROGRAM

#### STUDENT ADVISORY COMMITTEE

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5223

The School Committee shall meet at least once every other month, beginning in October, during the school year with a Student Advisory Committee (SAC) to consist of at least 7 members composed of 5 students elected by the student body of Salem High School, 1 student elected by the student body of New Liberty Innovation School, and 1 student elected by the Salem Prep High School student body. The leadership of the schools shall make every effort to recruit students who are representatives of the diversity of each school to seek election to this body. The leadership of the school shall also provide a report on the results of the SAC elections, including the process for selecting representatives o the School Committee by June 30 of each year.

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The Student Advisory Committee (SAC) shall elect a chairperson to facilitate its own meetings and to represent the committee as an ex-officio member of the Salem Public Schools School Committee. The Student Advisory Committee chair will participate in regular School Committee meetings as a non-voting member. S/he will not have the right to attend Executive Sessions of the School Committee.

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The SAC Chair shall provide the School Committee with a report on the SAC activities in December and in June.

Legal Reference: MGL 71:38M

Reviewed and referred by the Policy Subcommittee on 5/10/19

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## STUDENTS AND INSTRUCTION

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### STUDENT CONDUCT

5400

### TOBACCO USE POLICY

5402

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The School Committee does not tolerate use, service, possession or consumption of tobacco. Smoking, chewing, vaping or other use of tobacco products (including e-cigarettes and any other tobacco-like substance prohibited by the school) by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored functions, whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to consequences outlined in the student handbook and in accordance with state and federal law.

LEGAL REF: M.G.L [71:37H](#)

CROSS REF.: [ADC](#), Smoking on School Premises

GBED, Tobacco Use on School Property by Staff Members

[Reviewed and referred by the Policy Subcommittee 5/10/19](#)

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November 2015

[First Reading: 6/17/19](#)

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**STUDENTS AND INSTRUCTION 5000**

**STUDENT CONDUCT 5400**

**SCHOOL PROPERTY 5413**

All books and other materials or equipment issued to students are the property of the Salem School Department. The students must pay for lost or damaged books or other school property. Failure to provide restitution for damaged or lost school property before graduation may result in the student's actual diploma being withheld at the graduation ceremony, not to be officially delivered until full restitution is made.

Accidental damage of school property should be reported immediately. Willful damage will be treated as a major infraction, and the student and parent/guardian will be held financially responsible. Disciplinary action may also be administered.

Students, who willfully or by neglect, destroy, deface or damage school property in any way, shall be severely disciplined. Any disciplinary action shall include a notice to parents, and or police, and a full reimbursement of school funds used to repair damage to said property. Refer to Vandalism, Policy #5414.

Student lockers, desks and other equipment or furniture are also the property of the school. An administrator may inspect the contents of any locker without notice.

Nothing stated within will supersede a student's right under PL 94-192, Section 504 of the Rehabilitative Act or other student civil rights regulations.

Approved: August 20, 2018

[Reviewed and referred by the Policy Subcommittee 6/13/19](#)

[First Reading: 6/17/19](#)



**STUDENTS AND INSTRUCTION** **5000**

**INTERNET ACCESS NETWORK** **5500**

**RESPONSIBLE USE POLICY** **5501**

**SALEM PUBLIC SCHOOLS' ELECTRONIC TECHNOLOGY and MEDIA**

The Salem School Committee recognizes the importance of technology and electronic media to contemporary education, and holds that their use is essential to the day-to-day administrative operations of schools. The Committee sees these media as tools to foster learning and as an integral part of the functioning of contemporary society. The Committee further recognizes, however, that the power of this technology brings with it certain responsibilities and risks for those who use it.

The Committee therefore establishes that any use of the Salem Public Schools' technology and electronic media be permitted only after the prospective user, whether the user is a student or an employee, has read and signed a Responsible Use Agreement for the use of the District's technology and electronic media. Any person signing a Salem Public Schools Responsible Use Agreement shall ensure that the uses to which that individual puts the district's electronic technology, including Internet access in school facilities, shall be consistent with the mission of the Salem Public Schools.

The Superintendent of Schools shall see to the drafting of a Responsible Use Agreements appropriate to the age and role of the technology and electronic media user. The School Committee shall review and approve the Responsible Use Agreements that are utilized in the Salem Public Schools.

All materials produced and communications recorded in any fashion using Salem Public Schools technology are covered by the Massachusetts Public Records Law (MGL c. 4 § 7, c. 66 § 10), and may be subject to production pursuant to the provisions of the Public Records Law.

References

MGL c. 4 § 7, c. 66 § 10

Policy 5805 , Cell Phones and Electronic Devices

Policy 5401.01, Anti-Bullying and Cyber-Bullying

Policy 5413, School Property

The Superintendent's Responsible Use Agreement

Approved: August 20, 2018

[Reviewed and referred by the Policy Subcommittee 6/13/19](#)

<b>PERSONNEL</b>	<b>4000</b>
<u>ALL EMPLOYEES</u>	4100
PERSONNEL REPORT	4116

The superintendent or his designee shall provide the School Committee with a detailed personnel report [three times per year \(October, February, and July\)](#). Said report shall contain information on resignations and retirements (including length of service), newly hired personnel (including education, experience and certifications) and unfilled positions.

[Reviewed and referred by the Policy Subcommittee 7/8/19](#)

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<b>STUDENTS AND INSTRUCTION</b>	<b>5000</b>
<u>ATTENDANCE</u>	<u>5100</u>
SCHOOL CENSUS	5110

State law makes the following provisions regarding the enumeration of school age children in the system:

The School Committee of each town shall ascertain and record the names, ages and such other information as may be required by the Department of Education, of all minors residing therein between 5 and 16 years, and of all minors over 16 who do not meet the requirements for the completion of the sixth grade of the public schools of the town where they reside. The School Committee of each town shall also ascertain the number of pupils, regardless of age, whose parents or guardians are residents of the town who are enrolled for full-time attendance in kindergarten and grades up to and including grade 12, in public and vocational schools and classes in the Commonwealth and non-public schools anywhere.

Further:

The superintendent of schools of each town shall file annually on or before the date prescribed by law with the Commissioner of Education, on forms provided by the Department of Education, a sworn statement reporting the number of minor children whose parents or guardians were residents of the town and who were enrolled on the preceding January 1st for full-time attendance in the following schools and classes, respectively, including kindergarten, and grades 1 - 12:

- Pupils in schools and classes in the city or town under the control of the School Committee, excluding pupils in schools and classes of regional school districts;
- Pupils in schools and classes of a regional school district, which includes the city;
- Pupils in schools and classes elsewhere in the Commonwealth under the control of the School Committee;
- Pupils in vocational schools and classes in the city under the control of the local trustees of vocational education, excluding pupils in vocational schools and classes under the control of district trustees for vocational education;
- Pupils in vocational schools and classes under the control of district trustees for vocational education in a district that includes the city;

**STUDENTS AND INSTRUCTION**

**5000**

ATTENDANCE

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SCHOOL CENSUS

5110

Pupils in vocational or other schools and classes elsewhere in the Commonwealth that are supported by public funds;

Pupils in non-public schools anywhere. Such information shall be collected during the months of January and February.

Legal Reference: MGL 72:2, 2A

**Reviewed by Policy Subcommittee:** [6/19/19 and 7/8/19,](#)

[Recommended for deletion](#)

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## STUDENTS AND INSTRUCTION

5000

### STUDENT ENROLLMENT AND ATTENDANCE

5100

#### STUDENT WITHDRAWAL FROM SCHOOLS

5111

When a student leaves a Salem Public School before the end of the school year, the school department will furnish a completed transfer card to the student's parent/guardian or a student of legal age majority for the office of the superintendent of the receiving community only after:

The student's parent or an age majority student contacts the school office;

The parent or an age majority student completes a sign-out sheet;

The student returns all books and school property;

The student satisfies all financial obligations.

Additional pupil information will be furnished upon request by the parent, guardian, or the next school.

For pertinent information, refer to the appropriate student handbook(s).

Reviewed by the Policy Subcommittee 6/13/19 and referred on 7/8/19

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**Comment [1]:** This will be re-numbered to 5110 after the recommendation to delete current SC Policy 5110 (School Census) is approved.

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## STUDENTS AND INSTRUCTION

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### STUDENT ENROLLMENT AND ATTENDANCE

5100

#### PARTICIPATION IN ACTIVITIES DURING SUSPENSION OR ABSENCE

5114

A student's participation in co-curricular or athletic activities is a privilege, not a right or entitlement. Students who are suspended out of school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities, except for scheduled meetings with school administrators.

In the case of an in-school suspension absence, a student could participate in an activity at the discretion of the principal.

Reviewed by the Policy Subcommittee on 6/13/19 and referred on 7/8/19

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## STUDENTS AND INSTRUCTION

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### STUDENT ENROLLMENT AND ATTENDANCE

5100

#### DISMISSAL OF STUDENTS BY SCHOOL PERSONNEL

5116

If a child needs to be sent home during the school day due to illness, a parent or guardian, or a designated person must accompany him or her, or arrange transportation for the student to be sent home.

If a child is to be sent home for disciplinary reasons, the parent or guardian must be contacted and informed of the reasons why the child is being dismissed. A parent or guardian, or a person specifically designated by the parent, must accompany the child home. If a parent cannot be reached, the student must be kept in school until the end of the session or, depending on the reason for the suspension, and if there is concern for school and student safety, the student may be released to the custody of the Salem Police.

Students shall not be sent on errands outside the school building for any reason.

Requests to call children from classrooms during the school day may be honored at the discretion of the principal when he/she is satisfied that the circumstances warrant such an interruption.

Reviewed by the Policy Subcommittee on 6/13/19 and referred on 7/8/19.

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## **RESTRAINT OF STUDENTS IN THE SALEM PUBLIC SCHOOLS**

To the extent required by law, the **Salem** Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) restraint regulations, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

A brief overview of the Regulations is provided below.

**Purpose.** The purpose of this policy is to ensure that every student attending the **Salem** Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

**Use of Restraint.** Physical restraint<sup>1</sup> shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives<sup>2</sup>, or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint<sup>3</sup> shall be prohibited in public education programs except to the

<sup>1</sup> Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

<sup>2</sup> **List description/explanation of school’s alternatives to physical restraint and method of physical restraint in emergency situations.**

<sup>3</sup> Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.



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extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint<sup>4</sup>, medication restraint<sup>5</sup>, and seclusion<sup>6</sup> shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.<sup>7</sup>

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

**Proper Administration of Physical Restraint.** Only Salem personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not

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<sup>4</sup> Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement.

<sup>5</sup> Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior.

<sup>6</sup> Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

<sup>7</sup> Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

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participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the **Salem Public Schools** from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

**Staff Training.** All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff who are authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

**Reporting Requirements.** Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data and determine necessary next steps, if any, as set forth in the Regulations.

As required by the Regulations, all physical restraints must be reported to the DESE.

**Prevention of Dangerous Behavior.** As set forth in the Regulations, the **Salem Public Schools** shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Including widespread Safety

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Care Training, as well as building based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

**Parent Engagement.** In accordance with the regulations, the **Salem Public Schools** shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure. Such discussions shall **include” Student Support Team ( SST) and Individual Education Program (IEP) meetings for individual student concerns, and discussions at the Parent Advisory Committee (PAC) for district level concerns.**

**Complaints.** Complaints and investigations regarding restraint practices are covered by the Executive Director of Pupil Personal Services.

**Additional information,** including a copy of the regulations, can be obtained from the Executive Director of Pupil Personnel Services, who can be reached at 978-740-1249. A copy of the regulations may also be obtained at [www.doe.edu/lawsregs/603cmr46.html](http://www.doe.edu/lawsregs/603cmr46.html).

Reviewed and referred by the Policy Subcommittee on 7/8/19

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