

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



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

**Mayor Kimberley Driscoll, Chair**

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

January 14, 2021

**REGULAR SCHOOL COMMITTEE MEETING ON January 19, 2021**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on Tuesday, January 19, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

**Zoom Link:** Please click the link below to join the webinar:

<https://zoom.us/j/93169927826?pwd=RXIVM3JvU3NHMEVqL2JTTkM4cFdIZz09>

**Passcode: 721952**

**I. Call of Meeting to Order**

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

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

**b. Request for Spanish Interpretation.**

Should any member of the public need Spanish interpretation in order to participate in the meeting, please click on the below link (no later than 12:00 pm on the day of the meeting to request Spanish interpretation): <https://forms.gle/Zz7DEfPut28VxtWk8>.

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

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the below link to sign up and submit your comment electronically: <https://forms.gle/frSQxMWczimPiux58>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Nancy Weiss at [nweiss@salemk12.org](mailto:nweiss@salemk12.org) or 617-285-7567 with any questions or to report any technical difficulties you experience.

**II. Approval of Agenda**

**III. Approval of Consent Agenda**

- a. Minutes of the Regular School Committee meeting on December 21, 2020
- b. Approval of Warrants: 12/23/2020 in the amount of \$134,902.66, 12/30/2020 in the amount of \$303,798.07, and 1/7/2021 in the amount of \$74,508.42.

**IV. Public Comment**

Please see above for instructions on participating in public comment.

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

VI. **Superintendent's Report**

- a. Semester 2 High School Reopening Plan
- b. Northshore Education Consortium Annual Report 2020-2021
- c. Job Description and Timeline for Executive Director of Special Education Search
- d. 2021-2022 Enrollment Targets - Sayonara Reyes, PIC Manager

VII. **Action Items: Old Business**

VIII. **Action Items: New Business**

- a. Deliberate and Vote on High School Program of Studies

IX. **Finance Report**

- a. FY2021 Quarterly Budget Status Report
- b. Budget Transfer

X. **Subcommittee Reports**

- a. Policy Subcommittee
  - i. Policies for First Reading
    - 3504.01 Emergency Plans
    - 5109 Emergency Closings
    - 5713 Emergency Medical and Safety Plans
  - ii. Policies for Second Reading
    - 5102.02 Children of Full-time Staff Members
    - 5224 Animals in School
    - 5404 Drug Abuse
  - iii. Policies for Third Reading
    - 3601 Student Transportation Services
    - 5217 Student Publications
    - 5222 Parental Notification of Courses Involving Human Sexuality
    - 5300 Class Size 5400 Student Conduct
    - 5400 Student Conduct
    - 5401 Hazing
      - 5401.01 Prohibition of Bullying and Cyber-bullying
      - 5403 Alcohol Use by Students
      - 5411 Dress Code Policy

XI. **School Committee Concerns and Resolutions**

- a. Employee Recognition - Retirement of Deborah Jeffers

XII. **Adjournment**

Respectfully submitted by,

*Nancy A. Weiss*

Executive Assistant to the School Committee  
& the Superintendent

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

*Sra. Mary A. Manning  
Sr. James M. Fleming  
Dra. Kristin Pangallo*



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

***Alcaldesa Kimberley Driscoll, Preside***

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

Enero 14, 2021

**REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR EN enero 19, 2021**

Por la presente notificamos que el Comité Escolar de Salem realizará una **Reunión Ordinaria del Comité Escolar el martes 19 de enero, 2021 a las 7:00 p.m.** Esta será una reunión en línea vía Zoom.

**Enlace en Zoom:** Por favor pulse el siguiente enlace para unirse a nuestra reunión en línea:

<https://zoom.us/j/93169927826?pwd=RXlVM3JvU3NHMEVqL2JTTkM4cFdIz09>

**Contraseña: 721952**

**I. Llamado de la Reunión al Orden**

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

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

**b. Solicitud de Traducción al Español.**

Si algún miembro del público necesita interpretación en español para poder participar en la reunión, por favor presione el enlace a continuación (a más tardar a las 9 am del día de la reunión para solicitar interpretación en español): <https://forms.gle/Zz7DEfPut28VxtWk8>.

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

Si algún miembro de la comunidad de Salem desea participar en un comentario público durante esta reunión, por favor presione el enlace a continuación para inscribirse y someter su comentario electrónicamente: <https://forms.gle/frSQxMWczimPiux58>. Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión. Por favor contactar a Nancy Weiss en [nweiss@salemk12.org](mailto:nweiss@salemk12.org) o en el 617-285-7567 si tiene preguntas o para reportar cualquier dificultad técnica que experimente.

**II. Aprobación de Agenda**

**III. Aprobación de Consentimiento de Agenda**

- a. Minutas de la Reunión Ordinaria del Comité Escolar realizada en diciembre 21, 2020
- b. Aprobación de Garantías: 12/23/2020 por la cantidad de \$134,902.66, 12/30/2020 por la cantidad de \$303,798.07, y 1/7/2021 por la cantidad de \$74,508.42.

**IV. Comentario Público**

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

**V. Reporte del Representante Estudiantil – Duncan Mayer**

**VI. Reporte del Superintendente**

- a. Plan de Reapertura en el Semestre 2 en la Escuela Secundaria

**Sra. Mary A. Manning**  
**Sr. James M. Fleming**  
**Dra. Kristin Pangallo**



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

**Alcaldesa Kimberley Driscoll, Preside**

- b. Reporte Anual del Consorcio Educativo Northshore 2020-2021
- c. Descripción del Puesto y Cronograma para la Búsqueda del Director de Educación Especial
- d. Objetivos de Inscripción en el 2021-2022 - Sayonara Reyes, Gerente de PIC

**VII. Elementos de Acción: Asuntos Viejos**

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

- a. Deliberar y Votar sobre el Programa de Estudios de la Escuela Secundaria

**IX. Reporte Financiero**

- a. Informe sobre Estado del Presupuesto Trimestral Año Fiscal 2021
- b. Transferencias Presupuestarias

**X. Reportes de Subcomités**

- a. Subcomité de Políticas
  - i. Políticas para Primera Lectura
    - 3504.01 Planes de Emergencia
    - 5109 Cierres de Emergencia
    - 5713 Planes de Emergencia Médica y Seguridad
  - ii. Políticas para Segunda Lectura
    - 5102.02 Niños de Empleados a Tiempo Completo
    - 5224 Animales en la Escuela
    - 5404 Abuso de Drogas
  - iii. Políticas para Tercera Lectura
    - 3601 Servicios de Transporte Estudiantil
    - 5217 Publicaciones Estudiantiles
    - 5222 Notificación a los Padres sobre Clases que Involucren Sexualidad Humana
    - 5300 Tamaño de Clases
    - 5400 Conducta Estudiantil
    - 5401 Novatadas
      - 5401.01 Prohibición de Acoso y Acoso Cibernético
    - 5403 Uso de Alcohol por Estudiantes
    - 5411 Política sobre Código de Vestimenta

**XI. Preocupaciones y Resoluciones del Comité Escolar**

- a. Reconocimiento a Empleados – Retiro de Deborah Jeffers

**XII. Aplazamiento**

Respetuosamente sometido por,

*Nancy A. Weiss*

Asistente Ejecutiva para el Comité Escolar & el Superintendente

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

# DRAFT

## Salem Public Schools Salem School Committee Meeting Minutes December 21, 2020

On December 21, 2020 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

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

**Members Absent:** None

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Dr. Jill Conrad, Ms. Chelsea Banks, Ms. Liz Polay-Wettengel, Ms. Deb Connerty, and Mr. Duncan Mayer

### Call of Meeting to Order

Mayor Driscoll called the meeting to order at 7:05 p.m. Mayor Driscoll read the new Public Participation Policy 6409 and also explained the request for Spanish interpretation for participation.

### Approval of Agenda

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

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

Motion carries 7-0

### Approval of Consent Agenda

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

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

## DRAFT

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

### **Public Comment**

The School Committee Secretary announced that there were three public comments that have been submitted in writing and have requested to be read aloud.

AJ Hoffman, 3 Victory Road would like to comment regarding the amazing work that Liz Polay-Wettengel, Chief of Public Relations, has been doing since she arrived at Salem Public Schools a little over a year ago. They added that they are very impressed on how the communication and transparency, which has lacked in the past, has been completely turned around.

Geoff Millar, 29 Boardman Street, also wanted to comment regarding the improvements in the level of communications for the district. In addition, Mr. Millar stated that he was very pleased with the ParentSquare program that the district has adopted for their communication platform.

Sara Moore, 34 Leach Street, a parent from the Horace Mann Laboratory School also wanted to recognize the improvement of communications over the past year because of the leadership of Liz Polay-Wettengel.

### **Recognition**

Dr. Zrike announced that Dr. Jill Conrad will be leaving her full time position for the district, but has agreed to stay on at a reduced schedule to help with specific projects for a few more months. Mayor Driscoll thanked Dr. Conrad for all her contributions to the district. Several members of the School Committee also thanked Dr. Conrad for her dedication, knowledge and hard work.

### **Report from the Student Representative**

Duncan Mayer updated the Committee regarding the bathrooms at the high school. He explained that he was able to view the changes and stated that they looked good and noticed some positive improvements. He added that the Student Advisory Council sent out a survey to as many students as they could, but no results are available yet, although he did say that they received many results from all grade levels. Some of the questions asked were:

- In your opinion, what is being done well right now?
- Are there any issues with online learning for you?
- What specifically do you struggle with?
- What support would you need to help you feel/do better?

Mr. Mayer will share the results of the survey when they become available in January/February.

## DRAFT

Ms. Campbell and Mr. Cruz commended the Student Advisory Council on their great work with the survey and also to Mr. Mayer and the Council for their leadership.

### **Report of the Superintendent**

a. Communication Presentation - Liz Polay-Wettengel, Chief of Public Relations  
Dr. Zrike introduced Ms. Polay-Wettengel. Ms. Polay-Wettengel began her presentation by explaining that when she first came to Salem Public Schools a little over a year ago, she began by listening to the district and auditing what needed to be done. Her initial plan of action was to begin with the website. By learning the website, she was able to identify what areas needed to be updated, including internal and external communications and technology. She explained that once the pandemic hit, all efforts shifted to quickly and efficiently providing constant communication and also providing information regarding the shift to remote learning. She explained that due to the need for all this communication, they have decided to move forward with adopting ParentSquare for the district. ParentSquare can do a multitude of tasks and we have heard very positive feedback from both teachers and parents. She also explained that there has been a significant growth of followers with Facebook and Twitter. Ms. Polay-Wettengel explained that going forward some of the goals for 2021 are increase usability of the website, build up internal communication pipeline from schools to central office, and promote equity and highlight what SPS has to offer.

Committee members asked questions regarding recruitment and retention of students which Ms. Polay-Wettengel responded that she is in the process of working with Dr. Zrike and Dr. Meier regarding this. She is also working on improving the website. In addition, she explained the new communication liaison positions and how important this position is for providing information. There was also a question regarding how would families without emails receive the notifications from ParentSquare. Ms. Polay-Wettengel explained that this program has the ability to also text in case email is not available and there is an option for translation if required.

b. Update on Flu Vaccine - Charlene Moske-Weber, Director of Nursing and Health Services  
Dr. Zrike introduced Charlene Moske-Weber to speak regarding the upcoming deadline for the flu vaccines. Ms. Moske-Weber explained that the state has mandated that all students are required to receive the flu vaccine by the end of this month. This includes students from kindergarten to college (under 30 years old). She added that any students that have not been vaccinated by the deadline, will not be allowed to return to in-person learning. She added that the only 2 exceptions are religious and health related. She also explained that insurance, including MassHealth, will cover the price of the vaccine and if a family does not have insurance, the cost is \$35 at CVS and Walgreens.

c. January Plan for Students Return to School  
Dr. Zrike began his presentation by stating that part of his return to school plan, there would be a remote week, therefore, students would return to in-person learning on January 11th. That also includes bringing back more students in the hybrid model.

## **DRAFT**

Assistant Superintendent Kate Carbone gave an update on the hybrid planning for grades 3-8 and explained the hybrid model survey that was sent out. Out of 1,600 returning students, approximately 1,100 surveys were returned with their preferences. Ms. Carbone explained that this was crucial for the hybrid planning with regards to transportation and planning of cohorts. In addition, she explained the context for the hybrid model including constraints and guidelines and gave a timeline for the return date. Ms. Carbone also announced that on January 8th, there would be a virtual field trip for grades 3-8 called Salem Soars to Space. It begins with all grades starting with their teacher and their morning meeting, then they would navigate through the virtual field trips that relate to space and exploration. Assistant Superintendent Carbone also gave an explanation on what is being provided for support for K-2 students who may need to quarantine, but the rest of the class does not.

Chelsea Banks was next to present and she gave an update on the January return plan data. This was a review of grades 3-8, which are approximately 1,600 students (not including 6th grade Collins which includes another 200) with who is coming back, who is with us and who is remaining remote. Ms. Banks also outlined the COVID testing that will be conducted the week of January 4th. She explained that any student can test at any site and that testing will be done by drive-up outside or walk-up at the Saltonstall. Staff can test inside their building and do not need to wait in line. She added that this is a saliva based test and results are scheduled to be in by January 8th. Ms. Banks added that there will be a webinar posted that will detail instructions and will help to answer questions people may have.

Dr. Zrike explained that they are still waiting to make a decision regarding winter sports but do have a meeting scheduled with the Health agents to discuss it. He said they are still finalizing the second semester for the high school and the hybrid model for grades 10, 11, and 12. Dr. Zrike also went over the timeline for the options families will need to decide on for return to school.

Ms. Campbell asked questions about testing and students who are required to quarantine lesson options. Dr. Pangallo reminded everyone the importance of testing and staying safe.

### **Old Business**

None to report.

### **New Business**

None to report.

### **Finance Report**

None to report.

### **Subcommittee Reports**

- a. Policy Subcommittee
  - i. Policies for First Reading  
5102.02 Children of Full-time Staff Members



**DRAFT**

5224 Animals in School  
5405 Drug Abuse

Mr. Cruz made a motion for first reading of the above mentioned policies and Ms. Nuncio seconded. A roll call vote was taken.

Ms. Manning            Yes  
Mr. Fleming            Yes  
Dr. Pangallo           Yes  
Ms. Nuncio            Yes  
Mr. Cruz                Yes  
Ms. Campbell          Yes  
Mayor Driscoll        Yes  
Motion carries 7-0

Ms. Manning announced that they are still in discussion regarding the Dress Code Policy. The LBGQT Committee has requested more specific changes. Dr. Pangallo added that she would like to add her comments to this policy. It was requested to table the three following policies, 5222 Parental Notification of Courses Involving Human Sexuality, 5401 Hazing, and 5411 Dress Code Policy.

Mr. Fleming made a motion to table 5222 Parental Notification of Courses Involving Human Sexuality, 5401 Hazing, and 5411 Dress Code Policy. Dr. Pangallo seconded the motion. A roll call vote was taken.

Ms. Manning            Yes  
Mr. Fleming            Yes  
Dr. Pangallo            Yes  
Ms. Nuncio            Yes  
Mr. Cruz                Yes  
Ms. Campbell          Yes  
Mayor Driscoll        Yes  
Motion carries 7-0

- ii. Policies for Second Reading
  - 3601 Student Transportation Services
  - 5217 Student Publications
  - 5222 Parental Notification of Courses Involving Human Sexuality - TABLED*
  - 5300 Class Size
  - 5400 Student Conduct
  - 5401 Hazing - TABLED*
  - 5401.01 Prohibition of Bullying and Cyber-bullying
  - 5403 Alcohol Use by Students

**DRAFT**

*5411 Dress Code Policy - TABLED*

Ms. Manning made a motion for second reading of the above mentioned policies other than the tabled items. Ms. Nuncio seconded. A roll call vote was taken.

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

Motion carries 7-0

Ms. Campbell gave an update on the Equity & Inclusion Subcommittee meeting of December 9th. She explained that they reviewed examples of equity decision making protocols and voted on one to refer back to the Committee for review. She added that she will include it in an upcoming Committee meeting and said that Dr. Zrike plans on discussing this also at the upcoming retreat. She said they also plan on presenting data on discipline and drop out rates at the next meeting.

**School Committee Concerns and Resolutions**

None to report.

**Adjournment**

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

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

Motion carries 7-0. Meeting adjourned at 9:32 p.m.

Respectfully submitted by,

*Nancy A. Weiss*

Executive Assistant to the School Committee  
& Superintendent



# Salem High School

*Program of Studies 2021-2022  
Plan for Semester 2*

*January 19, 2021*

# Program of Studies



# WE ARE SALEM

• SOCIAL EMOTIONAL LEARNING • SOCIAL EMOTIONAL LEARNING • SOCIAL EMOTIONAL LEARNING • SOCIAL EMOTIONAL LEARNING •

## LEADERSHIP DEVELOPMENT

SHARED RESPONSIBILITY  
COLLABORATIVE LEADERSHIP  
COMMUNICATION  
STUDENT VOICE

## HIGH QUALITY INSTRUCTION

PATHWAYS  
• STANDARDS BASED PRACTICES  
• PROJECT BASED LEARNING  
• ACCESSIBILITY  
COMMUNITY BASED

## STUDENT SUPPORTS

• MULTI TIERED SYSTEM OF SUPPORT (BARR)

## CULTURE & CLIMATE

• ANTI-RACIST & TRAUMA INFORMED PRACTICES  
FAMILY & COMMUNITY OUTREACH  
RELATIONSHIP BUILDING

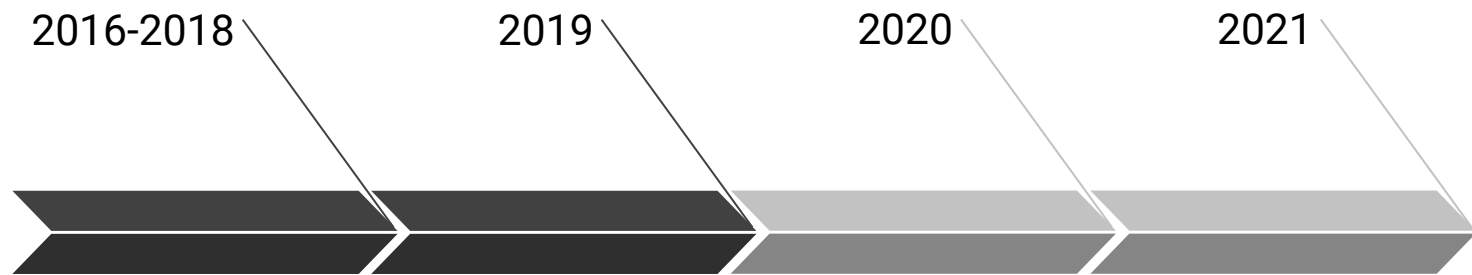
# EQUITY AND ACCESS FOR ALL

# Connection to Redesign

- **Relevance**
- **Relationships**
- **Equity and Access**



# Update on School-Wide Standards Based Shift



4 Courses

9th grade core

6 Courses

9th grade core  
+ Biology and  
Geometry

36 Courses

9-12th in ELA,  
9-11 in Social  
Studies, 9-10 in  
Science, 9-11 in  
Math, and levels I  
and II in elective  
departments.

87 Courses

9-12 ELA, Math,  
Social Studies;  
Levels I-IV  
Elective  
departments; AP  
in Music;  
Exploratory and  
Levels I-II in CTE

# 2022

Shift will be complete by completion of 2022-2023 school year

- AP Courses
- Science Electives
- CTE Levels III-IV





# Process

- 1. ILT normed on criteria for aligning Program of Studies with our redesign goals (*November 2020*)**
- 2. Departments examined their catalogue and made suggested edits for alignment (*November-December 2020*)**
- 3. ILT gave feedback on proposed edits before presenting to curriculum sub-committee (*December 2020*)**
- 4. Proposed edits shared with curriculum sub-committee (*December 2020-January 2021*)**

# Removed

- **Programming I and II**
  - Computer Science Strand in CTE
- **484 AP French Language and Culture and 416/417 French V**
  - Consistent Low Enrollment
- **875 Festival Drama**
  - Content integrated into Theater I and II
- **1077 Newcomer Foundations of Math**
  - Course content aligned with Algebra I

# Modified

- **Precalculus, Probability and Statistics, Contemporary Math**
  - Increase flexibility in student schedule and opportunities to earn math credits.
- **Newcomer Phys ED/Health**
  - Removed word “Newcomer”
- **Intro to Business & Entrepreneurship; Marketing; Accounting; Personal Finance**
  - Move to Math Department

# Added

- **PLTW Medical Interventions**
  - Building out Health Care Strand CTE/Science
- **PLTW Computer Essentials**
  - Building out Computer Science Strand in CTE
  - Non-Chpt 74 program
- **STEP content courses**



PROJECT LEAD THE WAY

**PLTW**

# Highlights

- Including chart of Advanced Coursework opportunities in each of the three Pathways:
  - AP
  - PLTW
  - Dual Enrollment
  - Early College
  - Work-Based Learning
- Math electives shifting to semester rather than year long classes to allow more flexibility in student schedules, opportunities to earn credit, and exploration of various math topics.
- FAPA dept piloting transition of AP to SBP
- Genesis of non-Chpt 74 Computer Science Strand in CTE
  - Trajectory co-created between CTE and Science Departments.

# Semester 2 PLaN

# Timeline

Jan 22	Course Change Requests Close
Jan 28	Cohorts assigned and families notified
Jan 28 Feb 2	Information Sessions
Feb 4	Welcome back!



# Safety Protocols

## AIR QUALITY

- All rooms have functioning HVAC
- Rooms w/o windows have a Hepa Filter

## CLEANING

- Bathrooms are sanitized throughout the day
- Classrooms are sanitized nightly
- Students will wipe down desks and chairs before leaving each period

## PHYSICAL DISTANCE

- Desks 6 ft apart
- Main hallway split directionals
- One way stairwells and side halls
- Reduced bathroom occupancy

## GENERAL SAFETY

- Everyone is required to wear a mask
- Frequent Hand washing is encouraged
- Hand Sanitizer upon entry, and throughout building
- Students log their location for each class
- Use of electronic hall passes via ClassLink
- Staff & Student Saliva Pool Covid Testing Weekly





# What Are Students Telling Us?

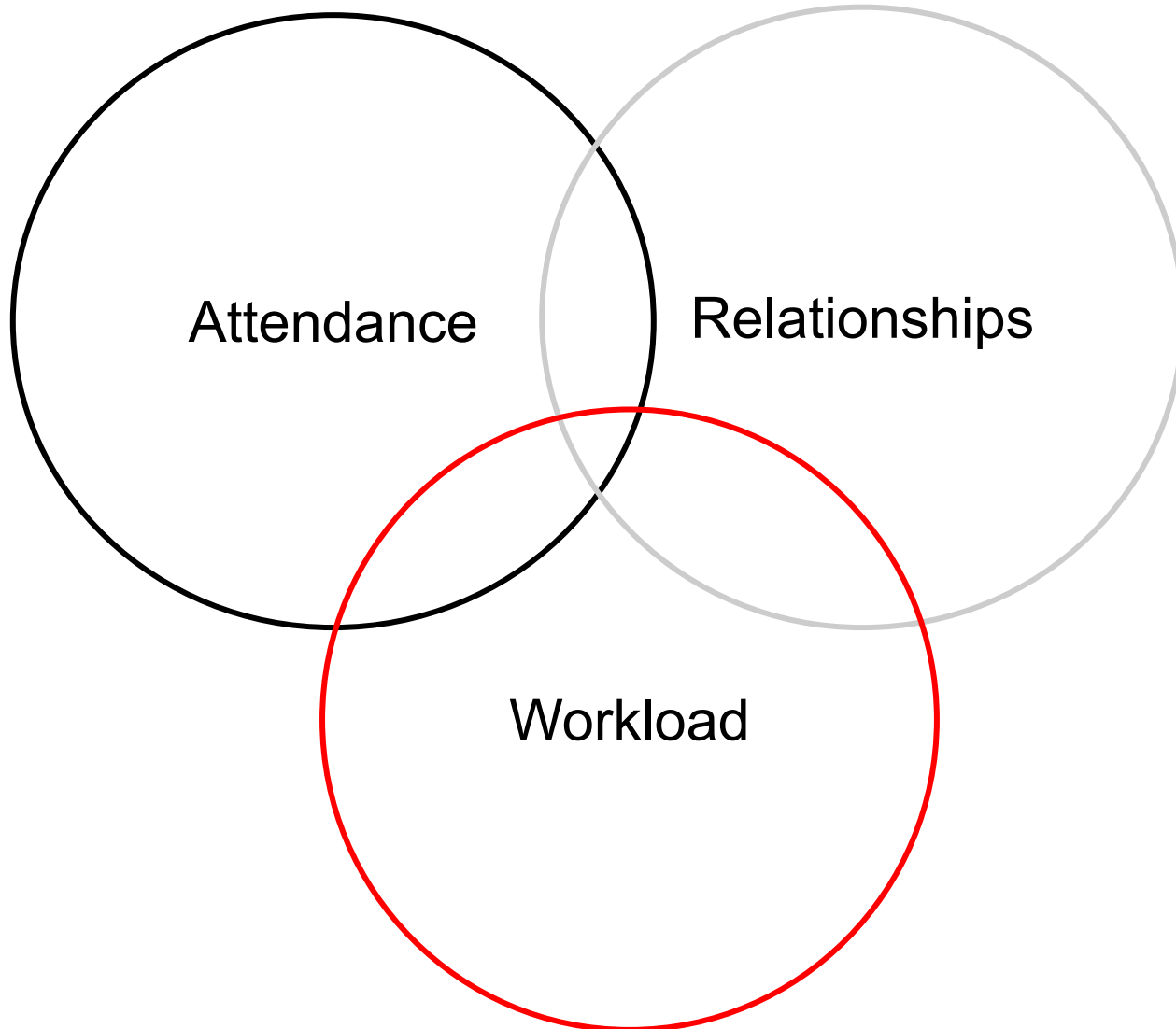
## Struggles

- “Drowning in work”
- Sense of hopelessness
- Assumption that they had the free time and ability to complete assignments outside of school time.

## Suggestions

- Give less work - “accessory assignments”
- Prioritize assignments
- Schedule weekly or biweekly days with no Zoom call
- Check more on student mental health
- Prioritize making connections and building relationships with students

# Concerns



# Focus on Freshmen

- **Less than 25% of freshmen who are off track at end of freshman year graduate in 4 years**
- **“On Track” for Salem High**
  - 6 Credits
  - ELA and Math



# Our Plan

01

## Academics

- WIN Wednesdays
  - WIN - Whatever I Need (to demonstrate learning)
  - Teachers will use data to make decisions about what intervention or extension activities students need to engage in to keep progressing towards proficiency
- Amnesty Week (Jan. 27th-Feb. 2nd)

02

## Social Emotional Learning

- Reduced Schedule w/ Crew Support
- Keeping CP & Honors together for 9th grade in order to continue developing relationships

03

## Family & Community Engagement

- Expansion of Community Office Services
  - Utilize SSU Tutors to supplement staffing

# Attendance



**Phone Calls**

**Home Visits**



**Reengaged Students**

# Workload

Miercolés de Mejor

Amnesty Week

Win Wednesday

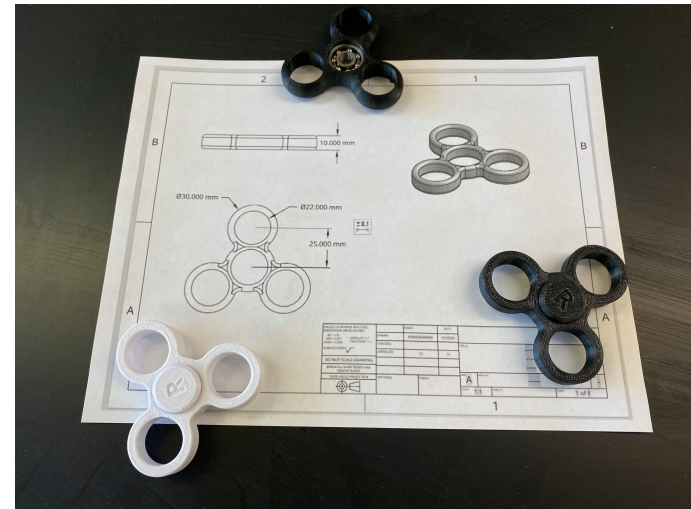
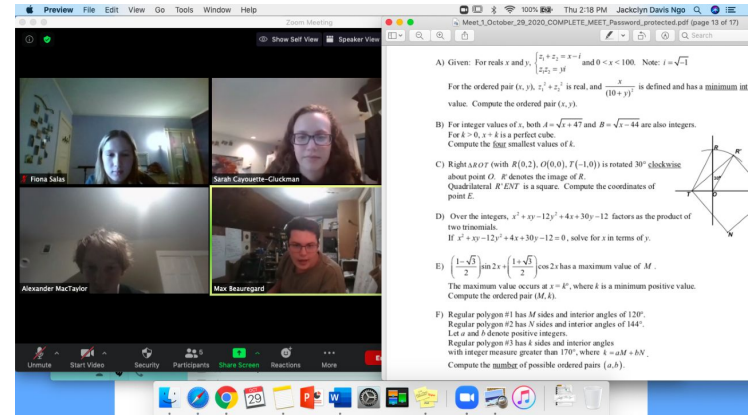
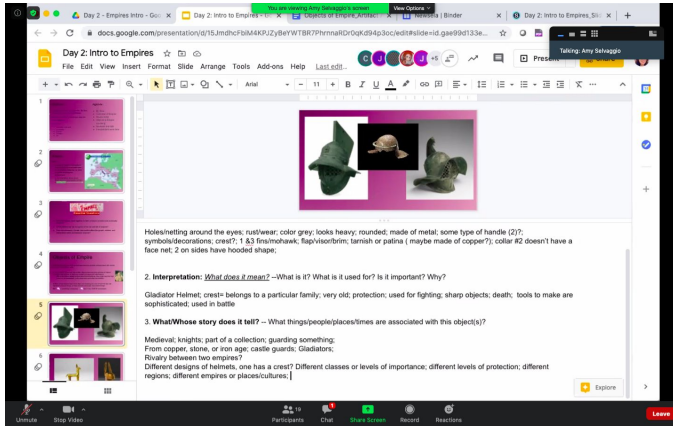


# Relationships

- Crew
- Maintaining 9th grade core teacher assignments



# Highlights







Francine H. Rosenberg M.Ed.  
Executive Director

December 07, 2020

Dear Superintendent;

Included in this packet you will find two copies of the completed and approved 2020 Annual Report. One copy should be shared with your School Committee. If you need additional copies, we would be happy to provide them. This report has been submitted to DESE and has been publicly posted on the NEC Website.

Wishing you all the best at this holiday season. Thank you for your ongoing support of NEC!

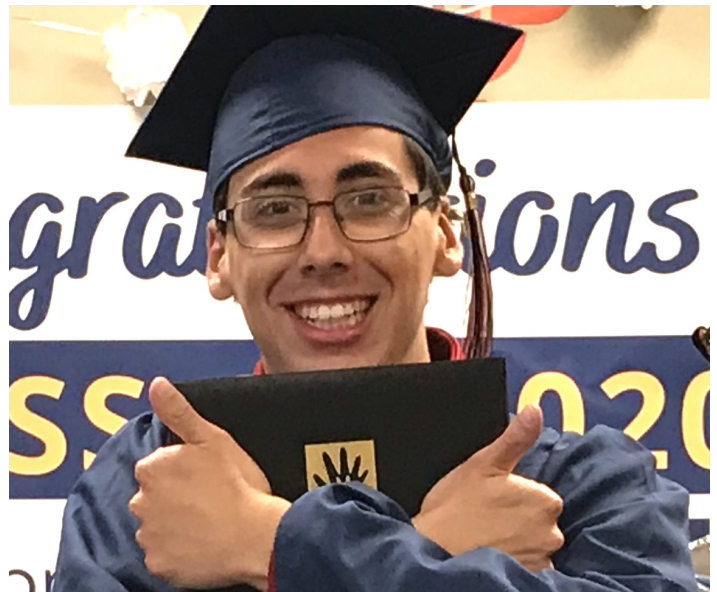
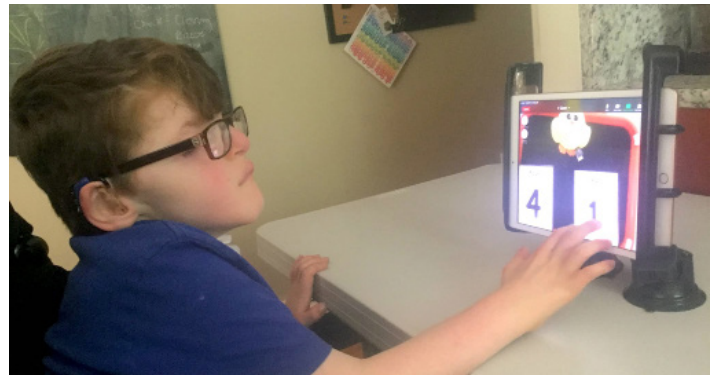
Yours,

Fran Rosenberg

# 2019-2020

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# ANNUAL REPORT



**NORTHSHORE  
EDUCATION  
CONSORTIUM**



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Northshore Education Consortium  
112 Sohier Road, Beverly, MA 01915  
Tel: 978-232-9755 | [www.nsedu.org](http://www.nsedu.org)



**"I want to thank the staff for an amazing year. We are so pleased with the progress our daughter has shown."**

- NEC Parent



**NORTHSHORE  
EDUCATION  
CONSORTIUM**

Member School Districts: Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich Public Schools, Lynn, Lynnfield, Manchester-Essex Regional, Marblehead, Masconomet Regional, Nahant, North Reading, Peabody, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town Union (Boxford, Middleton, Topsfield)



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# Message From the Executive Director

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October 2020

**Dear Northshore Education Consortium Members and Friends;**

I am pleased to share this report highlighting the activities and accomplishments of the 2019-2020 school year.

Northshore Education Consortium remains committed to the core mission of providing high quality, cost effective public programs, support services, and resources to assist member districts in meeting the needs of students who require specialized educational services.

After a very positive start to the year, the final quarter of FY20 was unlike anything we could have anticipated as we needed to close school buildings due to the COVID19 pandemic.

I was incredibly proud of the way in which our teams pulled together, shifting gears practically overnight to make sure our students were safe, cared for, and educated. Approximately 85% of our students were at least moderately engaged in remote learning. And, although graduations had to be held remotely and/or through video production, 55 students received their diplomas in June.

During times of crisis, the strength of a community is tested. The NEC community passed the test, and continues to amaze me each day! I feel privileged every day to work with such talented colleagues, students, and families.

With thanks for your ongoing support,



FRANCINE H. ROSENBERG  
EXECUTIVE DIRECTOR

# Collaborative Information

## HISTORY

Founded in 1974, the Northshore Education Consortium was one of the first regional collaboratives in Massachusetts and is the largest provider of intensive special education services to children and youth with emotional, behavioral, and developmental disabilities on the North Shore.

## GOVERNANCE AND LEADERSHIP

Northshore Education Consortium is governed by a 19-member Board of Directors, representing the 21 districts served (Tri-Town School Union is represented by their shared Superintendent.) All districts are represented by their Superintendent. The full Board meets six or seven times per year. Each board member also serves on one of four subcommittees: Finance, Facilities, Policy and Personnel. Each subcommittee meets several times during the year.

The administrative leadership team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

## MEMBER DISTRICTS/ BOARD OF DIRECTORS, 2019-2020

-  Beverly Public Schools- **Dr. Suzanne Charochak**
-  Danvers Public Schools- **Dr. Lisa Dana**
-  Gloucester Public Schools- **Dr. Richard Safier**
-  Hamilton-Wenham Public Schools- **Dr. Julie Kukenberger**
-  Ipswich Public Schools- **Dr. Brian Blake**
-  Lynn Public Schools- **Dr. Patrick Tutwiler**
-  Lynnfield Public Schools- **Ms. Jane Tremblay**
-  Manchester-Essex Public Schools- **Ms. Pamela Beaudoin**
-  Marblehead Public Schools- **Mr. William McAlduff**
-  Masconomet Regional- **Dr. Michael Harvey**
-  Nahant Public Schools- **Mr. Anthony Pierantozzi**
-  North Reading Public Schools- **Mr. Jon Bernard / Dr. Patrick Daly**
-  Peabody Public Schools- **Dr. Cara Murtagh / Dr. Marc Kerble**
-  Reading Public Schools- **Dr. John Doherty**
-  Rockport Public Schools- **Mr. Robert Liebow**
-  Salem Public Schools- **Ms. Kathleen Smith**
-  Swampscott Public Schools- **Ms. Pamela Angelakis**
-  Tri-Town School Union- **Dr. Scott Morrison**
-  Triton Regional School District- **Mr. Brian Forget**

## ADMINISTRATIVE LEADERSHIP TEAM, 2019-2020

-  **Francine Rosenberg**, Executive Director
-  **Glenn Bergevin**, Chief Financial Officer
-  **Martha Krol**, Principal/Director, Kevin O'Grady School
-  **Andrea Holt**, Assistant Director, Kevin O'Grady School
-  **Stephanie Couillard**, Assistant Director, Kevin O'Grady School
-  **Kenneth Letzring**, Principal/Director, Northshore Academy Upper School
-  **Tracy Farraher**, Principal/Director, Northshore Academy Lower School
-  **Michelle Lipinski**, Principal/Director, Northshore Recovery High School
-  **Charles LeBuff**, Principal/Director, Topsfield Vocational Academy & STEP
-  **Ellen Heald**, Principal/Director, Embark & SOAR Programs
-  **Monique Bourgault**, Director of Facilities
-  **Eric Aldrich**, Director of Educational Technology
-  **Windi Bowditch**, Director of Clinical Training and Consultation

# Mission/Vision/Core Values & Beliefs

## MISSION

The mission of the Northshore Education Consortium is to support member districts by offering high quality, cost-effective school programs, consultation, professional development, support services and resources to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs.

## CORE VALUES:

1. Individualized, Strength-Based Education
2. Compassion and Respect
3. Teamwork and Collaboration
4. Excellence and Lifelong Learning

## GUIDING BELIEFS:

1. Communities need a broad continuum of options for children with disabilities and other risk factors.
2. All children deserve an education that allows them to achieve their full human potential, whether that means preparation for college or career, or maximum independent functioning and quality of life.
3. All children deserve an education that is individualized, strength-based, and has high expectations for achievement.
4. People with disabilities and their families deserve to be treated with compassion and respect.
5. Best outcomes are achieved through multi-disciplinary teamwork and collaboration between families, educators, and community partners.
6. Every member of the community, regardless of age, role, or ability should be engaged in a continuous learning process with a commitment to the highest level of excellence.



## LONG-RANGE VISION:

Our vision is to provide a continuum of services for our region, to ensure the best possible outcomes for all students, particularly those with risk factors or disabilities. We will strive to do this by providing outstanding educational programs, but also by becoming the “go to” resource in the region for individuals looking for consultation, training, information or guidance around helping children with special needs.

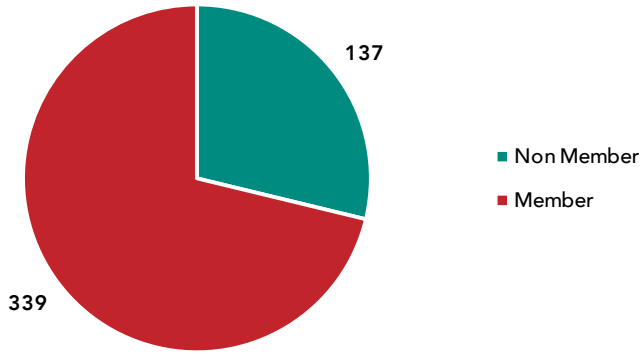
We will achieve this vision by continuously developing the following:

1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
  - a. Assuring that our programs utilize the latest evidence-based practices.
  - b. Assuring that high standards are set for all students, regardless of disability, and that we are continuously measuring our success in meeting those standards.
  - c. Assuring that we have access to current technology, adaptive equipment, and other resources necessary for preparing our students for college, career, citizenship, and maximum independent functioning.
  - d. Providing opportunities for students to experience a rich array of opportunities beyond the core curriculum, including arts, fitness and wellness, community trips and activities, service learning, internships and supported work opportunities, etc.
  - e. Maintaining strong connections to community organizations that provide medical and mental health services.
  - f. Providing supports and services for families of children with special needs.
2. State-of-the-art professional development opportunities for our own staff and those from our districts, enabling them to stay up-to-date on best practices for complex youngsters.
3. Consultation, home, and school-based services that respond to the needs of our districts.
4. Partnerships with other schools and collaboratives, colleges, state and community agencies to advocate for and promote the interests of children and young adults with complex needs and their families.

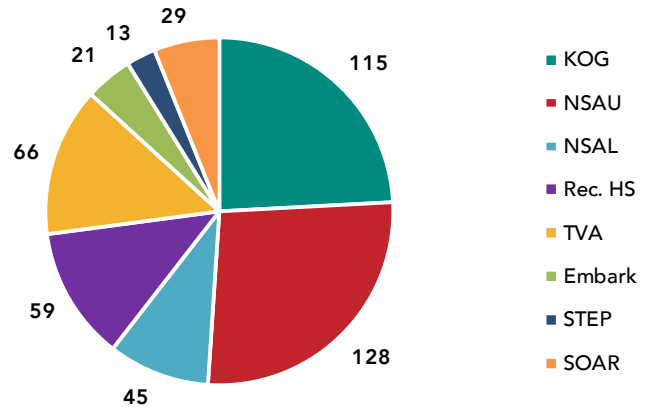
# School Programs 2019-2020

During the 2019-2020 school year, Northshore Education Consortium's approved day schools served 476 students from 21 member and 34 non-member districts.

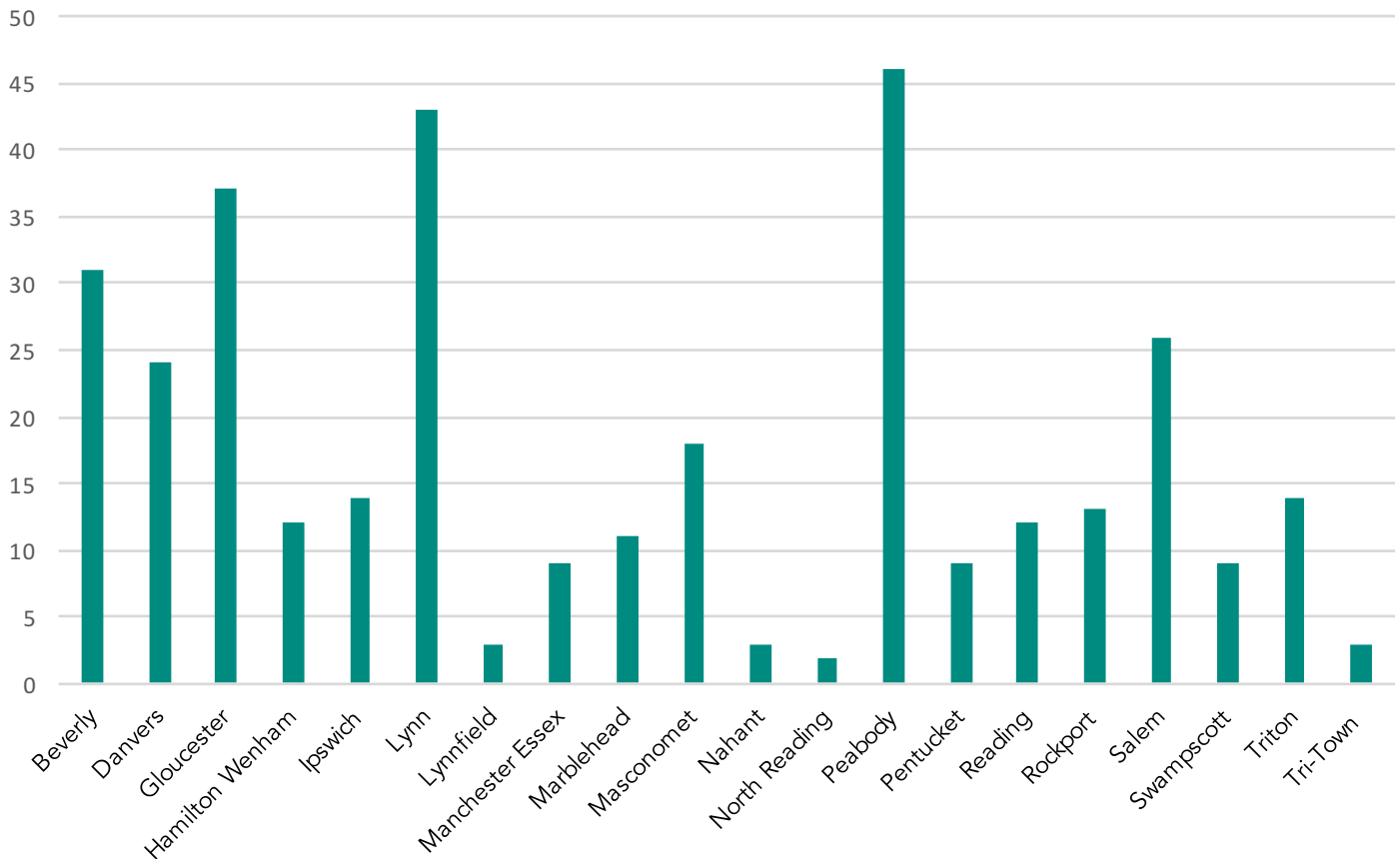
### STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



### STUDENTS BY PROGRAM



### STUDENTS SERVED BY MEMBER DISTRICTS

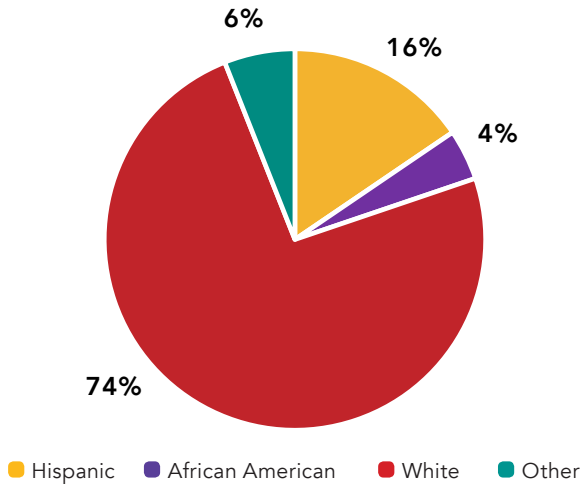




# Demographics

The following information is based on DESE School and District Profile Data.

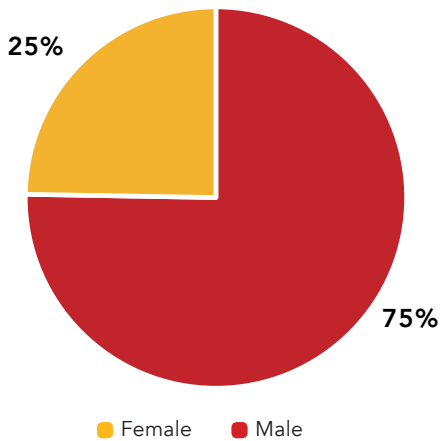
## RACE & ETHNICITY



**"The students are not only taken care of wonderfully; they are loved and respected, which keeps them healthy and makes them very happy."**

- NEC Parent

## GENDER



## ADDITIONAL DATA

First Language not English	9.2 %
English Learner	1.6 %
Economically Disadvantaged	60.9 %



# Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

The **Kevin O'Grady School (KOG)** serves students age 3-22 with significant developmental disabilities including:

- Intellectual impairments
- Autism
- Multiple disabilities
- Physical disabilities
- Complex medical needs
- Sensory impairments
- Visual impairments
- Deafblindness

The Kevin O'Grady School focuses on developing academic and life skills to maximize students' educational potential and increase opportunities for meaningful participation in home and community activities.

During the 2019-2020 school year, the Kevin O'Grady School served 115 students from 35 districts.

MCAS-Alt. Portfolios were submitted for all eligible students in grades 3 through 10.

## APPROACH

At the Kevin O'Grady School, each student's program focuses on developing these core skills:

- Communication (including augmentative and assistive technology)
- Movement & functional mobility
- Activities of daily living
- Social & leisure skills
- Pre-vocational & vocational skills
- Adaptive behavioral skills

## SPECIALIZED SERVICES:

- Vision, orientation & mobility and deafblind services
- Support groups & workshops for families
- Home services
- Augmentative & assistive technology assessments
- Brace & wheelchair clinic

**"Thanks to the staff for the support and effort to help our son develop the skills that will assist him to live a full & productive life."**

- NEC Parent



## PROGRAMS:

**Foundations Integrated Preschool** - Following a theme-based curriculum, children with disabilities along with peer models learn developmentally appropriate skills to allow for transitions back to their neighborhood schools or to other specialized classrooms.

**Access** - For students age 6-22 with multiple impairments and complex medical needs. Nursing services and therapies are integrated into the classroom. Adaptations including sensory diets, augmentative communication systems, adaptive equipment and environmental supports enable students to actively engage in all parts of their day.

**Reach** - For students age 6-13 with autism, developmental, or intellectual impairments. Through systematic instruction, including research-based teaching methodologies and applied behavior analysis, students acquire the academic, communication, social-emotional, and self-help skills needed to reach their full potential.

**Strive** - For students age 14-22 with autism, intellectual impairments, and other complex needs. Students acquire the self-help, sensory, self-regulation, leisure, and pre-vocational skills needed to reach their full potential. The emphasis is on active learning through systematic instruction using research-based teaching methodologies.

**Target** - For students age 14-22 on the autism spectrum or with intellectual impairments who are ready for vocational job opportunities. Students focus on academic, communication, social-emotional, self-help, pre-vocational/vocational and life skills needed for successful transition to adult services. Along with comprehensive vocational assessment, systematic skill instruction occurs in in-house vocational areas, community based vocational internships, and through community outings.

# Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School (NSAU)** serves students in grades 7 through 12 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. The Academy served 128 students from 34 districts during the 2019-2020 school year. 25 students graduated.

At the Academy, clinical and behavioral supports are fully integrated into the students' day, enabling them to focus on academic progress while also building social skills and skills for coping and self-regulation.

In addition to providing a challenging academic curriculum, the Academy's programs and services have been designed to help students enhance social skills, acquire new knowledge and develop supportive relationships within their school and communities, preparing them for their return to their home school, college, and/or job placement. This is accomplished through assigning each student to a Multi-Disciplinary Team of professionals and specialists, who, along with the student's parents, work together to meet the individual student's needs through the use of innovative educational programming, clinical support, and specialist services. All students have an Individual Educational Plan and are referred through the Special Education Department of the student's sending school district.

## Programming at Northshore Academy Includes:

### ACADEMICS:

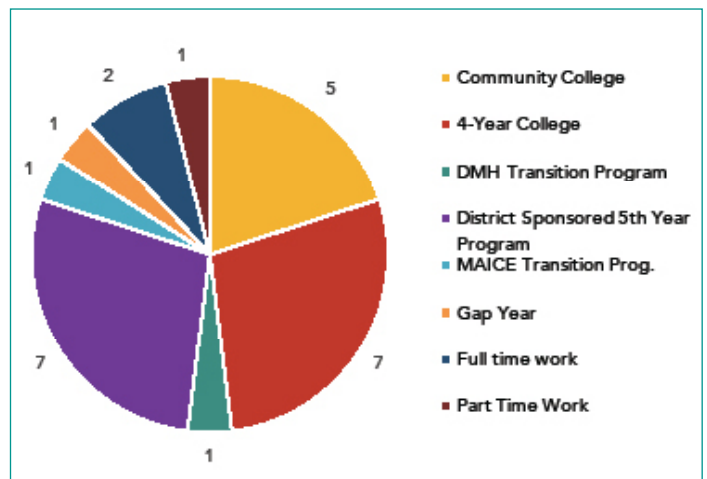
- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project, based learning and opportunities for physical and recreational development, including a dynamic outdoor adventure program.
- Small classroom size which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to more accurately assess the educational strengths and needs of each student
- Vocational programming and work study opportunities presenting college and/or employment options to students

### CLINICAL SERVICES:

- Psychosocial assessment to accurately determine social, emotional and behavioral interventions needed to support student success in the classroom
- Case management coordinating school-based services and/or facilitating referrals to outside agencies for substance abuse treatment, psychiatric assessment, and individual and/or family therapy
- Family supports
- School based counseling
- Psycho-educational groups (i.e. life skills, anger management, transition to young adulthood, teen health, social skills, college and career preparation, social thinking curriculum-based groups, etc.)
- Art/expressive therapy
- Speech and language, occupational therapy, or physical therapy if needed



## POST-GRADUATION PLANS



*The Academy served 128 students from 34 districts during the 2019-2020 school year. 25 students graduated.*

# Northshore Academy Upper School

## STUDENT SUPPORT SERVICES:

- Social skill development specific to classroom and community interaction (anger management, decision making, critical thinking)
- Crisis management
- Behavioral and emotional support targeted at keeping the student in their classroom

## TRANSITION PLANNING AND COLLEGE PREPARATION SERVICE

- Career awareness and exploration activities (job shadows, Junior Achievement, class sessions, mini-workshops)
- Career center workshop
- College planning and preparation throughout the year
- Internships
- Classes on employment and career development skills
- Numerous college and trade school tours and information sessions
- Transition Planning Night for parents to provide information about college exploration, career preparation, digital portfolio use, the IEP process and transition planning, and how to use community resources and supports to prepare students for life after high school.
- Close collaboration with the Massachusetts Rehabilitation Commission
- On-site PSAT and SAT
- Dual enrollment

## ENRICHMENT ACTIVITIES:

- Intramural basketball and soccer teams
- Saturday and school vacation hiking trips
- Drivers Education provided on-site in collaboration with Triad Driving Academy
- After-school “LAN” parties (Local Area Network) which give students an opportunity to come together and develop social skills while engaging in a variety of gaming activities
- Electives including technology, culinary arts, fine arts, music and drama, and rock climbing.



# Northshore Academy Lower School

83 PINE STREET | PEABODY, MA

The **Northshore Academy Lower School (NSAL)** is located in West Peabody and serves students in grades K through 6 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. The Lower School served 45 students from 18 districts during the 2019-2020 school year.

The Academy Lower School features small self-contained classrooms with a great deal of individual support. Clinical and behavioral support staff work closely with each classroom team, creating a closely connected multi-disciplinary team working with each student and their family.

The Lower School has filled a need for districts to provide comprehensive, short-term assessment for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress and/or return to a less restrictive placement.

Many students who attend the Academy Lower School, whether for a short or a longer-term placement, are able to return to a less restrictive environment.

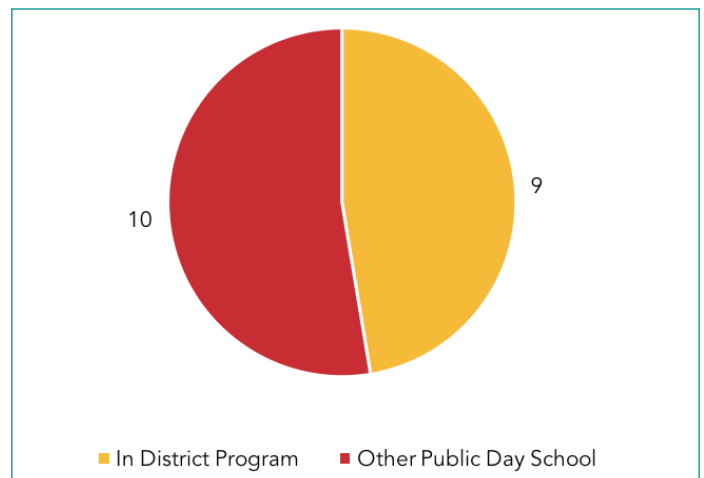
During the 2019-2020 school year, 19 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 9 of these students returned to an in-district setting, while 10 moved onto another public day school.

## HIGHLIGHTS OF THE YEAR INCLUDED:

- Increased staff training on positive behavioral supports, trauma and learning, and collaborative problem solving resulted in an increase in student time in class and time on learning, and a decrease in the number of restraints and time out of the classroom.
- Field trips to Topsfield Fair, Brooksby Farm, and Peabody Essex Museum
- The addition of therapy dog Charlie Brown, a Golden Doodle who visits the school three days each week
- Each student having their own technology to use during synchronous and asynchronous learning activities.
- Hosted family events including magic shows, paint nights, school-wide theme days and a week long Book Fair.
- Monthly recognition of student growth and exceptional actions in our community.
- Opportunities for parents to view Literacy and STEM projects created by students.



## SCHOOL PLACEMENT POST GRADUATION



*During the 2019-2020 school year, 19 students “graduated” from the Lower School; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. 9 of these students returned to an in-district setting, while 10 moved onto another public day school.*

# Topsfield Vocational Academy & STEP Program

248 BOSTON STREET | TOPSFIELD, MA

**Topsfield Vocational Academy (TVA)** is located in Topsfield and serves 8th-12th grade students with a range of learning and social-emotional, and behavioral health challenges.

In 2018, the STEP program moved to the Topsfield site and the two programs began to share resources and programming, given the similar needs of the student populations.

During the 2019-2020 school year Topsfield Vocational Academy educated 66 students from 28 districts, and an additional 13 students were enrolled in the STEP Program. Nineteen students graduated and went on to community college, paid employment, or post-HS special education at the SOAR program.

In addition to academic and clinical programming, Topsfield Vocational Academy features on-site vocational shops in the areas of culinary arts and carpentry, and a wide variety of community based vocational internships. TVA maintains a partnership with Essex Shipbuilding Museum, giving students the opportunity to participate in building boats and learning about the maritime history of the region. Throughout the year, students raised over \$1000 to support TVA's sister school, Hope Academy, in Africa, and has developed a podcast read aloud with TVA students reading texts to enrich the curriculum at Hope Academy.



# Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

**Northshore Recovery High School (RHS)**, located in Beverly, is designed to meet the needs of high school students who have had a history of substance abuse but who have made a firm commitment to recovery. Funded by the State Department of Public Health and local school districts, RHS provides students a high school environment with the specialized clinical supports needed by students who are struggling with issues related to recovery, and often other mental health or learning challenges.

Students can be referred to RHS by schools, parents, courts/state agencies, drug & alcohol treatment agencies and residential programs. Students must have a recent diagnosis of a substance abuse disorder, be committed to an individual plan of recovery and, along with their parents or other caring adult, must be willing to sign an accountability contract.

During the 2019-2020 school year, RHS served 64 students from 27 communities. Twelve students graduated in June and enjoyed a virtual graduation along with the rest of the country seven of them are currently enrolled in a certificate program or in higher education. One student was admitted into an elite electrical apprentice program and is doing well. Many are currently working until pandemic related restrictions are lifted and they can attend college in person.

## PROGRAM DETAILS:

- RHS aligns with Massachusetts State Standards, MCAS testing protocols and the course requirements of Northshore Education Consortium's member school districts.
- Curriculum is designed to meet the complicated needs of the enrolled students. Students work on a competency-based curriculum that adheres to the CES Principles.
- While not a special education placement, staff at RHS are able to meet the needs of students with IEPs who require accommodations and/or specially designed instruction.
- Students are eligible for graduation from their sending school district. The Guidance Counselor of RHS is responsible for coordinating requirements and credits needed for graduation with sending districts.
- Guidance staff work closely with districts, treatment providers and other residential placements to provide an accurate transcript for enrolled students.
- RHS provides wrap-around case management for students who have complex histories with court, DCF and other community adolescent and adult serving agencies.
- Students must be committed to and actively working on a valid individual program of recovery.
- Supporting the recovery culture of RHS, students and their parents will be accountable to develop and maintain their own recovery plan with the support and recommendations of RHS staff.
- All students participate in clinical groups and drug testing as part of the program.
- Substance abuse counseling will be provided to students during after school hours by an outside substance abuse treatment agency. RHS Counselors will be available for on-site support and referral recommendation and facilitation as needed.



## HIGHLIGHTS OF THE YEAR INCLUDED:

- Staff continued to support students throughout the pandemic following all CDC guidelines. They recognized the unique needs of the students struggling with isolation and the effects of the pandemic on students' mental health and substance use disorders. Staff went to homes, met students outside at parks and continued to provide support and keep students engaged both academically and in their recovery.
- Students were featured in a national docuseries on MTV, *16 and Recovering* which aired this September, 2020, during National Recovery Month.
- Students continued to train Franklin, a therapy dog, who is an important and beloved part of the school community.
- Students continued to submit music to our soundcloud at Recovery High Records
- Students performed at Sonia in Cambridge on Sept 6, 2019

# Transition Programs

SALEM STATE UNIVERSITY | 121 LORING AVENUE | SALEM, MA

NEC's **Transition Programs (SOAR & Embark)** prepare young adults with moderate learning, psychiatric or intellectual disabilities for successful independence and employment, and in some cases, continuing education.

This year, SOAR and Embark continued to expand internship opportunities across our five occupational tracks (retail, hospitality, animal care, community support, and manufacturing/tech), with partnerships with over 30 local and national companies. Our CVS retail training site was completed, affording our students the opportunity to practice both their retail and consumer skills. Students also took part in a variety of certificate programs, including the Red Cross CPR and Babysitting courses, ServSafe Food Handler, Introductory Animal Care, and CVS' Abilities in Abundance certifications. Our Art programs expanded to include off-campus classes, affording potential learning opportunities in travel training and community access. We also began a highly successful partnership with WellSpring House, a Gloucester-based non-profit providing ongoing community support and free college credit classes to our transition students.

## Embark Program

The **Embark** program is located at the Enterprise Center at Salem State College and is geared toward students with learning delays and intellectual disabilities. Students use the college campus resources (such as the library, bookstore, wellness center, and food court) to enhance their academic, vocational, and physical education. In 2019-2020, Embark served 21 students. Four students graduated with certificates of completion upon reaching the age of 22. Two of these students went on to adult day programs. One was employed with support, and one was still working on her plans at the time of this report. All students had gained skills for independent travel and/or using The Ride.

### PROGRAM COMPONENTS

The Embark experience has two major components; independent life and occupational development. The components are integrated and together contribute to the successful transition of each student from home and school to independent life.

#### Independent Life

The Independent Life component focuses on foundation skills:

- The Independent Life component focuses on foundation skills:
- Using resources within the community
- Public transportation training
- Consumer skills
- Social skill training and application
- Leisure options
- Oral & written communication; computer literacy
- Current events and issues
- Health issues & issues pertaining to adult sexuality  
Occupational Development

#### Occupational Development

The Occupational Development component includes foundation skills, vocational/career preparation and placement, occupational assessment and advisement; internship opportunities. Students must attend Embark for a minimum of two years, up to a maximum of four years. The program sequence is individualized and includes the following:

- Vocational assessment
- Internship and/or job placement
- Residential living preparation
- Transition related issues
- Maintaining employment





# Transition Programs

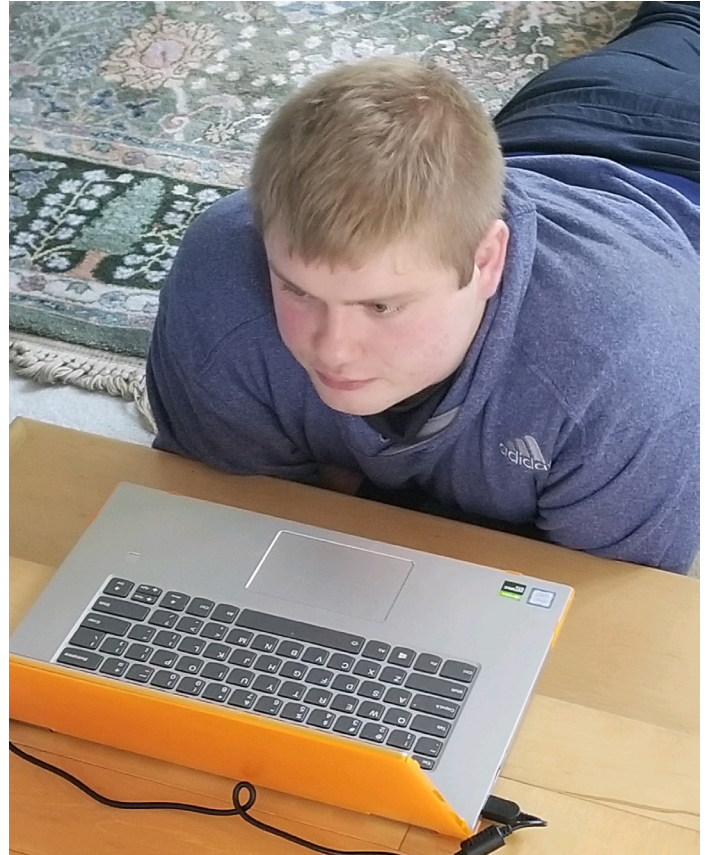
## SOAR Program

**SOAR** is a specially designed transition program for students aged 18-22 with Autism Spectrum Disorder, anxiety disorders and related diagnoses. The goal of the program is to assist students in transitioning to college and the world of work and to support students in becoming confident contributing members of society.

During the 2019-2020 school year, 29 students attended the program. 9 Students graduated with high school diplomas. Two of these students went on to college and five were employed as of the writing of this report. All had skills for independent travel, and two had earned drivers' licenses.

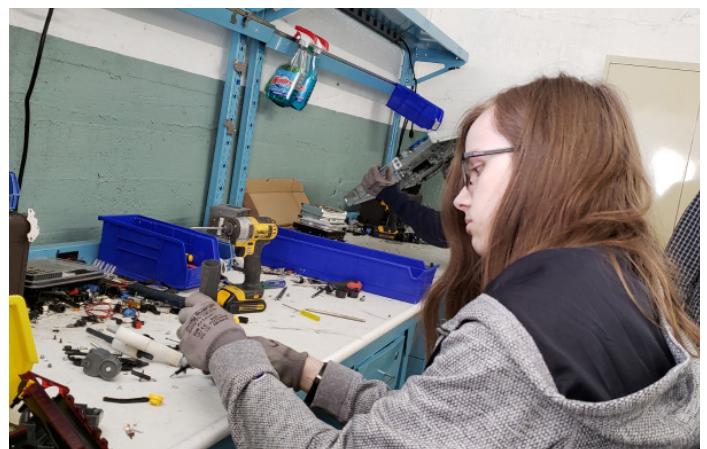
### PROGRAMS COMPONENTS

- Life skills (contract with parents, student, and school)
- Curriculum (self-awareness, self-disclosure, self-advocacy)
- Time management
- Physical education (self-calming, self-regulation, yoga)
- Study skills (test preparation)
- Class etiquette (how to speak with different levels/relationships, etc.)
- Organizing work
- Group skills
- Raw arts (therapeutic art program)
- Group skills
- Negotiating (Compromising skills teaching brain function, language)
- Transportation
- Leisure (drugs, alcohol, sex, social networking)
- Social Skills (dating, roommates, hygiene)
- Vocational



**"I wanted to thank you for how much you helped and believed in me over the years. My goal is to do for others what you have done for me..."**

-NEC Student



# Consultation & Contract Services

During the 2019-2020 school year, NEC provided vision, orientation and mobility to 55 students who attend schools in member districts and educated 3 students who required home-bound instruction.

NEC employees also consulted to several districts around mental health issues, restraint prevention, creating positive behavioral supports, and assistive technology. In addition, our social workers provided clinical supervision to staff in one member district and conducted informal and formal consultations on complex student situations in several districts.

## Family & Professional Learning Center

### Regional Professional Development

Unfortunately, several spring conferences and workshops were cancelled due to the pandemic.

Prior to that, NEC offered several sessions of Youth Mental Health First Aid to regional organizations, and continued to host ongoing job-alike groups for Special Education Team Chairpeople.

NEC is proud to have a wide variety of student teachers, interns, and trainees from several different universities and in a number of disciplines including special education, social work, speech and language pathology, and occupational therapy.

We are also proud to be able to host ongoing training for Police Departments on the North Shore through the CIT Jail Diversion Program.

### NEC Family Center

The NEC Family Center runs several parent support groups and maintains a comprehensive resource library filled with books, pamphlets, and other materials on a wide range of disabilities and special education, mental health, and substance abuse issues. These resources are available for parents and professionals throughout the region.

**"The workshops have been very helpful. Staff leave the workshop with a tangible product/idea that they can use or implement right away."**

-NEC Staff Member



*NEC offered several sessions of Youth Mental Health First Aid to regional organizations, and continued to host ongoing job-alike groups for Special Education Team Chairpeople.*



*Ongoing Latino Nights for caregiver support are held at Kevin O'Grady School.*

# Cost Effectiveness of Programs & Services

NEC's approved day programs are both cost-effective based on a clear financial analysis of rates, but also enable districts to save on transportation costs by keeping students closer to home, and they are able to provide a higher quality service to students by pooling specialized expertise within one central location.

The simplest way to discuss the cost-effectiveness of NEC approved public day programs is to compare them to private special education placements that serve similar populations. (See chart on next page.)

Based on an analysis of private schools serving similar populations, member districts can save up to \$300/day (over \$50,000/year, not including transportation costs) by sending a student to an NEC program. (All rates are based on OSD FY 2020 data, compared to NEC FY-20 rates, and are based on daily rates for day programs, and rounded to the nearest dollar). NEC tuition rates include all therapy services.

## **COST EFFECTIVENESS OF RECOVERY HIGH SCHOOL**

It is difficult to articulate the cost-effectiveness of RHS based on financial analysis. There are only five Recovery High Schools in MA, and there are not a lot of similar programs or schools to compare them to. By providing a regionalized Recovery High School, we are able to offer highly specialized services to a targeted group of high risk teenagers and enable these students to receive the needed supports to earn their diplomas. Most districts would be unable to provide these services within districts, as the cohort of students who need the service would be too small.

Districts were charged tuition of 73 to 115/ day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by the DPH grant.

Many of the students, prior to enrollment at RHS were utilizing extensive mental health services within their public schools, or were enrolled in public or private day or residential schools with tuitions ranging from 232/day (Northshore Academy) to 519/day (Manville School)

## **COST EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT**

Our professional development offerings are cost effective as they enable us to bring experts to our region and share the expertise of our own staff. Without these offerings, districts would have to pay individual staff members to travel to trainings given by these providers or by private, often for-profit, entities.

## **SUBSIDIZING THROUGH PHILANTHROPY**

Given our desire to keep tuition rates affordable and to provide the highest quality programs and services for our students, we have expanded our capacity to seek private philanthropic dollars to supplement and enhance what we are able to provide without increasing tuition rates. During the 2019-2020 school year, Friends of NEC raised over \$227,000 through grants and private donations. This enabled us to provide low cost training, purchase new technology and communication devices, as well as to support a wide range of extracurricular and enrichment activities. When the pandemic hit, we were able to divert some of these funds to support our remote learning initiatives and to purchase necessary PPE.



*NEC's annual road race, Festivus 5K for Autism, supports educational and enrichment opportunities for our students.*

# Cost Effectiveness of Programs & Services

## Severe Disabilities

SCHOOL	DAILY RATE FY 20
<b>NEC Kevin O'Grady: Member</b>	<b>411</b>
<b>NEC Kevin O'Grady: Non-Member</b>	<b>495</b>
Melmark	493
Nashoba Learning Group	515
NE Center for Children	540
Hopeful Journeys	557
Perkins School for the Blind: Multiple Disabilities	697
BC Campus School	470
Beverly School for the Deaf: Children's Communication Center	478

## Emotional Disability (grades K-12)

EMOTIONAL DISABILITY (GRADES K-12)	DAILY RATE FY 20
<b>Northshore Academy, Topsfield Vocational &amp; STEP: Member</b>	<b>232</b>
<b>Northshore Academy, Topsfield Vocational &amp; STEP: Non-Member</b>	<b>278</b>
Manville	519
Walker	424
Dearborn	483
Lighthouse School	485
Arlington School (McLean)	368
Community Therapeutic Day School	441
New England Academy	328

## Intellectual Disability / Autism (ages 18-22)

INTELLECTUAL DISABILITY / AUTISM (AGES 18-22)	DAILY RATE FY 20
<b>Embark/SOAR: Member</b>	<b>200</b>
<b>Embark/SOAR: Non-Member</b>	<b>225</b>
Riverview	274
Cardinal Cushing Vocational	368

# Progress Toward Achieving Purpose and Objectives

---

The purpose and objectives of NEC are stated in the Collaborative Agreement as:

## **PURPOSE:**

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

## **FOCUS:**

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

## **OBJECTIVES:**

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium and member districts.

In terms of objective 1, the Executive Director continues to be a regular participant in MOEC state-wide and regional meetings, and is a regional representative to the MOEC Board. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region’s universities and child-serving state agencies.

Progress toward meeting objectives 2-4 is generally assessed in an ongoing way by looking at utilization of programs and services, gathering both formal and informal data about student outcomes, and gathering both formal and informal feedback from consumers including school district personnel and parents. Information about utilization, outcomes, and cost effectiveness is contained in each of the program descriptions in earlier sections of this report.

## Strategic Goals

---

Over the past year, our team continued to make substantial progress toward our strategic goals for 2019-2021.

**GOAL 1:** Continue to Strengthen Quality of Programs and Services

**GOAL 2:** Maintain Financial and Leadership Stability for Long-Range Sustainability

**GOAL 3:** Expand capacity to meet Regional Needs around Special Education and Youth at Risk and participate in larger scale efforts

### **Specific Accomplishments prior to March included:**

- Completion of our 6-year Coordinated Program Review with only one minor area in need of improvement.
- Completion of our first OLA Review.
- Cohort of clinical staff completed the third course in the Trauma and Learning certificate program through Lesley University.
- Cohort of staff participated in ongoing advanced consultation around implementation of Collaborative Problem Solving.
- Participation in regional advocacy and professional development initiatives such as Recovery Day, Coalition for Special Education Funding, MPY Workshops, YAR Committee.
- Ongoing professional development addressing issues of equity, diversity and inclusion.

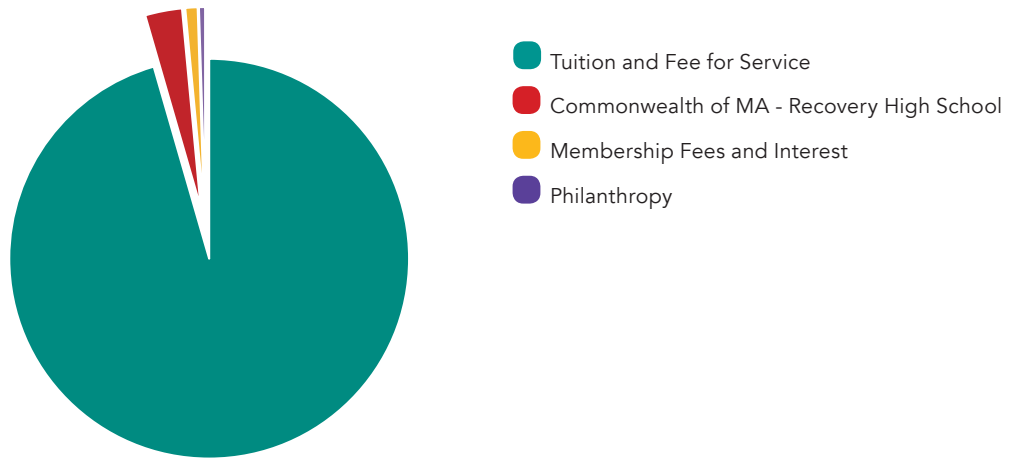
From March through June of 2020, our focus shifted to providing high quality remote learning and support for our students, as well as providing support for our member districts through weekly zoom meetings for SPED administrators.

# Financial Summary FY 2020

A snapshot of NEC's financial performance is included below. For more detailed information please see the Audited Financial Statements and Uniform Financial Report.

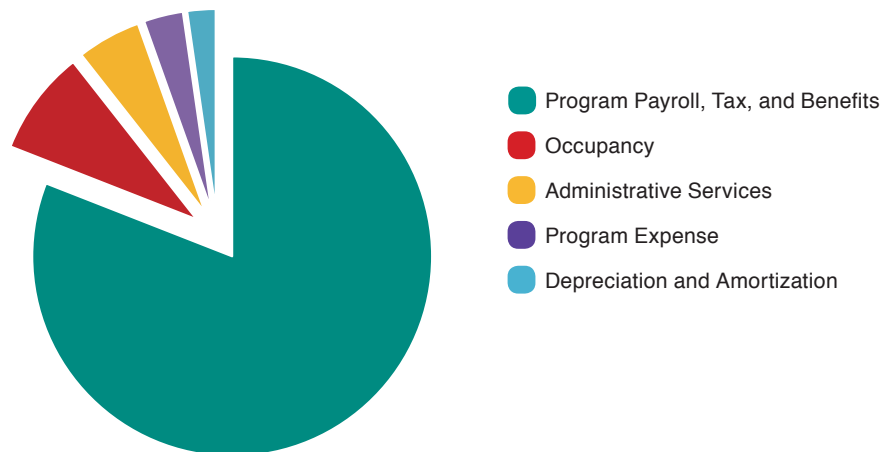
## FY 2020 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$ 24,316,966	95.84%
Commonwealth of MA - Recovery High School	\$ 741,129	2.92%
Membership Fees and Interest	\$ 225,064	0.89%
Philanthropy	\$ 89,219	0.35%
<b>Total Revenue</b>	<b>\$25,372,378</b>	<b>100%</b>



## FY 2020 EXPENSE CATEGORIES

Category	Dollars	Percentages
Program Payroll, Tax, and Benefits	\$ 20,380,226	80.95%
Occupancy	\$ 2,129,211	8.46%
Administrative Services	\$ 1,296,654	5.15%
Program Expense	\$ 798,855	3.17%
Depreciation and Amortization	\$ 572,836	2.28%
<b>Total Expense</b>	<b>\$ 25,177,782</b>	<b>100%</b>





## Contact Information

Executive Director | Fran Rosenberg | [frosenberg@nsedu.org](mailto:frosenberg@nsedu.org)

Executive Assistant & PD Coordinator | Kathy Mahoney | [kmahoney@nsedu.org](mailto:kmahoney@nsedu.org)

Chief Financial Officer | Glenn Bergevin | [gbergevin@nsedu.org](mailto:gbergevin@nsedu.org)

Director of Clinical Training & Consultation | Windi Bowditch | [wbowditch@nsedu.org](mailto:wbowditch@nsedu.org)

Director of Facilities | Monique Bourgault | [mbourgault@nsedu.org](mailto:mbourgault@nsedu.org)

Director of Educational Technology | Eric Aldrich | [ealdrich@nsedu.org](mailto:ealdrich@nsedu.org)

Director of Development | Sarah Seiler | [sseiler@nsedu.org](mailto:sseiler@nsedu.org)

Kevin O'Grady School | Martha Krol | [mkrol@nsedu.org](mailto:mkrol@nsedu.org)

Northshore Academy Upper School | Ken Letzring | [kletzring@nsedu.org](mailto:kletzring@nsedu.org)

Northshore Academy Lower School | Tracy Farragher | [tfarragher@nsedu.org](mailto:tfarragher@nsedu.org)

Northshore Recovery High School | Michelle Lipinski | [mlipinski@nsedu.org](mailto:mlipinski@nsedu.org)

Topsfield Vocational Academy & STEP | Charles LeBuff | [clebuff@nsedu.org](mailto:clebuff@nsedu.org)

SOAR & EMBARK Programs | Ellen Heald | [eheald@nsedu.org](mailto:eheald@nsedu.org)

Family and Professional Learning Center | Sheila Guiney | [sguiney@nsedu.org](mailto:sguiney@nsedu.org)

**Job Title:** Executive Director of Special Education

**Location:** District-wide, Office - 29 Highland Avenue, Salem MA 01970

**Application Due Date:** Open Until Filled

**Reports to:** Assistant Superintendent

### **Position Overview**

Salem Public Schools is seeking an Executive Director of Special Education who will be responsible for developing, supporting, and monitoring the delivery of all special education and related services from the age of birth to 22 years for the Salem Public Schools. In collaboration with the administrative team, this position provides leadership in the District's strategic priority to provide all students with an academic experience that is accessible, rigorous, relevant and engaging. The Executive Director of Special Education will actively apply an equity lens by removing any and all structures and/or practices that present barriers to all students being college and career ready upon graduation from the Salem Public Schools.

The Executive Director of Special Education reports to the Assistant Superintendent.

### **Core Responsibilities:**

The Executive Director of Special Education provides oversight and administrative leadership of all special education and related services (including those provided to students who may be placed in out-of-district programs). As such, the ED of Special Education is responsible for:

- IEP and 504 plan process from referral through evaluation, eligibility determination and the implementation of resulting IEPs and 504 accommodation plans.
- Ongoing cycles of student evaluation, re-evaluation and assessment
- Provision of the district's specialized, inclusive instruction
- Oversight of the district's specialized substantially programs
- Oversight of the Salem Early Childhood Center (ages 3-4)
- Oversight of the Salem Prep High School (grades 8 to age 22, public day school)
- District-wide management of student special education records and DESE reporting
- Oversight of all related services and staff including occupational therapy, physical therapy, speech pathology, psychological, etc.
- Management of the special education budget, including contracted services
- Oversight of required annual state data reporting cycles, grant preparation, Circuit Breaker submissions through DESE
- Evaluation of special education administrators
- Hiring process for special education staff
- Communication with district's special education attorneys
- Oversight of the special education mediation, hearing or PRS complain resolution

### **Essential Duties**

- Plans, coordinates, and evaluates the delivery of special education and related services to meet or exceed federal and state laws and regulations as a collaborative member of the District's executive leadership team and in support of the district's vision, mission and goals



- Ensures that all students with disabilities have access to appropriate educational supports as determined by the Individualized Education Program team
- Monitors the development and implementation of IEPs throughout the district
- Oversees all aspects of out-of-district student placements
- Prepares, administers and monitors budgets related to supplemental and/or special education services in accordance with federal, state, and district laws, regulations, conventions, and quality criteria
- Oversees the preparation of federal and state grants, data collection and reports related to special education
- Coordinates the District's use of third-party payment system and participation in state Medicare reimbursement program
- Oversees the delivery of MCAS accommodations and development of MCAS-ALTs
- Administers and implements the Salem Public Schools' Special Education Local Plan
- Develops and monitors regional inter-agency agreements
- Builds strong relationships and partnership with local special education collaboratives
- In cooperation with principals, coordinates the work of student review teams and teacher assistance teams.
- Meets with curriculum committees to advocate for the special education programs
- Monitors the development and implementation of 504 plans throughout the district
- Works cooperatively with parents and community on special education matters and attends/participates in meetings of the Special Education Parent Advisory Committee
- As necessary, represents the Salem Public Schools with the Bureau of Special Education Appeals
- Acts as a liaison to community agencies, courts, hospitals and clinics on special education and guidance matters
- Prepares reports as needed for program and state mandates
- Assumes additional duties and responsibilities as necessary or assigned by the Superintendent or Assistant Superintendent

### **Key Skills, Mindsets and Beliefs**

- Holds high expectations for student learning and believes that all students can learn and achieve mastery of the standards when provided with the right supports
- Commits to developing and internalizing a shared educational vision around world class outcomes, college and career readiness and responsible citizenship for every student in the Salem Public Schools
- Demonstrates strong context and audience-specific interpersonal, written and verbal communication skills
- Demonstrates strong conceptual, analytical, organizational, and management skills and demonstrated leadership ability
- Experienced in the process of identifying and supporting English language learners (ELs) with special needs
- Analyzes situations accurately and adopts an effective course of action
- Works independently with little direction
- Consistently meets schedules, deadlines and timelines

### **Supervision, Evaluation and Development of Staff**

- Builds, develops and sustains effective leadership and teacher teams
- Participates in the process of hiring direct reports and personnel related to supplemental and/or special education level student supports
- Supports supplemental and/or special education level staff with professional learning opportunities that ensure adult performance results in improved student outcomes
- Provides mentorship to special education administrators and team chairpersons through collaboration and consultation
- Supports and empowers staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas and meet the needs of diverse learners
- Ensures that all staff are evaluated annually and receive ongoing, timely, actionable verbal and written feedback & coaching
- Addresses instances of underperformance with support staff to improve student outcomes
- Provides technical assistance to general education staff and administrators, ensuring the implementation of Multi-Tiered Systems of Supports (MTSS)
- Oversees the supervision and evaluation of related services staff, including speech and language pathologists, occupational therapists, physical therapists, etc.

### **Required Qualifications:**

- Master's degree in special education or related field
- MA DESE certification as a Special Education Administrator
- Three to five years of experience as a special education administrator, in increasingly challenging roles, evaluating and developing special education programming
- Three to five years of experience as a classroom and/or special education teacher
- Demonstrated knowledge of public-school laws and policies as they relate to the delivery of special education services and related programs
- Citizenship, residency OR WORK VISA in United States
- Bilingual, candidates of color are strongly encouraged to apply

### **Work Year:**

52 weeks

### **Salary Range:**

\$135,000-\$150,000

### **Equal Opportunity Employer**

Salem Public School District is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

# Executive Director of Special Education

## Draft Search Timeline and Team Composition

*Dates subject to change based on weather or other unforeseen conflicts*

Action	Date
Job Description, timeline and process approved by Personnel Subcommittee	January 11
Job Description posted; Recruitment begins	January 12
Review of job description, timeline and process with the full committee	January 19
Superintendent meets with Special Education staff and SEPAC	Weeks of Jan. 25-Feb. 1
Selection of Screening Committee Members by the district	January 27
Focus Groups—1 with staff, 1 with parents	February 3
Orientation Meeting – Screening Committee <ul style="list-style-type: none"> <li>• Review confidentiality</li> <li>• Review candidate profile</li> <li>• Finalize meeting and interview dates</li> <li>• Identify interview questions</li> <li>• Establish candidate profile</li> </ul>	February 10
Application deadline	February 12
Screening Committee meeting <ul style="list-style-type: none"> <li>• Screen resumes and select candidates for initial interviews</li> <li>• Finalize interview questions</li> </ul>	February 24
Initial interviews	March 2-4
Screening Committee identifies candidates to be forwarded to Superintendent	March 4
Reference checking process	ongoing
Central Office performance tasks and interviews	Week of March 8
Superintendent recommends finalist to School Committee/Finalist interview with the School Committee	March 15
Approval of Superintendent’s recommendation by School Committee (Committee of a Whole Meeting)	Week of March 22nd

**Screening Team Composition:**

- 1 School Committee Member
- Assistant Superintendent
- 1 Principal
- 1 Special Education Administrator
- 3 Special Education Teachers at all 3 levels—inclusion and sub separate
- Special Education Paraprofessional
- 2 Parents including a SEPAC member
- 1 Student

# 2021-22 Enrollment Targets for Student Assignment

## January 8, 2021

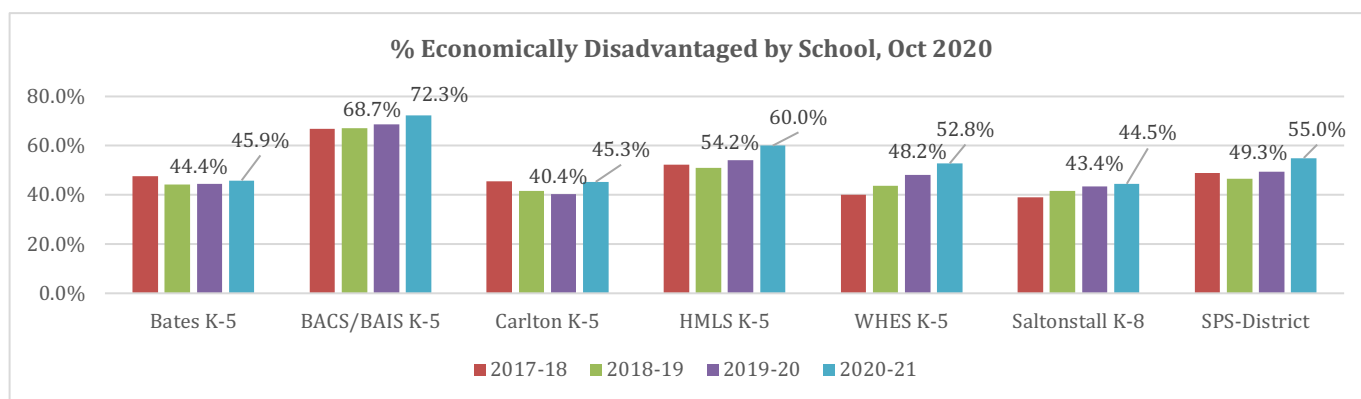
### Overview

Following the district’s student assignment policy (SC Policy #5103),<sup>1</sup> the Superintendent is charged with setting 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 overall goal is to have all schools enrolling a percentage of students who are economically disadvantaged that is within five percentage points (5%) of the district average.

The targets to be set are to be based on the most recently published percentage of Economically Disadvantaged students, as determined by the state, and include two categories of students, low income and non-low income. Each school’s enrollment targets will be used to assign entering Kindergarten students as well as all those applying to enter all other grade levels, at all points throughout the year.

### Percentage of Economically Disadvantaged Students by School, 2020-21

According to the policy, the annual school enrollment targets are to be based on the most recent state determination of the percentage of economically disadvantaged students within a school. The graph below depicts the percentage of economically disadvantaged students by K-5/K-8 school, as determined by the state<sup>2</sup>, from October 2017 to October 2020. A chart showing the same measure for all schools in the district can be found in Appendix A.



### School Enrollment Targets for 2021-22 Student Assignments

The school enrollment targets that will be used for all assignments during the 2021-22 school year are outlined below. Table 1 summarizes the targets for the elementary and K-8 schools where all student assignments are bound by the district’s student assignment policy. The first column presents the school’s current percentage of economically disadvantaged students and the second column identifies whether or not enrollment is “balanced” within each school, based on the percentage of economically disadvantaged students who are enrolled. The third and fourth columns describe the enrollment targets that will be used to assign both low income and non-low income students within each school. Enrollment targets of

<sup>1</sup> For full text of the policy, please visit: [https://www.salemk12.org/families/student\\_enrollment/student\\_assignment\\_policy](https://www.salemk12.org/families/student_enrollment/student_assignment_policy)

<sup>2</sup> The state determines whether or not a student is Economically Disadvantaged based on their participation in one or more of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid).

50%/50% will be used for schools with “balanced” enrollment. Targets for schools that are not balanced in their enrollment are set based on the specific data for each school.

**Table 1: 2021-22 Enrollment Targets for Elementary and K-8 Schools**

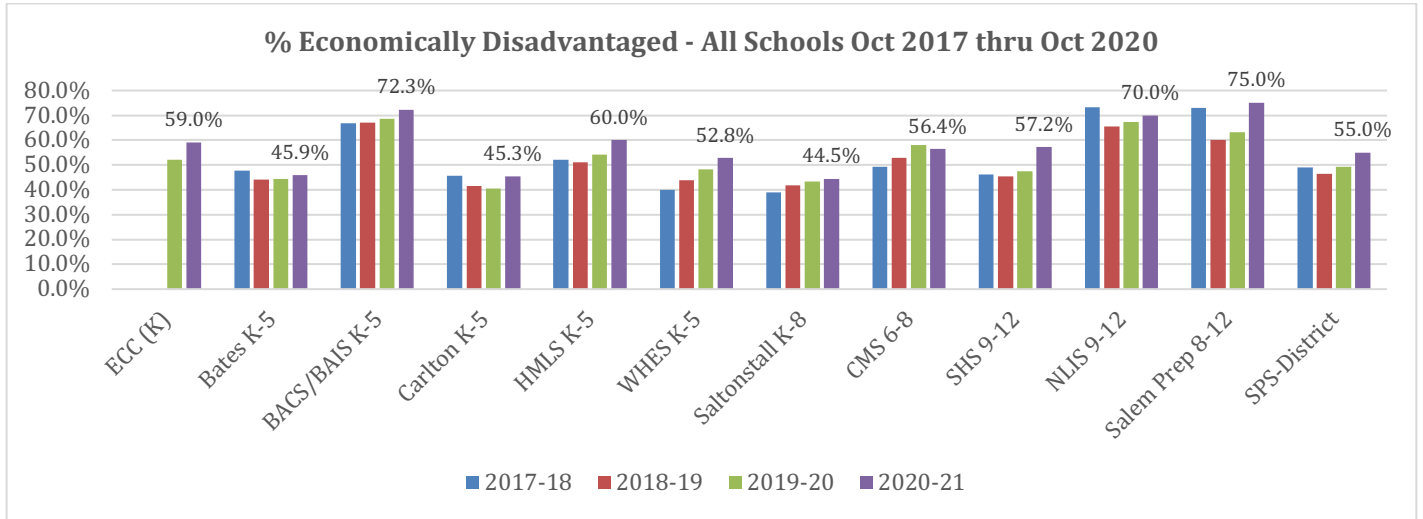
Elementary and K-8 Schools	Oct 2020 (% Econ Disadv)	Is the enrollment within this school balanced (within 5% of district avg)?	2021-22 Low Income Target	2021-22 Non-Low Income Target
<i>ECC K</i>	59.0%	Yes	50%	50%
<i>Bates K-5</i>	45.9%	No	60%	40%
<i>BAIS K-5*</i>	72.3%	No	40%	60%
<i>Carlton K-5</i>	45.3%	No	60%	40%
<i>HMLS K-5</i>	60.0%	Yes	50%	50%
<i>WHES K-5</i>	52.8%	Yes	50%	50%
<i>Saltonstall K-8</i>	44.5%	No	60%	40%
<i>SPS-District**</i>	55.0%			

**Application of the Enrollment Targets to the 2021-22 Student Assignments**

The above enrollment targets will be applied to the total number of spaces available within each school, at each grade level, creating a proportion of spaces available for students living in low-income households and students living in non-low income households. For more information please contact the Parent Information Center at 978-740-1225 or [pic@salemk12.org](mailto:pic@salemk12.org).

*\*NOTE: The 2021-22 school year is the first year that the % of Economically Disadvantaged students enrolled at the Bentley Academy Innovation School are factored into the district-wide % of Economically Disadvantaged students. Assignments to the Bentley Academy Innovation School will follow the enrollment targets. Assignments to the Dual Language Program will be made via lottery.*

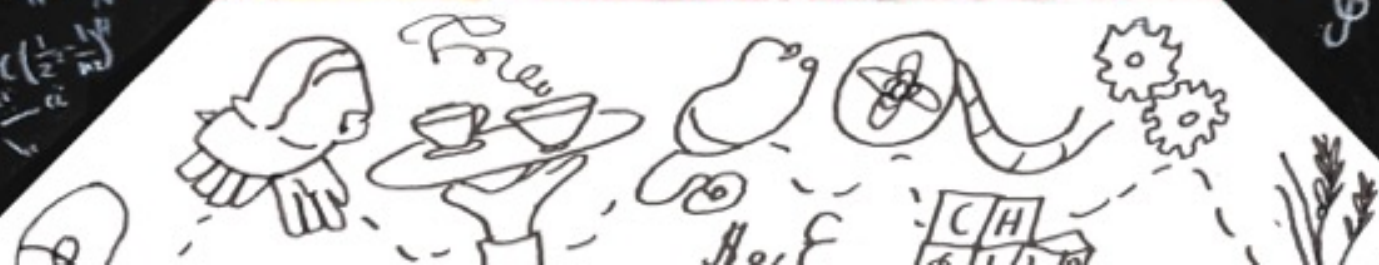
## APPENDIX A: Economically Disadvantaged Data for All Schools



# SALEM HIGH SCHOOL

## 2021-2022

### Program of Studies



# *SALEM HIGH SCHOOL*

## *PROGRAM OF STUDIES*

### *2021–2022*

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WEBSITE: <https://spssalemhs.salemk12.org>  
COLLEGE & CAREER CENTER/GUIDANCE: (978) 740-1157  
FAMILY ENGAGEMENT FACILITATOR: (978) 825-3450

PRINCIPAL/MAIN OFFICE: (978) 745-9300  
IMC/LIBRARY: (978) 740-1128  
CTE PROGRAM: (978) 825-3602



# *PRINCIPAL'S MESSAGE*

As your principal, I am honored to present the Salem High School 2021-2022 Program of Studies. Our goal as a school is to provide a student-centered selection of high-quality courses that ensure that we are supporting our learners as we work toward our vision of each student being locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Salem High School offers a wide variety of academic courses designed to prepare you for the future, including Discovery Pathway options. Please review the course descriptions on the following pages and give careful thought to graduation requirements, course descriptions, and your own interests. It is important that you think about your future goals. However, it's also important that you try new things and have fun learning - don't be afraid to challenge yourself! We are here to support you.

I encourage you to find an extracurricular activity - sport, club, musical group - that helps you feel connected. The more engaged you are in all aspects of school, the more successful you will be.

We are here to ensure your high school experience is a special one. If you have any questions about the registration process, please feel free to talk to your school counselor or any administrator and we will do our best to answer your questions.

One final note about courses: as we utilize a student-request-driven process, the final determination about which courses will run for the 2021-2022 school year will depend on the number of students selecting a course. If a course is under-selected, we will seek to meet the needs of individual students by offering this course in other ways such as in alternating years or through Dual Enrollment.

Sincerely,  
Dr. Samantha Meier

## *VISION*

Salem High School students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

Salem High School is committed to equipping students with transferable skills by providing a student-centered education grounded in a culture of high expectations, equity, and access for all.

## *MISSION*

We are a diverse and welcoming community that promotes the academic, social, emotional, and physical development of each student through the equitable delivery of challenging, relevant, and joyful learning experiences.

We empower all students to chart a personalized path to success that includes a commitment to the common good.

## *CORE VALUES*

The Salem High School community believes that in four years all students should experience a vigorous, relevant, and purposeful education. This will happen as we support and promote:

- CELEBRATION OF DIFFERENCE
- COLLABORATION
- CULTURE OF LEARNING & INNOVATION
- EQUITY & ACCESS
- GROWTH FOR ALL
- HIGH STANDARDS OF EXCELLENCE FOR ALL

## **ACCREDITATION STATEMENT**

Salem High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally-recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

*Commission on Public Secondary Schools  
New England Association of Schools and Colleges  
209 Burlington Road • Bedford, MA 01730-1433 • (781) 271-0022*

## **MASSCORE**

The Massachusetts High School Program of Studies (MassCore) is a recommended, rigorous course of study based on standards in Massachusetts's world-class curriculum frameworks that align high school coursework with college and workforce expectations. The recommended program of studies includes: four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same world language, one year of the arts and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

## **COMMONWEALTH DUAL ENROLLMENT PROGRAM (CDEP)**

Dual Enrollment provides opportunities for Massachusetts high school students to take college-level courses free of charge\* and earn credit simultaneously toward high school completion and their future college degrees. CDEP eases the transition from high school to college, allows students to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified students who otherwise may not have access to an early college experience. The ultimate goal of CDEP is to increase the population of high school graduates who are college ready. Student participation in CDEP is at the discretion of the participating institution of higher education, subject to capacity constraints and a state appropriation. Some institutions may charge a nominal admission fee (for example, \$25), which may be waived.

*Information taken directly from Massachusetts Higher Education website.  
For more information go to: [www.mass.edu/currentinit/currentinitdualenrollment](http://www.mass.edu/currentinit/currentinitdualenrollment)*

## GRADUATION REQUIREMENTS

Salem High School is a four-year comprehensive high school accredited by the New England Association of Schools and Colleges. This booklet is designed to assist students in making their course selections. This is a vitally important task, and it is imperative that all of the information be read with care. Students should discuss the matter of choice of courses with parents, counselors, and teachers before making a decision. Parents and guardians are encouraged to contact their child's school counselor before making the final selection of courses for the upcoming school year. The staff at Salem High School willingly provides assistance and guidance, but the final responsibility for course selection rests with the students and parents.

Graduation Requirements: Total Credits (Units) = 26

Subject Area	Credits / Units
English	4
Mathematics	4
Social Studies	3
Science, Technology, Engineering	3
World Language	2
Physical Education	2
Career/Tech Ed & the Arts	1
Health	.5
Electives	6.5

The total number of units required for graduation is 26 units (or credits). Seniors must take and pass 5 units their senior year to be eligible for graduation. Students in all grades must take the equivalent of 8 full year courses each year.

Sophomore status*	6 credits
Junior status	13 credits
Senior status	19 credits
Eligible for graduation	26 credits

3 units = 3 credits

2 units = 2 credits

1 unit = 1 credit

Semester course = .5 credit

\* In order to achieve Sophomore status, a student must pass English I and Algebra I (or program equivalent).

### Waiver Process

In the event that special circumstances require a waiver of certain graduation requirements, a written request must be submitted to the principal by the end of May of a student's sophomore year, with supporting data for consideration by the Superintendent and his/her designee.

### Educational Proficiency Plan Requirements

School districts must develop an Educational Proficiency Plan (EPP) for any student who does not score at 240 or above on the Grade 10 MCAS ELA and Mathematics assessments. The EPP must identify the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and input from the student, the student's teacher, and the student's counselor. It must also include the courses (ELA and/or mathematics) the student will be required to take in grades 11 and 12. The expectation at Salem High School is that most students will complete four years of English and four years of mathematics by the end of their senior year.

## GRADING

### Standards-Based Grading

Salem High School is approaching completion of a gradual shift towards school-wide implementation of Standards-Based Practices. On a standards-based report card, each subject area is divided into a set of skills and knowledge that students are expected to master by the end of the year. Students learning progress is reported using standards-based grading (chart below). A list of courses, by department, using SBG in the 2021-2022 school year is available [here](#).

Mastery Level		
Above Grade Level Work	4.0	Student work shows multiple skills beyond grade level.
	3.5	Student work shows skill beyond grade level.
Grade Level Expectations	3.0	Student work meets grade level requirements.
Progressing Toward Proficiency	2.5	Demonstrates most foundational skills consistently.
	2.0	Demonstrates some foundational skills.
Limited Progress Toward Proficiency	1.5	Student shows some grade level skills independently.
	1.0	Student shows some grade level skills with help.
No Evidence of Mastery	0.0	Student work shows no evidence of mastery.

Final grades for courses that are graded using the standards-based system are expressed as a letter grade.

### Traditional Grading

If courses are not graded using the standards-based system, course grades are reported as a percent on the report card.

### Honor Roll Policy

For each marking period, students receiving a 90% grade average or above (without a grade of F or I) are awarded high honor status. Students receiving an 83% to 89.99% grade average (without a grade of F or I) are awarded honor status.

### Honor Roll Designation for Students in Classes Using Standards-Based Grading

For each marking period, students receiving an *On Target* in 100% of reported categories in courses using standards-based reporting and earning a 90% grade average or above without a grade of F or Incomplete in courses using traditional reporting are awarded high honor status.

For each marking period, students receiving *On Target* in at least 75% of reported categories in courses using standards-based reporting and earning an 83% to 89.99% grade average without a grade of F or Incomplete in courses using traditional reporting are awarded honor status.

## Grade Point Average (GPA)

The GPA is a measure of a student's academic achievement at Salem High School; it is calculated by dividing the total number of grade points received by the total number of credits attempted.

Students are reminded that outside courses such as Dual Enrollment courses and Independent Study courses are not factored into a student's GPA.

Grade points are assigned based on the student's final course grade as listed below. These points are used to calculate the student's GPA (grade point average).

### End-of-Course GPA Calculations

Traditional Grading (Percent)	Standards-Based Grade (Mastery Level)	Grade	College Prep Level Points towards GPA	Honors Level Points towards GPA	AP Placement Level Points towards GPA
98 - 100	3.8 - 4.0	A+	4.3	4.8	5.3
93 - 97	3.4 - 3.7	A	4.0	4.5	5.0
90 - 92	3.0 - 3.3	A-	3.7	4.2	4.7
87 - 89	2.8 - 2.9	B+	3.3	3.8	4.3
83 - 86	2.6 - 2.7	B	3.0	3.5	4.0
80 - 82	2.4 - 2.5	B-	2.7	3.2	3.7
77 - 79	2.2 - 2.3	C+	2.3	2.8	3.3
73 - 76	2.0 - 2.1	C	2.0	2.5	3.0
70 - 72	1.8 - 1.9	C-	1.7	2.2	2.7
67 - 69	1.7	D+	1.3	1.8	2.3
63 - 66		D	1.0	1.5	2.0
60 - 62		D-	0.7	1.2	1.7
59 or below	1.6 or below	F	0.0	0.0	0.0
No Credit	NC	NC	0.0	0.0	0.0

## Class Rank

Class rank is a measure of how a student's performance compares to other students in the class and is usually expressed as a percentile. Students must earn more than half of their GPA eligible credits at Salem High School in order for the GPA to calculate into the class rank for graduation purposes.

# PATHWAYS OVERVIEW

What is a *Pathway*?

Pathways provide an optional framework for students to explore a content area of their choosing in greater depth via community-based and advanced coursework learning. All Pathways offer specific strands of interest that culminate with an opportunity to earn an endorsement on their diploma upon graduation.

**All Salem High School students will work through courses that help them** develop content proficiency and post-secondary readiness regardless of which pathway they choose (or if they follow none). *Note: Students are not required to choose and/or complete a pathway in order to graduate from Salem High School.*

What is a *Strand*?

There are strands representing specific areas of interest that fall under the larger umbrella of a Pathway. For example, students interested in the health profession may select the STEM (Science, Technology, Engineering, and Math) Pathway and follow the *Health Science Strand*.

What is an *Endorsement*?

An endorsement is a seal on the diploma of students who have chosen to complete additional learning experiences within their strand (along with all Salem High School graduation requirements). These additional endorsements include (but are not limited to): Project-Based Learning, Work-Based Learning, Service Learning Projects, and Civics-Oriented Projects. They are outlined in the Pathway description pages that follow. **Endorsements give Salem High School graduates a competitive edge on resumes and college applications because of expanded networks, widened horizons, community partnerships, and mentoring that result from the community-based and advanced coursework learning experiences.**

PATHWAYS		
CTE (Career / Technical Education)	Humanities	STEM
<b>Strands</b>		
Automotive Technology Building and Property Maintenance Culinary Arts Early Education and Care Electricity Medical Assisting *Advanced Manufacturing *Construction Craft Laborers  *Available via Essex Tech Partnership	English Fine and Performing Arts Social Studies World Language	Health Science Engineering Environmental Science *Computer Science  *Implementation to start in 2021-2022 SY

## EARNING AN ENDORSEMENT: STEM AND HUMANITIES PATHWAYS

In addition to meeting Salem High School graduation requirements, students must complete the following to earn a Pathway endorsement:

1. 30 Credits
2. Minimum 2.5 GPA
3. 30 hours of service learning over 4 years
4. Successful completion of internship, coop, or work-based learning
5. Presentation at Pathway Community Showcase

### STEM PATHWAY

<p><b>Health Science Strand</b></p> <ul style="list-style-type: none"> <li>• 1 additional mathematics credit</li> <li>• 3 additional science credits,</li> <li>• One must be Honors, AP, Dual Enrollment, or Project Lead the Way</li> </ul>	<p><b>Environmental Science Strand</b></p> <ul style="list-style-type: none"> <li>• 4 additional science credits within the Environmental Science strand</li> <li>• One must be Honors, AP, Dual Enrollment, or Project Lead the Way</li> </ul>
<p><b>Engineering Strand</b></p> <ul style="list-style-type: none"> <li>• 1 additional mathematics credit</li> <li>• 1 additional science credit</li> <li>• Introduction to Engineering Design</li> <li>• Career Technology, Early College, Dual Enrollment, or Project Lead the Way Course</li> </ul>	<p><b>*Computer Science Strand</b></p> <ul style="list-style-type: none"> <li>• 1 additional mathematics credit</li> <li>• 3 additional science credits within the Science/Computer Science strand</li> <li>• One must be Honors, AP, Dual Enrollment, or Project Lead the Way</li> </ul> <p>*Anticipated implementation in 2021-2022</p>

### HUMANITIES PATHWAY

<p><b>Fine &amp; Performing Arts Strand</b></p> <ul style="list-style-type: none"> <li>• 4 additional FAPA credits in cluster area of interest</li> <li>• One of the above must be an Honors, AP, or Dual Enrollment</li> </ul>	<p><b>World Language Strand</b></p> <ul style="list-style-type: none"> <li>• Completion of course progression of one World Language (all four years)</li> <li>• 2 additional courses in another language</li> <li>• One of the above must be an Honors or AP</li> <li>• Intermediate High or Above score in Seal of Biliteracy Exam</li> </ul>
<p><b>English Strand</b></p> <ul style="list-style-type: none"> <li>• 1 additional English credit</li> <li>• 1 additional Fine Art credit</li> <li>• 1 additional History credit</li> <li>• 1 additional World Language credit</li> <li>• One of the above must be an Honors, AP, Early College or Dual Enrollment course</li> </ul>	<p><b>Social Studies Strand</b></p> <ul style="list-style-type: none"> <li>• 2 additional History credits</li> <li>• One of these must be an Honors, AP, Early College or Dual Enrollment course</li> <li>• 1 additional English credit</li> </ul>



# EARNING AN ENDORSEMENT: CAREER TECHNICAL EDUCATION (CTE) PATHWAY

**Advanced Manufacturing\*** • **Automotive** • **Building and Property Maintenance** • **Carpentry**  
**Construction Craft Laborers\*** • **Culinary** • **Early Education and Care** • **Electricity** • **Medical Assisting**

The CTE Pathway provides a recommended sequence of courses to prepare students for successful continuation of their education at the postsecondary level or for positions in the workforce. Career and Technical Education courses are aligned to all applicable state and federal education frameworks.

In addition to meeting Salem High School graduation requirements, a state-issued CTE certificate can be obtained by:

1. Completing the vocational exploration program
2. Obtaining 900 hours of classroom/shop time in CTE courses

In addition to state issued certificates, students enrolled in Chapter 74 programs may also be eligible for the following industry-based certificates:

## **\*Advanced Manufacturing Strand:**

OSHA 10 Hour – General Industry  
MACWIC

## **Automotive Strand:**

OSHA 10 Hour – General Industry  
ASE Student Certification

## **Building and Property Maintenance Strand:**

OSHA 10 Hour – Construction

## **Carpentry Strand:**

OSHA 10 Hour – Construction  
ASE Student Certification

## **\*Construction Craft Laborers Strand:**

OSHA 10 Hour – Construction

## **Culinary Strand:**

Servsafe Certificate  
Allergen Awareness Certificate  
OSHA 10 Hour – General Industry

## **Early Education and Care Strand:**

CPR and First Aid  
State-issued Early Education and Care Certificate  
(150 hr practicum required)

## **Electricity Strand:**

OSHA 10 Hour – Construction  
1300 hours towards Massachusetts  
Journeyman’s License

## **Medical Assisting Strand:**

CPR and First Aid  
EKG Certification  
Phlebotomy Certification  
Medical Assisting Program Certification

\*Available via Essex Tech partnership.

## Advanced Coursework Opportunities in the Pathways

As a comprehensive high school we prepare students for college AND career plans. Our course offerings support student access to high wage/high demand industries and colleges/universities. We achieve this, in part, by offering multiple advanced course work options in each of our three Pathways: CTE, STEM, and Humanities. Dual enrollment opportunities are available **across all Pathways upon approved arrangements with school administration.**

Advanced Coursework Opportunity	Pathway		
	CTE	Humanities ELA, FAPA, Social Studies, World Languages	STEM Math, Engineering, Science
<b>Advanced Placement</b>	*Offerings will be available as the IT strand is developed.	<ul style="list-style-type: none"> <li>● 2-D Art and Design</li> <li>● English Language and Composition</li> <li>● English Literature and Composition</li> <li>● European History</li> <li>● Economics</li> <li>● Music Theory</li> <li>● Psychology</li> <li>● Spanish Language and Culture</li> <li>● United States Government and Politics</li> <li>● United States History</li> </ul>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● Calculus AB</li> <li>● Chemistry</li> <li>● Environmental Science</li> <li>● Physics 1</li> <li>● Statistics</li> </ul>
<b>Early College</b>	<ul style="list-style-type: none"> <li>● Under exploration</li> </ul>	<ul style="list-style-type: none"> <li>● Communication for Civic Engagement and Social Justice (with North Shore Community College)</li> <li>● English (with Salem State University)</li> <li>● History (with Salem State University)</li> </ul>	<ul style="list-style-type: none"> <li>● Business/IT</li> <li>● Health Care</li> </ul>
<b>Project Lead the Way</b>	<ul style="list-style-type: none"> <li>● Biomedical Science Principles</li> <li>● Computer Science Principles</li> <li>● Medical Interventions</li> </ul>	<ul style="list-style-type: none"> <li>● Students in the Humanities Pathway can enroll in PLTW courses based on interest and scheduling availability.</li> </ul>	<ul style="list-style-type: none"> <li>● Biomedical Science Principles</li> <li>● Computer Science Principles</li> <li>● Intro to Engineering Design</li> <li>● Medical Interventions</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>● Work-based Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Seal of Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>● Under exploration</li> </ul>

# COLLEGE AND CAREER CENTER

The College and Career Center staff offers a wide range of counseling and college preparation services to all students in all grades that covers three different areas:

*Academic Development      Social Emotional Learning      Post High School Planning*

It is our vision that 100% of our students will apply for college and have a plan for post-secondary education. To accomplish this, our counseling staff assists in building strong and confident student learners in the following areas:

- communicating
- problem solving
- thinking
- collaborating

Counselors meet with students to develop relationships, understand their strengths and areas to improve upon, and personal learning styles. Together, they create a four-year plan for their post-high school future. Counselors hold two group workshops annually with each student, along with a one-on-one meeting during the course selection process.

College and Career workshops incorporate tools from the web-based Naviance program. The intent of these group workshops is to disseminate grade-appropriate information in the areas of academic, career, and personal/social development.

The College & Career Center staff will help to orient students new to the United States to state and school requirements and the college application process. The following information includes the grade-based activities that will lead to a comprehensive and clear four-year post-secondary plan for each student who will graduate from Salem High School.

## *FRESHMAN YEAR: HIGH SCHOOL TRANSITION AND PERSONAL GROWTH*

Freshmen workshops are designed to allow counselors and students to get to know each other, to orient freshmen to high school, and to encourage a smooth transition from the middle school structure to a more independent learning environment. Students learn about their personal responsibilities in the educational process as they work toward meeting graduation requirements and post-secondary planning. In addition, all freshmen are introduced to the Naviance program. The primary focus is to explore a student's own learning style and to develop strategies to maximize their learning experience.

Topics throughout freshmen year will include the following:

- Review of the school year's academic schedule
- Progress report and report card time tables
- Coping with peer pressures and developing positive relationships
- Making good decisions in and out of school
- Review of SHS graduation requirements
- Adjustment to high school expectations – including homework time
- "Day Back" schedule, tardiness, absenteeism, behavior, conduct, and honor roll requirements
- MCAS schedule and diploma requirements
- Introduction to Naviance and building profile

### *SOPHOMORE YEAR: EXPLORATION & OPTIONS*

Sophomore workshops are designed to guide students through self-assessment and career/college exploration. Students will learn about the factors that play a role in career decision-making and will gain familiarity with the resources available to them for career research. Students do a Career Interest Inventory on Naviance in order to focus on the development of potential careers and/or majors that incorporate their current interests. Students also continue working on goal-setting by using the “My Game Plan” tool on Naviance. Time will be spent on a review of the student’s four-year high school plan. Sophomores will also take the PSAT (Preliminary Scholastic Aptitude Test), which is paid for by the district.

Topics throughout sophomore year will include the following:

- Continuing to use the Naviance tool to:
  - Build a profile and resume
  - Complete Career Interest Inventory
  - Add possible careers based on results of inventory
- Review projected earnings of careers
- Review what is expected in each career
- Review transcript and project 4-year plan of courses
- Review district and state graduation requirements
- PSAT preparation and review of scores
- Description and process of receiving work permit
- Building strong study and work habits
- Understanding the balance between school and work
- Review of course selection process

### *JUNIOR YEAR: COLLEGE & CAREER READINESS EXPLORATION*

Junior workshops are designed to assist juniors in exploring post-graduation options. Counselors give students an overview of the college admissions process and review the steps needed to do a college search on Naviance and other platforms. Topics addressed include future educational options, types of admissions programs, the high school transcript (including GPA and rank), creating a resume, college testing information (SAT and ACT), the college essay, and NCAA guidelines. Students will learn about the value of connecting their interests to work in the community through externships and job shadow experiences. Students work on a college recommendation survey in Naviance; this information is used by counselors to write a detailed and concise recommendation for the student.

Topics throughout junior year will include the following:

- Review of transcript and graduation progress
- Continuing work on Naviance:
  - Planning for college majors
  - College search based on different factors
  - Research on colleges
- Review college application process and links to the Common Application
- Sample college essays and review writing process
- College visit and College Fair plan
- Timetable for college admissions process
- Dual Enrollment/Early College opportunities at Salem State University
- Exploring Job Shadow & Externship opportunities
- Review of course selection process
- Review NCAA guidelines for student athletes
- Introduction to college recommendation survey
- Junior Parent Night

### *SENIOR YEAR: PUTTING COLLEGE & CAREER PLANS INTO MOTION*

All seniors will participate in multiple group and individual meetings (as needed) beginning in September. Students will continue to use Naviance as they start the transition from the exploration to the post-high school planning stage. Students will continue to explore their interests through job shadowing and externships in the Salem community. During this time, the counseling staff will review the responsibilities of the student, parents/guardians, counselor, and school in the process.

Topics to be covered include:

- Graduation and SHS diploma requirements
- College application progress and support
- Naviance – linking to the Common Application and teacher/counselor recommendation process
- College essay – final review and editing
- Review of college testing plan
- NCAA clearinghouse requirements for student athletes
- Early Action and Early Decision planning and deadlines
- College visits and SHS absentee policy
- Meaningful job shadow and externships experiences (relating to student interests)
- Post-high school career planning
- Senior Parent Night – early fall
- Financial Aid information, including FAFSA and CSS profile
- Financial Aid Night: mid-fall, supported by MEFA
- Scholarship information
- Student records law
- Selective Services obligations and military recruitment
- Senior Questionnaire and Survey

# *COURSES*

# *ENGLISH LANGUAGE ARTS*

## *DEPARTMENT*

**Through completion of four years of English**, students become skilled at reading and listening critically to effectively communicate their own arguments through speaking and writing. The level of text complexity both increases during the course of each year and across the four years. As students' capacity to engage with texts develops, the themes and topics of the texts become more multifaceted and the task rigor increases.

Students are simultaneously challenged to incorporate their personal experiences and background knowledge and to gain appreciation for and insight into the experiences of others through rich class discourse.

Each year students build their skills as effective writers through immersion in four types of writing: argumentative with a focus on literary text, argumentative with a focus on informational text, narrative, and informative.

In each grade level, teachers connect the curriculum to real-world experiences for students. Fiction units are designed to engage students in complex literature that fosters empathy by orienting them to the complexities of human experiences.

Nonfiction units are designed to engage students in rigorous texts that allow them to investigate important civic issues of the past and present, and to consider their own responsibilities as citizens of the world.

012 ENGLISH I

013 ENGLISH I HONORS

*Grade Level: 9*

*Credits: 1*

This course develops the skills of critical thinking, close reading, and analytical writing. Students are exposed to a range of literary genres. Diverse teaching approaches provide them with the opportunity to understand the content and hone their writing, reading, speaking, and language skills. Freshman English students consider personal values and how people are shaped by the conflicts they endure. They question technology's effect on our social interactions. They investigate the way poets use language to highlight social injustice and advocate for change. Finally, students reflect on how people influence and are influenced by others in their lives.

*The honors course is accelerated, and students will be expected to work more independently.*

022 ENGLISH II  
023 ENGLISH II HONORS

*Grade Level: 10*

*Credits: 1*

This course develops and builds upon the skills of critical thinking, close reading, and analytical writing. Students are exposed to a variety of literary genres and write for a variety of purposes. There is a focus on creating and substantiating a claim in students' own writing and on literary analysis. Sophomore English students consider how experiences shape the individual and how stories are crafted to share those experiences. They examine the responsibilities of being a well-informed community member and citizen of the world and examine how rhetoric can shift thinking. Students explore the nature of ambition by considering both the positive and negative manifestations, and by contemplating their own ambitions in life. Finally, students evaluate how technology affects their sense of self and the identity that they exhibit to the world.

*The honors course is accelerated, and students will be expected to work more independently.*

032 ENGLISH III  
033 ENGLISH III HONORS

*Grade Level: 11*

*Credits: 1*

This course continues the emphasis on the skills of critical thinking, close reading, and analytical writing. Students study the historical and modern voices that compose American writings. This course is designed to prepare the student for post-secondary education, and students are exposed to a variety of genres, such as essays, fiction, drama, and poetry. Students write for a variety of purposes with a focus on the analytical essay. Junior English students consider how human needs and behaviors contribute to the way in which societies are built. They reflect on how people balance their sociological need for belonging with their struggle to maintain individuality. They consider how individual mind-sets form and shift with experience. Students examine how authors use their voices to highlight injustice, inspire change, and express their beliefs. At the end of the year, students begin work on their college essays.

*The honors course is accelerated, and students will be expected to work more independently.*

037 EARLY COLLEGE ENGLISH - SALEM STATE UNIVERSITY COURSE CREDIT

*Grade Level: 11*

*Credits: 1*

This course provides an introduction to the foundational knowledge, literacies, and composing strategies that will help prepare students for writing across the disciplines, in the workplace, and in their local and global communities.

042 ENGLISH IV  
044 ENGLISH IV HONORS

*Grade Level: 12*

*Credits: 1*

This course builds upon the foundational skills of critical thinking, close reading, and analytical writing emphasized in English I, II, and III. Students read a wide selection of literature and write for a variety of purposes and audiences as they prepare for post-secondary education and career readiness. Senior English students consider how the components of culture impact a person's identity. They investigate how authors craft their texts with intention to create character identity. Students apply their understanding of identity and author's craft when revising their college essays. Students develop informed opinions on the relationship between national security and privacy as they investigate and reflect on current refugee policy. Students evaluate character agency in creating and resolving conflict. Finally, students conduct extensive research on a potential career choice and assess their compatibility with this profession.

*The honors course is accelerated, and students will be expected to work more independently.*



#### 045 ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

*Grade Level: 12*

*Credits: 1*

Students read a variety of texts, including novels, plays, and poems, in order to understand their complexity and consider the texts' tone and themes, as well as their structural and stylistic elements. Creative writing assignments are also given in order to allow students to see from the inside out how literature is written. Additional summer work is required. Students are expected to take the AP exam in the spring.

#### 046 ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

*Grade Level: 11-12*

*Credits: 1*

AP Language & Composition presents an understanding of the principles of effective writing and promotes critical thinking in a variety of styles and modes. Students focus on rhetoric, argument, and synthesis, both in their own writing and through the analysis of a variety of texts. Nonfiction, fiction, poetry and visuals are analyzed as models of effective rhetorical styles and strategies. The course requires summer reading and writing assignments as well as independent coursework during the year. Students are expected to take the AP exam in the spring.

#### 061 EXPLORING WRITING: FICTION AND NONFICTION

*Grade Level: 9-12*

*Credits: .5*

Students experiment with a variety of writing genres. They explore the characteristics of various types of writing and develop their narrative voice. Various types of fiction writing may include short stories, poetry, slam poetry, and children's books.

#### 070 YOUNG ADULT LITERATURE

*Grade Level: 9-12*

*Credits: .5*

Students in Young Adult Literature read a variety of texts that explore universal themes and challenge readers to reexamine their beliefs. The class read, discuss, and write about books that relate to current issues and reflect the rich diversity of today's society, including sexual and cultural identity, voice and silence, and technology. Students are expected to read independently and arrive for each class prepared to facilitate and participate in literature circles as well as full-class discussions. Students explore a variety of texts, including graphic novels, novels in verse, and genres such as horror and fantasy. Students write for a variety of purposes and audiences.

#### 075 WRITING FOR ONLINE PUBLICATION

*Grade Level: 9-12*

*Credits: .5*

Writing for Online Publications is an opportunity for students to investigate and engage in the conversations taking place online in a polished and professional manner. Students learn to write for different purposes and audiences by researching online publications that are an appropriate fit for their own work and voice. Students are expected to submit a number of online pieces, participate appropriately in online conversations, and maintain a blog during the course of the semester.

#### 158 MEDIA LITERACY AND CURRENT WORLD AFFAIRS

*Grade Level: 9-12*

*Credits: .5*

Media Literacy and Current Affairs: This course engages students to think critically about the complexities of media literacy through the lens of current events. Initially, students will learn methods of analysis necessary to interpret media content. Then, they will refine their critical thinking skills and formulate opinions through research, discussion, and writing about world events. Students may take this course for Social Studies or English credit.

#### 160 SOCIAL JUSTICE

*Grade Level: 9-12*

*Credits: .5*

In this class students will explore identity and the impact of race, class, gender, sexual orientation, and religion on an individual. Students will learn the tools of democracy and develop their voice as they learn to take action. Coursework engages students in the study of influential individuals and movements from the past and present as well as current events through various types of texts, including visuals, film, social media, literature, and primary sources. Students may take this course for Social Studies or English credit.

#### 050 COMMUNICATIONS FOR ENGAGEMENT & SOCIAL JUSTICE

This course is designed to give students a broad overview about communication strategies in civic engagement and using the best communication practices to enact social justice/change. The course lectures, materials, and activities are designed to engage students in authentic and compelling dialogue about critical social issues found within the local, national or international contexts. Students will be expected to deliver speeches, lead discussions, critically analyze issues, and critique their own work, as well as that of others.

# MATHEMATICS

## DEPARTMENT

**The Mathematics Department** offers students core math courses including Algebra 1, Geometry, and Algebra 2, as well as a variety of electives including Pre-Calculus, Calculus, Contemporary Mathematics, Probability and Statistics, AP Calculus, AP Statistics, Business Math and Financial Literacy. Salem High School has a 4-credit math requirement. One mathematics course must be taken during senior year.

Courses offered have been revised or are currently being revised based on the standards outlined in the Massachusetts Curriculum Framework for Mathematics. These standards provide all students challenging coursework appropriate for their abilities in mathematics. Students should discuss their course sequence with their school counselor, math teachers, and parents or guardians.

### 215 ALGEBRA I

*Grade Level: 9*

*Credits: 2*

This course is an entry-level high school mathematics course. Topics include linear, quadratic, and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials, data analysis, and statistics.

### 225 GEOMETRY

#### 226 GEOMETRY HONORS

*Grade Level: 10 – 12*

*Credits: 1*

This course is a study of Euclidean Geometry. Topics include inductive and deductive reasoning, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume. Algebra concepts are applied and reviewed when solving geometry-related problems.

*The honors course is accelerated, and students will be expected to work more independently*

### 235 ALGEBRA II

#### 236 ALGEBRA II HONORS

*Grade Level: 10-11*

*Credits: 1*

*Prerequisite: Algebra I and Geometry*

*Algebra II may be taken concurrently with Geometry.*

This course is a continuation of the study of functions and their graphs. Topics include the language of algebra, solving equations and inequalities, linear equations and systems, polynomials and factoring, rational expressions quadratic equations, complex number systems, radicals, exponents, logarithms.

*The honors course is accelerated, and students will be expected to work more independently.*

## 254 FUNCTIONS AND MODELING

*Grade Level: 12*

*Credits: 1*

*Prerequisite: Geometry*

This course is a study of both algebraic and geometric concepts. There is an emphasis on modeling real world applications with functions and geometric concepts. Topics covered include: linear, quadratic, and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials, data analysis, and statistics, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume.

## 243 CONTEMPORARY MATHEMATICS

*Grade Level: 12*

*Credits: .5*

*Prerequisite: Algebra II*

This is a one semester elective course in mathematical appreciation and exploration. Topics include patterns and sequences, logic and indirect reasoning, philosophy, graph theory, cryptography, dimensional analysis, and historical number systems.

## 244 MATH FOR BUSINESS

*Grade Level: 11-12*

*Credits: 1*

This course puts emphasis on the skills needed to solve problems in the complex business and consumer world of today. Microsoft Word is used to create invoices, purchase orders, write checks, track customer payments, write up proposals, and create a database. Topics covered include personal money records and commissions, savings and investments including annuities, home expenses, computer math, income taxes, and compound interest. Other topics include the problems of small business ownership, merchandise planning, pricing and markup, trade discounts, present value, and breakdown analysis.

## 245 ADVANCED FUNCTIONS FOR CALCULUS

### 245H ADVANCED FUNCTIONS FOR CALCULUS HONORS

*Grade Level: 11-12*

*Credits .5*

*Prerequisite: Algebra II*

This one semester course is a study of advanced algebra. While focusing on connections to other disciplines, problem solving, and real life applications, the following topics are included: analytic geometry, in-depth algebra review, exponential and logarithmic functions, conic sections, and complex numbers. This course combined with Trigonometry is equivalent to a traditional Precalculus course.

*The honors course is accelerated, and students will be expected to work more independently.*

## 247 TRIGONOMETRY

### 247H TRIGONOMETRY HONORS

*Grade Level: 11-12*

*Credits: .5*

*Prerequisite: Algebra II*

This one semester course is a study of trigonometry. Students will learn angle measurement, how to analyze and graph periodic functions and relations, verify trigonometric identities, polar coordinates, and complex numbers. This course combined with Advanced Functions for Calculus is equivalent to a traditional Precalculus course.

*The honors course is accelerated, and students will be expected to work more independently.*

## 249 PROBABILITY

### 249H PROBABILITY HONORS

*Grade Level: 11-12*

*Credits: .5*

*Prerequisite: Algebra II*

This one semester course focuses on the study of probability. Topics include counting methods, probability theory, binomial probability distribution, normal distributions and expected value.

*The honors course is accelerated, and students will be expected to work more independently.*

## 250 STATISTICS

### 250H STATISTICS HONORS

*Grade Level: 11-12*

*Credits: .5*

This one semester course focuses on the study in statistical methods. Topics include data organization, normal distribution, hypothesis testing, regression and correlation. Throughout the course students will use spreadsheets to manage data.

*The honors course is accelerated, and students will be expected to work more independently.*

## 251AP ADVANCED PLACEMENT STATISTICS

*Grade Level: 10-12*

*Credits: 1*

*Prerequisite: Algebra II or Algebra II Honors, which may be taken concurrently*

This course is designed to be the equivalent of a college introductory probability and statistics course offered to first year college students. Topics include exploratory analysis, planning and conducting a study, probability and statistical inference. This course is based on the College Board syllabus. Students are expected to take the AP exam in the spring. This course includes summer work.

## 256 CALCULUS AND ANALYTIC GEOMETRY HONORS

*Grade Level: 12*

*Credits: 1*

*Prerequisite: Trigonometry and Advanced Functions for Calculus (formerly Precalculus)*

This course is designed to teach topics generally comprising first semester college calculus. Topics include a brief review of analytic geometry and introductory topics in Calculus consisting of limit theory, derivatives and their applications, integration and the fundamental theorems, and methods of integration with applications.

257 ADVANCED PLACEMENT CALCULUS AB

*Grade Level: 12*

*Credits: 1*

*Prerequisite: Pre-Calculus*

This course is designed to be the equivalent of a college introductory calculus course offered to first year college students. Topics include functions, limits, derivatives, anti-derivatives, definite and indefinite integrals, transcendental functions and their inverses and various applications, differential equations and slope fields. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

258 ADVANCED PLACEMENT CALCULUS BC

*Grade Level: 12*

*Credits: 1*

*Prerequisite: Pre-Calculus with Teacher Recommendation or AP Calculus AB*

This course is designed to be the equivalent of both semester 1 and semester 2 of college calculus course offered to first year college students. Topics include all topics covered in AP Calculus AB as well as Integration by Parts, Improper Integrals, the arc length of a smooth, planar curve, Parametric Equations, Polar Coordinates, Vector Valued Function, and Infinite Sequence and Series. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

# *SCIENCE TECHNOLOGY & ENGINEERING DEPARTMENT*

**The Science Department** offers students core science courses including Biology, Chemistry and Physics, as well as a rich variety of electives including Environmental Science, Marine Science, Forensics, AP Biology, AP Chemistry, AP Physics, AP Environmental Science, and a READ Discovery Science Internship class. \*All science courses taken at Salem High School involve a laboratory component. It is recommended that a fourth year of science be taken for those students interested in pursuing a career in any of the science-related fields. As a graduation requirement, students are required to pass an MCAS science exam. All 9th grade Biology students take the Biology MCAS exam in June. Students should discuss their sequence courses with their school counselor, science teacher and parents.

\* The science department has also adopted courses from Project Lead the Way that include Principles of Biomedical Sciences, Medical Interventions, Human Body Systems, Introduction to Engineering Design, Principles of Engineering, and Environmental Sustainability.

## 321 BIOLOGY 322 BIOLOGY HONORS

*Grade Level: 9*

*Credits: 1*

This course provides a thorough foundation in the structure of organisms and their environment. Topics include: ecology, evolution and adaptations, biochemistry and nutrition, cell structure and function, cell metabolism, cell reproduction, basic human anatomy and physiology and genetics.

*The honors course is accelerated, and students will be expected to work more independently.*

## 326 PROJECT LEAD THE WAY (PLTW) HUMAN BODY SYSTEMS

*Grade Level: 9-12*

*Credits: 1*

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

### 329 ADVANCED PLACEMENT BIOLOGY

*Grade Level: 10-12*

*Credits: 2*

*Prerequisite: Biology*

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

### 332 CHEMISTRY

#### 333 CHEMISTRY HONORS

*Grade Level: 10-12*

*Credits: 1*

*Prerequisite: Algebra I*

This course studies the qualitative and quantitative topics of Chemistry. The topics investigated include: Properties of Matter, Atomic Structure and Nuclear Chemistry, Periodicity, Chemical Bonding, Chemical Reaction and Stoichiometry, States of Matter, the Kinetic Molecular Theory and Thermochemistry, Solutions and Rates of Reactions, Equilibrium, Acids and Bases, and Oxidation-Reduction.

*The honors course is accelerated, and students will be expected to work more independently.*

### 334 ADVANCED PLACEMENT CHEMISTRY

*Grade Level: 11-12*

*Credits: 2*

*Prerequisites: Chemistry, Algebra II*

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

### 340 PHYSICS

*Grade Level: 11-12*

*Credits: 1*

*Prerequisite: Chemistry, Algebra II*

This course is an overview of classical and modern physics. It includes the study of topics such as motion, forces, momentum, planetary motion and energy. Other topics include waves, sound, light, optics electricity, and magnetism.

### 346 ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED

*Grade Level: 11-12*

*Credits: 1*

*Prerequisite: Algebra I and Algebra II (Algebra II may be taken concurrently)*

This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.



### 347 ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED

*Grade Level: 11-12*

*Credits: 1*

*Prerequisite: Algebra I and Algebra II (Algebra II may be taken concurrently)*

This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

Students are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

### 375 PROJECT LEAD THE WAY (PLTW) PRINCIPLES OF BIOMEDICAL SCIENCE

*Grade level: 9-12*

*Credits: 1*

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

### 342 PROJECT LEAD THE WAY (PLTW) INTRODUCTION TO ENGINEERING DESIGN

*Grade level: 9-12*

*Credits: 1*

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

### 344 PROJECT LEAD THE WAY (PLTW) PRINCIPLES OF ENGINEERING

*Grade level: 9-12*

*Credits: 1*

Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. By engaging in hands-on, real-world projects, students understand how the material covered in class can be applied in their everyday lives.

## **MARINE SCIENCE & ENVIRONMENTAL SCIENCE**

Marine Science and Environmental Science is offered as two separate half-credit courses. Students can elect to take either the fall (.5 credit) or the spring (.5 credit) courses or they can opt to take both the fall and spring courses for a full credit (1 credit). The fall course need NOT be taken before the spring course. However, to gain the full benefit of the full year course it suggested that part one and part two be taken within the same school year.

348 PHYSICAL OCEANOGRAPHY  
349 PHYSICAL OCEANOGRAPHY HONORS

*Grade Level: 11-12*

*Credits: .5*

*Prerequisite: Biology*

The fall semester course in marine science focuses on the nonliving components of the ocean environment. Topics include ocean formation, currents, climate, waves and tides, marine physics, marine chemistry and sea floor topography and geology. This course also covers topics such as ocean exploration and conservation.

350 MARINE BIOLOGY  
351 MARINE BIOLOGY HONORS

*Grade Level: 11-12*

*Credits: .5*

*Prerequisite: Biology*

The spring semester course in marine science focuses on the variety of marine life that inhabits the oceans of the world. Students explore the classification, behavior, anatomy and ecology of several groups of marine life found in the ocean. Students also explore topics such as marine navigation and exploration, aquaculture and the harvesting of wild marine species and the conservation of marine ecosystems.

353 ENVIRONMENTAL SYSTEMS  
352 ENVIRONMENTAL SYSTEMS HONORS

*Grade Level: 11-12*

*Credits: .5*

Environmental Systems is a fall semester course that focuses on water, plants, and soil and wildlife sciences. This course introduces students to the idea of sustainability and systems thinking as they pertain to our non-energy-based natural resources.

354 ENVIRONMENTAL RESOURCES AND SUSTAINABLE DEVELOPMENT  
355 ENVIRONMENTAL RESOURCES AND SUSTAINABLE DEVELOPMENT HONORS

*Grade Level: 11-12*

*Credits: .5*

Environmental Resources and Sustainable Development is a spring semester course focuses on ecological models. Students examine population dynamics of both human and wildlife. Students learn to use a systems thinking approach to analyze global problems associated with human population growth (i.e. natural resource consumption/use, loss of biodiversity, land use, waste disposal, global climate change and pollutants).

### 357 PROJECT LEAD THE WAY (PLTW) ENVIRONMENTAL SUSTAINABILITY

*Grade Level: 11-12*

*Credits: 1*

Environmental Sustainability (ES) is an interdisciplinary engineering course in which students investigate and design solutions to solve real-world challenges related to clean and abundant drinking water, food supply enhancement, and renewable energy. This course has the potential to bring together a diverse group of students with interests in biology, chemistry, and/or environmental studies, and it gives students the opportunity to lead their own learning, collaborate, and gain the skills needed to communicate their creative solutions.

In Environmental Sustainability, students also gain insights into the future career opportunities that exist in the areas they are exploring.

### 356 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

*Grade Level: 10-12*

*Credits: 1.5*

*Prerequisite: Biology.*

The course uses a college level textbook and covers a wide range of environmental topics from scientific ecological assessment to environmental policy and law. The curriculum is set by the College Board. Students are expected to have proficient time management skills and to be self-motivated, independent learners. A strong grasp of Algebra and Biology are highly recommended. Students are expected to take the AP exam in the spring. Summer work is also required.

### 358 NORMAN H. READ DISCOVERY CENTER SCIENCE INTERNSHIP

*Grade Level: 11-12*

*Credits: 1*

*Prerequisites: instructor approval required*

Student interns are responsible for maintaining and further developing the Freight Farm, aquaculture, hydroponics, farm and sustainability labs. Responsibilities include but are not limited to keeping accurate lab records, scheduling and carrying out required tasks, assisting faculty members with the planning and delivery of lessons and projects connected to the lab spaces and conducting research in or in connection with one of the lab spaces as a part of a team. Teams are expected to present their research at the end of the year and report on their progress twice quarterly.

### 372 FORENSIC SCIENCE

*Grade Level: 11-12*

*Credits: 1*

This is a multidisciplinary course that embodies the concepts of biology, chemistry, anatomy, zoology, genetics, physics, medicine, math, statistics, communication and law. Students learn forensic science techniques through a variety of laboratory experiments, data gathering, problem-solving and critical thinking in the solving of simulated crimes.

### 380 Project Lead The Way (PLTW) Medical Interventions

*Grade level: 11-12*

*Credits: 1*

Students follow the life or a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

# ***SOCIAL STUDIES DEPARTMENT***

**Social Studies courses** at Salem High School provide students with the opportunity to develop and apply critical historical thinking and literacy skills, as well as to transfer their understanding of past events, trends, and time periods to the world today. We want students to use history and the social sciences as a lens so that they can apply their understanding of the past to inform their understanding of (and participation in) today's world.

Learning and applying historical thinking skills such as analyzing cause and effect, recognizing bias, interpreting the meaning of past events and time periods, evaluating primary and secondary sources, and comparing and understanding perspective and empathy help students to formulate their own questions and to develop evidence-supported opinions about the past that they can transfer to present day contexts.

Students complete their Social Studies course requirements understanding that history is not recorded in absolute truths. They recognize that history is a complex story and that individuals have a responsibility to critically evaluate multiple types of sources to formulate and justify arguments on social matters from the past. They will be able to apply their learning to better understand continued struggles for equality around the world and within the United States. Our Social Studies curriculum equips students with a deeper understanding of the past as they begin to develop their own voices as agents of justice and change in the complexities of their world, nations, and communities.

125 WORLD HISTORY I

126 WORLD HISTORY I HONORS

*Grade Level: 9*

*Credits: 1*

Students study the rise of the nation state in Europe, the French Revolution and the economic and political roots of the modern world. They study the origins and the consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War and the Russian and Chinese Revolutions. Finally, students study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

*The honors course is accelerated, and students will be expected to work more independently.*

134 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1920)  
136 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1920) HONORS

*Grade Level: 10*

*Credits: 1*

This course explores United States history, from the seeds of revolution in the 1750s to the aftermath of World War I. Students examine American and global perspectives to develop understandings of foundational American history, and its impacts across the world. This survey course highlights important political, social, economic, and cultural moments in early American history through multiple perspectives, and requires students to look closely at the global impact of these moments.

*The honors course is accelerated, and students will be expected to work more independently.*

137 AMERICAN AND WORLD ENCOUNTERS II (1920 - PRESENT)  
138 AMERICAN AND WORLD ENCOUNTERS II (1920 - PRESENT) HONORS

*Grade Level: 11*

*Credit: 1*

This course explores United States history from the economic collapse and evolving cultural landscape of Post-WWI America to the global impact of the 9/11 terrorist attacks. Students examine American and global perspectives to develop understandings of foundational American history and its impacts across the world. This survey course highlights important political, social, economic, and cultural moments in modern American history through multiple perspectives, and requires students to look closely at the global impact of these moments.

*The honors course is accelerated, and students will be expected to work more independently.*

## ***SOCIAL STUDIES ELECTIVES***

Students must have satisfied their freshmen and sophomore required history courses or the equivalent before being enrolling in the following electives.

127 ADVANCED PLACEMENT EUROPEAN HISTORY

*Grade Level: 11-12*

*Credits: 1*

This course engages students in the study of European history since 1450, emphasizing cultural, economic, political, and social developments. Students explore these themes through the analysis of historical evidence including primary sources. They conduct historical research and interpretation, and express historical understanding in writing. Students must have demonstrated a high degree of success in World History II (Honors level highly recommended) and US I and II (Honors/AP level highly recommended). Students must consult with their present Social Studies teacher and the AP teacher before selecting this course. Students in this course are expected to take the national AP European History exam in May (paid for by the district). Summer assignments are required for the Advanced Placement courses.

130 EARLY COLLEGE HISTORY – SALEM STATE UNIVERSITY COURSE CREDIT

*Grade Level: 11*

*Credits: 1*

This class is designed to allow students the unique opportunity to experience the rigor of a college level class with a modified approach. This is a class that allows you to navigate through the curriculum with the support of a college professor and a Salem High teacher. The class traces the development of the United States from 1865 to its present status as a world power, analyzing the economic, political, social and cultural factors and functioning of American federal and state constitutions is analyzed.

### 132 ADVANCED PLACEMENT UNITED STATES HISTORY

*Grade Level: 11*

*Credits: 1*

This course is an in-depth study of United States History with an emphasis on a conceptual understanding of the subject. Outside materials and information are incorporated into the course. Evaluation of the student is determined not only by standard testing procedures but also by independent study involving the writing of major research papers and several opinion papers. Students must have demonstrated a high degree of success in World Studies (honors level highly recommended) and United States History I (Honors level highly recommended). Students must consult with their present Social Studies teacher and the AP teacher before selecting this course. Students in this course are expected to take the national AP U.S. History exam in May (paid for by the district). Summer assignments are required for Advanced Placement courses.

### 139 ADVANCED PLACEMENT PSYCHOLOGY

*Grade Level: 11-12*

*Credits: 1*

This psychology class is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, and the psychological facts and principles within each of the major subfields within psychology. Students who wish to enroll in this class should demonstrate a high degree of success in previous social studies courses. Students are subject to the AP Commitment Policy and will be guided by an AP approved curriculum in accordance with the College Board and the American Psychology Association's national curriculum. Students are expected to take the AP test at the conclusion of the course.

### 142 ADVANCED PLACEMENT COMPARATIVE GOVERNMENT

*Grade Level: 11-12*

*Credits: 1*

The AP Comparative Government and Politics course is designed to introduce students to a variety of political institutions through examining issues such as citizen participation, governmental organization, the idea of sovereignty and the root of power, public policy, and the ways in which political and economic institutions change. The primary goal of the course is to increase understanding of the different political institutions, values, and structures of different governmental systems. Students will become more familiar with these institutions through examining case studies of Great Britain, Nigeria, Mexico, Iran, China, and Russia. This semester long course is designed to have the workload and rigor of a freshman or sophomore level college course. Upon completion of the course students will be able to take the Advanced Placement test for potential college credit. The course will emphasize critical thinking and application of knowledge with the goal that students will have a better critical perspective of the inner workings of different systems of government.

### 145 CRIMINAL JUSTICE

*Grade Level: 11-12*

*Credits: .5*

This elective course gives students an overview of the purposes and functions of the American criminal justice system. Students study various topics including the basics of criminal law, criminal procedure rules applicable to law enforcement, trials, and corrections. Students analyze why certain acts are criminalized and the evolution and role of Constitutional principles defining the rights and responsibilities of citizens. They also study law enforcement and the criminal justice and correctional system. Students explore current issues relating to criminal law and the need for continued reform of the criminal justice and correctional system based on current and past social issues and trends. They explore career opportunities in the wide-ranging field of criminal justice.

#### 158 MEDIA LITERACY & CURRENT WORLD AFFAIRS

*Grade Level: 11-12*

*Credits: .5*

This course focuses on issues and crises confronting the world community. It affords students the opportunity to see how current global events directly and indirectly impact their lives. Students become knowledgeable about the social, political, intellectual, religious, economic, and geographical influences on current world events and trends. Subject matter includes historical background of the specific nations and regions under study (from the post World War II period to the present) current events, geographic settings, economic and political matters. Students learn how to analyze world events and formulate opinions based upon research and discussion. Newspapers, periodicals, magazines, and other media sources serve as class materials.

#### 129 ADVANCED PLACEMENT US GOVERNMENT AND POLITICS

*Grade Level: 11-12*

*Credits: 1*

Advanced Placement US Government and Politics is designed to provide students with the analytical skills and factual knowledge necessary to examine the foundations, institutions, powers, and influences of United States government. This course is similar to an introductory college survey course. Each unit consists of a combination of lecture, discussion, research, and writing assignments. Students are expected to take the Advanced Placement Exam administered in the spring.

#### 160 SOCIAL JUSTICE

*Grade Level: 9-12*

*Credits: .5*

Students have the opportunity to explore issues of race, class, gender, sexual orientation, and religion. They become instigators of individual, cultural and institutional change while developing a critical consciousness and becoming an active citizen. Coursework engages students in the study of influential individuals of the past as well as current events through various types of texts, including visuals, film, social media, literature, and primary sources.

#### 170 REGIONAL STUDIES: CARIBBEAN HISTORY

*Grade Level: 11-12*

*Credits: .5*

This course is a survey of the history of the islands of the Caribbean, from pre-Columbian cultures to the present. The course explores the development of Caribbean societies during the colonial period through the impact of slavery and the revolutions of the 19th and 20th century. Links between the Caribbean and the United States are emphasized.

#### 175 OUT OF MANY, ONE: IMMIGRATION TO THE UNITED STATES

*Grade Level: 11-12*

*Credits: .5*

Using primary and secondary sources such as film, photos, diaries, personal narratives, political cartoons, music, literature, and legislation, students explore historic and contemporary immigration experiences in the United States. Topics include the ideologies of nativism, assimilation, and the "American melting pot"; the social, cultural, and economic life of earlier immigrants; the forced migration of people from regions of Africa to the western hemisphere; and current patterns and conditions of immigration and migration.

## 155 ADVANCED PLACEMENT ECONOMICS

*Grade Level: 11-12*

*Credits: 1*

AP Economics is broken up into two major topics: Microeconomics and Macroeconomics. Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students are expected to take the AP test for both courses in the spring.



# *WORLD LANGUAGE DEPARTMENT*

**As the world becomes increasingly interdependent** and we prepare our students to succeed in the twenty--first century, the study of world languages is critical to the academic, social, and civic development of students. Students who study a world language enrich their personal lives and their academic careers as well as increase their opportunities beyond high school.

Whether you are planning on attending a post-secondary institution, entering directly into the workforce, serving our communities as healthcare and legal workers; translators; educators; the armed forces; in intelligence and foreign service; and/or traveling abroad we encourage you to seek out opportunities to use your language skills to advance yourself and your community.

## *MISSION STATEMENT*

The Salem World Language Department educates students of diverse backgrounds, life-long learners, families, and communities by opening up cultural awareness and inclusion, fostering curiosity, compassion and respect. The World Language Department provides high-quality instruction through a wide range of courses, serving all proficiency levels that engages our diverse population. Adhering to the [ACTFL proficiency](#) guidelines with the speaking, listening, writing, and reading domains of communication as guides, we employ the use of authentic resources, technology, and interactive comprehensible input to provide opportunities for students to engage in project-based learning, including cross-curricular topics.

Our program is designed for meaningful interactions, intercultural competence and communication, allowing for spontaneous use of the target language of instruction. We, as a department, pledge to enhance linguistic learning and grow intercultural understanding.

## *REQUIREMENTS*

A minimum of two units of study are required for graduation. The course of study must include consecutive study of sequential courses in the same language.

*Students are highly recommended to study a world language beyond two years of study in order to increase their proficiency in their target language.*

Students reaching an Intermediate High to Advanced levels of proficiency could gain college credit by achieving the Seal of Biliteracy or AP level credit. Students are also encouraged to take an additional language.

## *CURRICULUM FRAMEWORKS*

In order to make our program enriching, the Salem World Language Department follows the thematic frameworks provided by the AP College Board and the United Nations Sustainable Goals in all of our courses.

### **The United Nation sustainable goals include:**

- (1) No Poverty,
- (2) Zero Hunger,
- (3) Good Health and Well-being,
- (4) Quality Education,
- (5) Gender Equality,
- (6) Clean Water and Sanitation,
- (7) Affordable and Clean Energy,
- (8) Decent Work and Economic Growth,
- (9) Industry, Innovation and Infrastructure,
- (10) Reducing Inequality,
- (11) Sustainable Cities and Communities
- (12) Responsible Consumption and Production,
- (13) Climate Action,
- (14) Life Below Water
- (15) Life On Land
- (16) Peace, Justice, and Strong Institutions
- (17) Partnerships for the Goals.

### **The AP College Board framework includes:**

Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges, and Personal and Public Identities.

Lessons combine these thematic frameworks with the five standards as set out by the ACTFL and Massachusetts World Languages Standards:

**Cultures** – products, practices, and perspectives from the target culture

**Comparisons** – critical examinations of students’ own language and culture in light of knowledge of the target language and culture

**Connections** – reinforce and expand knowledge from other disciplines

**Communities** – interactions with and contributions to the target communities

By weaving these frameworks, along with our flexible teaching methods, we strengthen our curriculum alignment to both the mission of Salem Public Schools and to prepare our students for both a globalized world and local engagement with diverse communities.

### **Proficiency Levels**

Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing. World Language courses stress a proficiency approach, with emphasis on the context and purpose of communication through the three modes: **Interpersonal** (Two-way, unrehearsed communication between individuals); **Interpretive** (One-way communication using receptive skills of listening and reading); and **Presentational** (One-way communication using productive skills of speaking and writing).

Students at various levels of language study are expected to perform at an appropriate proficiency level based on the Performance Guidelines for Foreign Language Learning published by ACTFL (American Council on the Teaching of Foreign Languages).

<b>Course (Level)</b>	<b>Target Proficiency</b>	<b>Students will be able to</b>
Spanish and French Level 1	Novice High Mid	Communicate about very familiar topics in the present tense Respond to simple, rehearsed questions Be understood, when discussing familiar themes, by sympathetic listeners
Spanish and French Level 2 Hispanohablantes 1	Intermediate Low	Communicate about familiar topics in the present and past tense and recombine learned materials in order to express personal meaning Manage straightforward survival situations Be understood by sympathetic listeners
Spanish and French Level 3 Hispanohablantes 2	Intermediate Mid Weak	Create with the language when talking about familiar topics in the past, present and future Manage straightforward social situations
Spanish and French Level 4 Hispanohablantes 3	Intermediate Mid Strong	Engage in conversation with both familiar and spontaneous themes in a variety of tenses and moods Navigate a variety of social situations Demonstrate sufficient control of basic structures and generic vocabulary Be understood by sympathetic speakers
Spanish and French Level 5/AP	Intermediate High/Advanced Low	Engage in conversation with spontaneous themes in a variety of tenses and moods Navigate a variety of social situations with unexpected complications Demonstrate sufficient control of language structures and broad vocabulary Be understood by all speakers

**Salem High School currently offers three language programs:**

French

Spanish

Spanish for Hispanohablantes (heritage, native, or lifelong speakers)

## **FRENCH**

Proficiency in French opens many doors to students throughout their academic and professional careers. It's an international language of diplomacy, dance, architecture, the visual arts, theatre, fashion and haute cuisine. French is the official language of 32 nations and is widely spoken in over 55 countries, across five continents. That translates to 220 million people around the world. In Africa, French-speaking countries cover an area larger than the United States. French speakers support humanitarian efforts, by working in NGOs. French will be a necessary tool in these rapidly changing nations. French is also one of the six official languages of the United Nations and, alongside English, one of the two working languages of the UN. Students interested in a career in journalism, diplomacy and international relations will present a linguistic advantage by speaking French. From Paris to Montreal, from Port-au-Prince to Dakar, French is truly an international language of the 21st century.

### **411 FRENCH Level I**

*Credits: 1*

*Prerequisite: Emerging or Novice Low proficiency level*

This is a beginning level course for students with no previous knowledge of the French language. The culture of the Francophone world is also woven into each unit through the study of music, art, literature, and holidays. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to reach a Novice High proficiency level.

### **421 FRENCH II**

#### **426 FRENCH II HONORS**

*Credits: 1*

*Prerequisite: Performance at a Novice High proficiency level as indicated by passing Level I French, teacher recommendation or placement test.*

Level II courses are a continuation of Level I through reinforcement of Level I material, the introduction of new themes, and the integration of culture. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to reach an Intermediate Low proficiency level.

### **431 FRENCH III**

#### **451 FRENCH III HONORS**

*Credits: 1*

*Prerequisite: Performance at an Intermediate Low proficiency level as indicated by passing Level II French, teacher recommendation or placement test.*

Level III courses build upon the foundational courses of Levels I and II through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in increasingly more complex language contexts using more complex grammatical structures. Students are expected to reach an Intermediate Mid proficiency level.

#### **441 FRENCH IV**

#### **461 FRENCH IV HONORS**

*Credits: 1*

*Prerequisite: Performance at an Intermediate Mid proficiency level as indicated by passing Level III French, teacher recommendation or placement test.*

Level IV courses build upon the previous three years of language study through thematic units and integration of culture. There is also an expansion on Francophone literature study, encompassing There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in more complex language contexts using more complex grammatical structures. Students are expected to reach an Intermediate Mid-Strong proficiency level.

### **SPANISH**

Spanish is a both a global and local language, numbering around 400 million Spanish speakers worldwide. The sheer number of Spanish speakers and their rate of growth makes learning Spanish invaluable. There are twenty-five countries in the world where Spanish is spoken either as an official or a primary language. The U.S. is the third largest Spanish speaking country in the world and the Hispanic population in the United States has grown by 60 per cent in just one decade. With Spanish, you can connect with worldwide music, art, dance, theatre, film and literature. Unlock opportunities and enroll in Spanish.

#### **412 SPANISH I**

*Credits: 1*

*Prerequisite: Emerging or Novice Low proficiency level*

This is a beginning level course for students with no contact or previous knowledge of the Spanish language. The culture of the Spanish--speaking world is also be woven into each unit through the study of music, art, literature and holidays. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to reach a Novice High proficiency level.

#### **422 SPANISH II**

#### **424 SPANISH II HONORS**

*Credits: 1*

*Prerequisite: Performance at a Novice High proficiency level as indicated by passing Level I Spanish, teacher recommendation or placement test. Level I Spanish is considered the completion of both 7th and 8th grade Spanish at the middle school level.*

Level II courses reinforce Level I material, while introducing new themes and the integration of culture. There is a strong emphasis on the development of interpersonal and interpretive skills through the development of listening comprehension, reading comprehension, speaking and writing. Students are expected to reach an Intermediate Low proficiency level.

**432 SPANISH III**  
**SPANISH III HONORS**

*Credits: 1*

*Prerequisite: Performance at an Intermediate Low proficiency level as indicated by passing Level II Spanish, teacher recommendation or placement test.*

Level III courses build upon the foundational courses of Levels I and II through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in increasingly more complex language contexts using more complex grammatical structures. Students are expected to reach an Intermediate Mid proficiency level.

**442 SPANISH IV**  
**462 SPANISH IV HONORS**

*Credits: 1*

*Prerequisite: Performance at an Intermediate Mid proficiency level as indicated by passing Level III Spanish, teacher recommendation or placement test.*

Level IV courses build upon the previous three years of language study through thematic units and integration of culture. There is a strong emphasis on the development of interpersonal, interpretive and presentational skills in more complex language contexts using more complex grammatical structures. Students are expected to reach an Intermediate Mid-Strong proficiency level.

**482 ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE**

*Credits: 1*

*Prerequisite: Performance at least an Intermediate Mid-Strong level as indicated by passing Level IV Spanish or Hispanohablantes III; teacher recommendation or placement test.*

This course is designed for students at an advanced level of language study. Students explore the themes of global challenges, beauty and aesthetics, science and technology, families and communities, personal and public identities and contemporary life through demonstration of interpersonal, interpretive and presentational skills. Students are expected to reach an Intermediate High or Advanced Low level. All students are expected to take the AP exam in the spring.

**HISPANOABLANTES**

Are you a heritage or native speaker of the Spanish language? Do you speak Spanish at home, but want to strengthen your skills in reading and writing? Are you a former Spanish Dual Language student? Then Hispanohablantes courses are for you.

**425 SPANISH FOR HISPANOABLANTES I**

*Credits: 1*

*Prerequisite: Teacher recommendation and/or placement test.*

This is a beginning level course for students who speak and understand Spanish but who read and write at a novice level. The culture of the Spanish-speaking world is also woven into each unit through the study of music, art, literature and holidays. There is a strong emphasis on the development of interpersonal, presentational and interpretive skills through the development of reading comprehension, presentational speaking and writing. Students are expected to reach an Intermediate Mid-Weak proficiency level.

**428 SPANISH FOR HISPANOHABLANTES II****429 SPANISH FOR HISPANOHABLANTES II HONORS**

*Credits: 1*

*Prerequisite: successful completion of Spanish for Hispanohablantes I; successful completion of middle school Spanish as measured by placement test or teacher recommendation.*

Level II courses reinforce Level I material, and add the introduction of new themes and the integration of culture. There is a strong emphasis on the development of interpretive and presentational skills through the development of reading comprehension, presentational speaking and writing. Students are expected to reach an Intermediate Mid proficiency level.

**430 SPANISH FOR HISPANOHABLANTES III****477 SPANISH FOR HISPANOHABLANTES III HONORS**

*Credits: 1*

*Prerequisite: successful completion of Spanish for Hispanohablantes II; successful completion of middle school Spanish measured by placement test.*

Level III courses build upon the foundational courses of Levels I and II through thematic units and integration of culture. There is a strong emphasis on the development of interpretive and presentational skills in increasingly more complex language contexts using more complex grammatical structures. Students are expected to reach an Intermediate High proficiency level.

**DUAL ENROLLMENT**

For any language course not offered in the World Language program of studies, Salem High School offers the possibility of Dual Enrollment for credit at Salem State University. Whether it is a course in American Sign Language, Portuguese, Mandarin or other languages, World Language students can fulfill their language requirements with two consecutive years of dual enrollment study. Please contact Salem Public Schools World Language Coordinator at [athomas@salemk12.org](mailto:athomas@salemk12.org) for information and approval.

**INTERNSHIPS**

Currently, the World Language Department is developing a curriculum for community internships and service learning with our Senior Internship Program adhering to appropriate target language use. These internships will be geared towards Level 5 (Intermediate High and Advanced) senior students, with the completion of quarterly check-ins and a capstone project. This program will be available starting in the 2022 academic year. If you'd like to pilot an internship, please contact Salem Public Schools World Language Coordinator at [athomas@salemk12.org](mailto:athomas@salemk12.org) for information and approval.

## SEAL OF BILITERACY

The World Language and EL Departments support and encourage our students to achieve the Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of students who have attained proficiency in listening, speaking, reading, and writing in two or more languages by high school graduation. This award is noted on the student transcript and is nationally recognized.

The Seal of Biliteracy aims to; encourage students to study and master languages; certify attainment of biliteracy skills; recognize the value of language diversity; provide employers with a method of identifying people with language and biliteracy skills; prepare students with skills that will benefit them in the labor market and the global society; and strengthen intergroup communication and honor the multiple cultures and languages in a community.

The Seal of Biliteracy also provides universities with a method to recognize and give course credits to applicants for attainment of high-level skills in languages. In addition, having earned the state Seal of Biliteracy, the Massachusetts Departments of Elementary and Secondary Education will provide students with a **voucher to take a Massachusetts Test for Educator Licensure (MTEL) at no cost**. You may choose to apply this award to either the *Communication and Literacy* MTEL or the *Bilingual Education* MTEL.

In order to reach the level of Intermediate High and Advanced Low to attain this nationally accepted award, World Language students are encouraged to take at least 3 years of a language.

For languages that do not have readily available assessments, students complete a portfolio demonstrating Intermediate-High proficiency in speaking, writing, reading, and listening.

In order to earn the Seal of Biliteracy, students must:

Pathway Award	Standardized Assessment for Partner Language and English
State Seal of Biliteracy Award with Distinction	Score of Advanced on the grade 10 ELA MCAS Score of Advanced - Low in the lowest domain/mode of a proficiency test
State Seal of Biliteracy Award	Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 5</i> on ACCESS testing Score of <i>Intermediate-High</i> in the lowest domain/mode of a proficiency test
Language Opportunity Coalition Biliteracy Achievement Award	Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 4.5</i> on ACCESS testing Score of <i>Intermediate-Low</i> in the lowest domain/mode of a proficiency



# PHYSICAL EDUCATION & HEALTH DEPARTMENT

**Physical Education is that integral part of the total education** that contributes to the development of the individual through the natural medium of physical activity - human movement. It is a planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each student. It teaches students what physical fitness is and how they can maintain physical fitness throughout their adult lives.

Physical Education also provides each student with a basic working knowledge and understanding of various sports and fitness activities, and strives to create a level of skill that enables students to effectively participate in lifetime sports. Our basic objective is to see that our students are active participants and not merely spectators. Physical Education class is an opportunity for our students to develop such traits as sportsmanship, leadership, and teamwork. It is also a time to have fun, work cooperatively, and release tension in a constructive manner. Physical Education courses are aligned to all applicable state and federal education frameworks.

Requirements: Freshman are required to take Fundamentals of Fitness, and sophomores are required to take Project Adventure. All PE courses factor into the student's grade point average (GPA).

## 901 FUNDAMENTALS OF FITNESS

*Grade Level: 9 (Highly Recommended)*

*Credits: .5*

This course explores the following: the definition of physical fitness, the benefits of physical fitness, determining and evaluating levels of physical fitness, principles of training for sports, leisure and fitness participation, the physiology of fitness (how the body works in training), current exercise programs to maintain fitness, and suggested exercise precautions to prevent injury and prevent exercise burnout. Topics covered are current and apply to young people and adults alike as they work out to prepare for physical activity.

## 902 PROJECT ADVENTURE

*Grade Level: 10 (Highly Recommended)*

*Credits: .5*

This highly recommended course will provide students with an opportunity to work individually, as well as together in a group, through unique challenges, to solve problems and experience success. These unique and relevant experiences will promote individual and group goal setting, critical thinking, collaboration, and empower students to make positive change through experiential learning. Students will realize increased self-confidence, develop leadership skills, discover the power of group cooperation, and learn to view obstacles as opportunities for growth. Activities are accessible to all students and set in an environment that is fun, safe, and respectful. Students are evaluated on their effort and engagement throughout the semester. This course is based on the belief that a learning environment that utilizes adventure and cooperative learning techniques, in a supportive classroom, is an optimal educative experience.

### 903 LIFETIME FITNESS & TEAM SPORTS

Grade Level: 10- 12 Elective

Credits: .5

This course provides the students with the opportunity to participate in a variety of sports and fitness related activities. Through a basic understanding of personal fitness, students are encouraged to make healthy lifestyle choices.

### 904 LIFETIME FITNESS THROUGH LIFETIME ACTIVITIES

Grade Level: 11-12 Elective

Credits: .5

This course promotes personal wellness through a variety of lifetime activities and individual sports. Through a basic understanding of personal fitness, students are encouraged to make healthy lifestyle choices.

### 905 ADVANCED PROJECT ADVENTURE

Grade Level: 11-12 Elective

Credits: .5

*Prerequisite: 902 Project Adventure and/or Instructor Approval.*

Activities offered are: ropes course and rope skills, nature study, new games, problem solving and belay techniques. There is an emphasis on student involvement, high elements, and safety. Assessment is based on the completion of all required activities.

### 907 PHYSICAL MANAGEMENT

Level: 11-12 Elective

Credits: .5

This course is offered to students who wish to lose and/or maintain their weight and improve their physical condition and appearance in an effective and permanent manner. Activities include: aerobics, strength training and classroom work. Emphasis is on developing healthy life-time changes in eating and exercise behaviors.

### 910 HEALTH EDUCATION\*

Level: 9-10 Required

Credits: .5

This course provides the knowledge to be healthy and live productively and successfully throughout life. An integral part of the course is determining and evaluating how decisions, choices and lifestyle affect our health and the health of others. Students develop an understanding of the importance of social, mental, emotional and spiritual health.

### 912 HEALTH II\*

Grade Level: 11-12

Credits: .5

*Prerequisite: 910 Health Education*

Health II is available to students interested in continuing their knowledge gained from the (910) Health Education course and expanding upon the topics covered by digging deeper and focusing on current health trends that affect our student population. Students examine current risky behaviors, identify healthy alternatives, and create projects to make positive change in society.

\*Salem School Committee policy requires notification to parents regarding a course that “primarily involves human sexual education or human sexuality issues.” This course introduces lessons which deal with topics such as the anatomy and physiology of the reproductive system, conception, birth control and pregnancy, reproductive health and sexually transmitted diseases, HIV /AIDS education, sexual orientation, and teen dating. Parents who wish to exempt their child from any of the above portions of this health course must send written notification of the specific topics to the Salem High School Principal.

# ***FINE AND PERFORMING ARTS: VISUAL ARTS***

**Salem High School** Art Department welcomes all students interested in the arts, from students who are interested in going into the arts as a career, students who are interested in exploring different art forms or students who want to work to improve their skills. The department offers a wide variety of courses in the visual arts that allow students to explore and develop their skills. Our curriculum helps develop technical skills, creative expression, problem solving, appreciation of the arts, critical thinking, innovation to be used in and out of the art room. There are various suggested pathways which allow a student to have a broad-based foundation in order to achieve their future goals.

## **598 GRAPHIC DESIGN I**

*Grade Level: 9-12*

*Credits: .5*

Students in Graphic Design learn the basics of creating and communicating using visual elements. Emphasis is on visual expression: learning to produce creative solutions for the communication problem at hand. Moving back and forth between the hands-on studio environment and our state-of-the-art computer lab, students learn techniques and skills used by professionals in the graphic design and illustration field. Students are introduced to the use of Adobe Illustrator and Photoshop software. Topics covered include the Elements of Art and Design, composition in two-dimensional space, typography and professional presentation skills.

## **611S GRAPHIC DESIGN II**

### **611SH GRAPHIC DESIGN II HONORS**

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Graphic Design I*

This advanced course allows students who have successfully completed Graphic Design I to expand their skills by creating expressive, meaningful and well-crafted two-dimensional compositions. Students gain expert knowledge of techniques and skills used by professionals in the Graphic Design and Illustration field. Illustration techniques, as well as Adobe Creative Suite software, are utilized to create sophisticated solutions to a variety of design problems. Assignments resemble typical projects designers create in the real world. Students also learn the use of digital cameras and digital editing techniques. Topics covered include exploration into the Elements and Principles of Design, typography, image making, design history, and professional presentation skills.

## 614 GRAPHIC DESIGN CAPSTONE

*Grade Level: 11-12*

*Credits: 1*

*Prerequisite: Graphic Design I and Graphic Design II*

Graphic Design Capstone gives students the opportunity to apply the skills and concepts learned in Graphic Design to real-world design projects. This course creates an authentic learning experience by providing projects submitted by actual clients from the Salem community and beyond. Students have the opportunity to meet with their clients to determine their needs. They learn to create successful solutions through a process of research, brainstorming, sketches, design, presentation and revision. Through the process of developing successful solutions for their clients, this internship class provides an opportunity for students to demonstrate independence, self-motivation, and responsibility for self and others.

## 695 FASHION DESIGN

*Grade Level: 9-12*

*Credits: .5*

This course is designed for students interested in the creative process of Fashion Design. Students learn how to design and illustrate their own creation through Fashion Illustration techniques such as figure drawing + croquis templates. Students will learn various textile design methods such as block printing, silk screen, paint + dye to create their own fabric designs. Students also learn about garment construction and sewing skills such as embroidery; hand and machine sewing, and garment construction. Final projects demonstrate the students' ability to create wearable designs.

## 599 PHOTOGRAPHY I

*Grade Level: 9-12*

*Credits: .5*

This course will help you learn how to better use the camera that you likely already have (in your phone!) and help you to improve your photography skills, whether you are a beginner or someone who is Insta-famous! The curriculum offers the opportunity for you to elevate the quality of your photographs by learning a basic understanding of the camera, how to achieve proper exposure, white balance, focusing, composition and incorporating the elements of art and principles of design to make your photographs amazing! In addition to learning more in depth technical skills, this course will cover both beginner and advanced editing techniques using free apps. The course creates a platform for students to build on their creativity and express their unique individual artistic ideas. In addition to being as tech-relevant as possible, you will also be introduced to the historic processes and magic of working in the darkroom!

## 613S PHOTOGRAPHY II

### 613SH PHOTOGRAPHY II HONORS

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Photography I*

This course will dive deeper into the magic and wonders of the darkroom as well as transition to using a digital SLR camera and learning to edit using Photoshop. You will learn how to use a digital SLR in manual mode, understanding both technical and creative controls. This knowledge will be applied to using a fully manual, 35mm film camera. You will learn to take properly exposed photographs using your technical skills, and learn how to print photos from your negatives in the darkroom. Historical, experimental and advanced darkroom techniques will be taught, letting you explore and experiment through truly hands on learning. Then you will be introduced to editing techniques on Photoshop, working with both your film and digital images. In this class you will go beyond making images, and will begin to incorporate your own style and incorporate meaning into your photographs.

### 605 PAINTING AND DRAWING I

*Grade Level: 9-12*

*Credits: .5*

Students are introduced to a variety of techniques and processes involved in making two-dimensional art. Using drawing, painting, and printmaking techniques, they see how the elements of art (line, color, value, shape, form, texture and space) are used in the creation of expressive, well-crafted compositions. Students gain a solid foundation, enabling them to express their ideas, recognize their personal visual language, and realize their own creative potential. The use of various art media is explored, including pencil, charcoal, watercolor and acrylic paint, and linoleum block prints.

### 606S PAINTING AND DRAWING II

#### 616SH PAINTING AND DRAWING II HONORS

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Painting and Drawing I*

This advanced course allows students who have successfully completed Painting and Drawing I to expand their capabilities to create expressive, meaningful and well-crafted two-dimensional compositions. This process includes advanced study of materials, techniques, aesthetic concepts and critical decision-making. Units of study include drawings/paintings from observation using objects as well as the human form, the creation of imaginative narratives using symbols to express meaning, and the development of an understanding of both figurative and abstract art through the in-depth study of the Principles of Art. In addition to developing advanced skills and techniques, students understand the importance of painting and drawing as a means of individual expression. Students demonstrate the powers of observation, abstraction, invention, and expression using a variety of painting, drawing and printmaking materials and techniques. Students also demonstrate knowledge of the processes of creating and exhibiting artwork: idea development, sketching, practicing, creating, critiques, self-assessment, refinement, and exhibit preparation.

### 607 CERAMICS AND SCULPTURE I

*Grade Level: 9-12*

*Credits: .5*

This class is an introduction to the basic materials, elements, principles and aesthetics unique to sculpture. Together we will explore different mediums such as clay, plaster, wire, cardboard, paper maché and wood. We will discover how to navigate challenges of the materials and build on our construction methods and techniques. Through projects and exercises students will gain understanding of modeling, carving, casting, building and more. Students will build a solid three-dimensional art foundation, enabling them to express their ideas with imagination, recognize their personal visual language, think critically, realize their own creative potential as well as bring some great work home!

### 608S CERAMICS AND SCULPTURE II

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Ceramics and Sculpture I*

This is an advanced course that allows the student who has successfully completed Ceramics and Sculpture I to expand their capabilities and understanding of sculpture through deep exploration of material. Through this process, we will create expressive, meaningful and well-crafted, three-dimensional works of art. Units of study include, but are not limited to, clay techniques (hand building, glazing, and surface applications) and Plaster (carving, casting and mixed media). Working with these mediums in depth, will help students create complicated structures, practice critical decision-making and produce some amazing outcomes. Students will demonstrate the powers of observation, invention, and expression using a variety of sculpture materials and techniques and demonstrate in-depth knowledge of the Elements and Principles of art.

## 616 MIXED MEDIA ART

Grade Level: 9-12

Credits: .5

*Prerequisite: Painting and Drawing I, Graphic Design I or Photography I*

This expressive art course encourages students to creatively apply skills learned in previous courses while exploring and experimenting with new techniques. Through combining skills learned in Photography, Painting and Drawing, or Graphic Design, this class encourages the expression of personal ideas and vision. Students research, discuss and make art about current events, global concerns, and public awareness.

## 610 JUNIOR / SENIOR PORTFOLIO HONORS

Grade Level: 11-12

Credits: 1

*Prerequisite: Painting and Drawing II, or Sculpture and Ceramics II, or Graphic Design II, or Photography II AND by portfolio review*

This course is recommended for the student who wants to build a portfolio of work for entrance into art school or for the student with a strong interest in the visual arts who wants to develop a portfolio as part of their college application process. This course builds on the technical skills learned in the previous classes to create artworks that will lead to a well rounded portfolio. You will work on various creative assigned projects, as well as develop a mini concentration of work using your own ideas and vision. Emphasis will be placed on developing your own style and discovering your artistic voice. You will be expected to take quality photographs of your work, both in process and completed, for your portfolio, as well as writing artist's statements about your work. You will create a professional portfolio website showcasing your completed work. The teacher works individually with each student to develop their portfolio, in addition to students critiquing their own work and the work of others and exhibiting your artwork.

## 700 ADVANCED PLACEMENT 2-D ART & DESIGN

Grade Level: 11-12

Credits: 1

*Prerequisites: Painting and Drawing II, or Graphic Design II, or Photography II, or Junior/Senior Portfolio, and portfolio review and approval by a panel of art teachers.*

In this course, students create a portfolio of work to show an individually chosen inquiry through 2 dimensional art and design (drawing, painting, graphic design, photography, 2D mixed media, etc) and development of materials, processes and ideas over the course of a year. The submitted portfolios include 15 images showing the works of art created, as well as photo and written documentation of the process of creating the work. Students work individually throughout the year with the teacher to develop their visual inquiry further, both technically and creatively. In May, students submit portfolios for evaluation (AP Exam), showing their portfolio of 15 images, as well as 5 of their best quality works. Students will also be expected to maintain a sketchbook/visual journal, exploring, researching and planning out their work. Critiques—essential in college classes—will be expected and students will be expected to create quality photographs of their in process and completed artwork for both their portfolio and for their website. As in introductory college courses, students will need to work inside and outside the classroom and beyond scheduled periods to complete work. To prepare for the course, students are assigned specific projects and preparatory work over the summer.

# ***FINE AND PERFORMING ARTS: DIGITAL FILM & ANIMATION***

The tools of digital media production are now available to everyone. But having the software on your phone or your laptop doesn't mean you know how to use them! Digital Film & Animation courses offer all students both the cutting-edge tools, *and* the experience and insights that will bring their very best work to light. All Digital Film & Animation courses are aligned to applicable state and federal education frameworks.

## **890 DIGITAL FILM AND ANIMATION I**

*Grade Level: 9-12*

*Credits: .5*

This course introduces students to the making of the moving image. They study the concepts and the technology underlying frame-based digital media, and they apply that understanding in the production of short films and computer animations. Live-action video projects encompass scripting, shooting, and editing entire productions. Animation projects focus on designing creative characters, scenes, and actions. Students are expected to participate in both individual and group projects, and must budget time effectively to meet deadlines. The introduction of basic concepts in Media Literacy is a key element of the course.

## **892 DIGITAL FILM AND ANIMATION II**

*Grade Level: 10-12*

*Credits: .5*

*Prerequisite: Digital Film & Animation I*

This course brings students to an advanced level of self-expression and technological skill in the areas of Digital Film and Animation. They work in 2D animation, and also learn the fundamentals of modeling and animating in a 3-Dimensional space. They develop a greater understanding of the concepts, skills, and tools related to digital film production. Advanced video projects include projects in the genres of drama, experimental, and documentary.

## **894 FILMMAKING: JOURNALISM**

### **894H FILMMAKING: JOURNALISM HONORS**

*Grade Level: 10-12*

*Credits: 1*

*Prerequisite: Digital Film & Animation I*

Students continue to develop their production skills with a focus on gathering and presenting stories centered on the Salem High School community. They work extensively outside of class time as they produce stories for a weekly school-wide newscast. The ability to use time effectively and meet deadlines is crucial. Students' work will be seen weekly in classrooms and on local cable channel SATV-3.

## 895 FILMMAKING AND ANIMATION: PORTFOLIO

*Grade Level: 11-12*

*Credits: 1*

*Prerequisite: Digital Film & Animation I, Digital Film & Animation II,*

This course is recommended for the student who plans to apply to a post-secondary program in Communications or Art to pursue further study in digital media production. This course is also appropriate for the student with a strong interest in digital film and/or animation who may want to develop a portfolio as part of their college application process. Students pursue advanced, independent projects in digital film and/or animation with guidance and oversight from the instructor.

# *FINE AND PERFORMING ARTS: PERFORMING ARTS*

All Performing Arts courses are aligned to all applicable state and federal education frameworks. Our program offers a variety of elective courses. Some of these are exploratory, some are for the enjoyable use of leisure time, and some are to prepare for college and career training

### **Music Course Selection Guidelines**

- The following exploratory courses are available as electives for the entire student body: 826 and 829.
- Courses 806, 809, 810, 811, 812, 817, and 819 are available as electives that involve singing and/or performing on band and orchestra instruments or keyboard. Public performance is required.
- Those students considering music as a college major or minor can follow a sequence of courses after the exploratory courses; each year, one or more courses in the 809 through 826 series should be selected. In addition, the following courses should be selected: Music Theory I, Music Theory II, and Advanced Placement Music Theory.

## *MUSIC*

809 ORCHESTRA

810 ORCHESTRA HONORS

*Grade Level: 9-12*

*Credits: 1*

This is an inclusive course for string students (violin, viola, cello, and string bass) featuring mandatory participation in after school concerts. This group can be extended to include symphony orchestra and other small ensembles. There are leadership opportunities for interested and qualified students. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

*Honors level students will complete a project each quarter.*



### 811 CONCERT BAND

### 812 CONCERT BAND HONORS

*Grade Level: 9-12*

*Credits: 1*

This is an inclusive course featuring mandatory participation in after school concerts and optional participation in marching band (performances at events such as football games, parades, festivals, and community functions.) This group can be extended to include jazz and percussion ensembles, symphony and other small ensembles. There are numerous opportunities for leadership positions for interested and qualified students. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

*Honors level students will complete a project each quarter.*

### 806 WIND ENSEMBLE HONORS

*Grade Level: 9-12*

*Credits: 1*

*Prerequisite: Audition required*

Like Concert Band, this course features mandatory participation in after school concerts and optional participation in marching band (performances at events such as football games, parades, festivals, and community functions.) Members are eligible to audition for percussion ensemble and jazz band as well as other small ensembles. A smaller group than the Concert Band, students usually perform more advanced music with only one student per part. An honors level course, students complete one project each quarter. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

### 813 CHAMBER SINGERS HONORS

*Grade Level: 9-12*

*Credits: 1*

*Prerequisite: Audition required*

This is a small choral group providing students with an opportunity to develop good vocal technique while performing relatively advanced music. Chamber Singers perform at all concerts independently and as part of the Chorus. An honors level course, students complete one project each quarter. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

### 817 CHORUS

### 819 CHORUS HONORS

*Grade Level: 9-12*

*Credits: 1*

This inclusive course is open to the entire student body, with emphasis on developing music literacy and vocal techniques used in various musical styles. Repertoire ranges from classical to rock and participation in after school concerts is mandatory. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

*Honors level students will complete a project each quarter.*

### 826 PIANO LABORATORY

*Grade Level: 9-12*

*Credits: .5*

Class instruction is offered in piano at all levels of achievement. As a result, the class can be taken multiple times. Students learn music theory and performance using a variety of musical styles. Performance in class is required, both individually and in groups. Students also have the opportunity to learn about music software with hands-on projects in the music lab. All students will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

### 820 DIGITAL MUSIC

*Grade Level: 9-12*

*Credits: .5*

This inclusive course is open to the entire student body and is designed to introduce students to the use of digital technology in music. Students explore the evolving role of digital technology in the modern music industry, including digital notation, audio recording, sound design and manipulation, and music production. Using professional software and equipment, students learn and develop skills enabling them to create original musical compositions, record, edit, and manipulate sound in various ways. Students also explore careers related to the music, audio, and multimedia field.

### 829 EXPLORING MUSIC

#### 829H EXPLORING MUSIC - HONORS

*Grade Level: 9-12*

*Credits: .5*

In this course, American popular music is used to introduce students to the elements of music such as rhythm, melody, timbre, dynamics, etc. By listening to, analyzing, and discussing American popular music of all styles and periods, students learn about basic musical concepts such as meter and tone quality. Students in this class also learn about the music of other cultures and begin composing using computer programs such as GarageBand and Sibelius.

*Honors level will complete the **Practical Theory** workbook, enabling them to continue on to Music II if they choose.*

### 830 MUSIC II HONORS

*Grade Level: 9-12*

*Credits: 1*

*Prerequisite: Music I Honors or by placement test and completion of Practical Theory workbook by Feldstein.*

This course serves as a continuation to Music I, incorporating music theory, history, and composition. In addition, students study possible careers in music and delve further into the knowledge and skills presented in Music I, including rhythmic and melodic dictation, sight singing and ear training. This course should be taken by any student considering a career in a music-related field.

### 831 ADVANCED PLACEMENT MUSIC THEORY

*Grade Level: 10-12*

*Credits: 1*

*Prerequisite: Music II or placement test by instructor.*

The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a musical score. Achieving these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course progresses to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students prepare for the national AP exam in May.

### 857 EXPLORING JAZZ

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Music I Theory book or equivalent.*

This course provides a basic introduction to jazz including history, theory and improvisation. Students are assigned to a jazz combo and should have basic ability on any standard band or orchestra instrument, piano, guitar or bass or in singing. No prior jazz experience is necessary. Performance in class is required.

### 858 ADVANCED JAZZ

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Jazz 1 or permission of instructor*

This course is designed to provide advanced content, techniques and skills in jazz theory, history and improvisation. Students are assigned to a jazz combo which will perform in public as part of the final project; therefore, students should have moderate to advanced ability on any standard band or orchestra instrument, piano, guitar or bass or in singing.

## DRAMA

### 869 THEATER I

*Grade Level: 9-12*

*Credits: .5*

This course is designed to introduce students to theater arts with a focus on acting. Topics covered include theater history, pantomime, improv, scenes, and monologues, and are explored through a variety of drama games and scene work. No theater experience is necessary.

### 870 THEATER II

*Grade Level: 9-12*

*Credits: .5*

*Prerequisite: Theater I*

This course is designed to provide an intensive study in and practical application of acting and directing techniques. Emphasis is on performance, and the end product of the course is the production of a full-length play.

### 873 THEATER PRODUCTION I

*Grade Level: 9-12*

*Credits: .5*

This course provides an introduction to the elements of creating a dramatic production including scenic design, stage lighting, sound design, costuming, makeup and public relations/producing. This course is intended as a springboard for Theater Production II

### 874 THEATER PRODUCTION II

*Grade Level: 9-12*

*Credits: .5*

This course continues the study of the elements of creating a dramatic production. Students have the opportunity for “hands-on” experience in theatre production as well as performing for their peers. After-school and weekend work is required. Students are actively involved in the high school drama club productions as part of their final grade.

# CAREER & TECHNICAL EDUCATION DEPARTMENT

The Career Technical Education Department offers chapter 74 and non-chapter 74 Perkins programs. These programs offer applied learning in a sequence of courses designed to prepare students for both employment and for post-secondary education. Using a combination of classroom instruction, hands-on lab work and on-the-job training, students receive the specific skills and knowledge necessary for economic independence as productive and contributing members of society.

The Pathways shown provide a recommended sequence of courses to prepare students for successful continuation of their education at the post-secondary level, or for entrance-level positions in the workforce. All Career Technical Education courses are aligned to the MA CVTE frameworks.

The Salem High School Career Technical Education and Cooperative Education Programs will not discriminate against student applicants based on race, color, national origin, age, disability, sex, gender identity, religion or sexual orientation.

## 504 COMPUTER LITERACY AND APPLICATIONS

*Grade Level 9-12*

*Credits: .5*

The course will emphasize computer terminology, hardware, and software. It will include basic computer literacy and Windows unit, a unit on the Internet and using various browsers, a word processing unit, a spreadsheet unit, and a unit on presentation software. Students will be able to effectively use technology to organize and create information.

## 505 MARKETING 1

*Grade Level 9-11*

*Credits: .5*

Focuses on the study of marketing concepts and their practical applications. Students will examine the risks and challenges that marketers face to establish a competitive edge in the sale of products and services. Topics covered include foundational marketing functions such as promotion, distribution, and selling, as well as coverage of economics fundamentals, international marketing, and career development.

## 510 INTRODUCTION TO BUSINESS & ENTREPRENEURSHIP

*Grade Level 9-11*

*Credits: .5*

Students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical, and social responsibilities and careers. Students will explore how business and entrepreneurship, along with communication can ensure a successful future. This course will include curriculum in entrepreneurship, economics, information technology and business.

## 520 ACCOUNTING

*Grade Level: 10-12*

*Credits: 1*

This introductory course in organizing and maintaining business records covers the complete accounting cycle. Students learn how to make various entries in journals and ledgers and are introduced to computerized accounting. An understanding of the operations of accounts along with elementary financial statement preparation is covered. The principles of accounting, which are taught in this course, are used in every business. This course is recommended for students planning a college major in accounting, business, or management.

This course expands the scope of accounting principles by including the areas of sales, purchases, payroll, and taxes for a merchandising business and corporation. Students regularly reinforce accounting principles by maintaining the complete accounting records of a corporation. Students use computers to enhance their accounting knowledge. The last quarter is spent on a computerized simulation, which brings together all of the elements covered throughout the course. Articulation credits with NSCC. Articulation credits with NSCC. Successful completion of Accounting meets 1 unit of SHS Math Requirement.

## 532 PERSONAL FINANCE

*Grade Level: 9-12*

*Credits: .5*

Where does your money go? Where does it come from? Need a loan to buy a car? How will you pay for college? Can you manage your own finances? Will you avoid credit card debt? Do you have a long-range financial plan? Budgeting your money and learning about financial planning concepts will put you in the driver's seat. Taking this course gives students a significant advantage in managing their money. iPads are used in this course. In this course, students become investors in an imaginary stock market game (competing with over 800 schools) and learn about New York City's Wall Street. They discover how to make their money work and grow for them. They check Internet websites to find out which companies are worth buying and how to buy their stock. Many students will be faced with choosing a 401K program for themselves when they obtain full time employment. This course prepares them to make this decision.

## 590 CTE EXPLORATION

*Grade Level: 9*

*Credits: 1*

This course introduces students to the Career Technical course sequences offered at Salem High School. Students rotate through each of the content areas: Automotive Technology, Building and Property Maintenance, Culinary Arts, Electricity, Early Education & Care and Medical Assisting. This course is a prerequisite for all other courses in the CTE Department.

In Automotive, students acquire an understanding of scientific and mechanical principles of the automobile through lecture and text. Students perform some maintenance, adjustments, servicing, and repair activities.

In Building Property and Maintenance, students learn how to use basic measuring instruments, hand tools, and safe operation of power equipment. Students are exposed to, and develop basic proficiency in several power tools, learn to install and remove the three basic groups of fasteners (nails, screws, bolts) with their appropriate tools. Students generate and work from simple drawings to create projects out of wood. Students learn 5 essential knots used to secure, and haul loads. A review of basic math commonly used in carpentry and construction is a focus throughout the course.

In Culinary Arts, students learn about commercial kitchen equipment, sanitation procedures, food preparation, and presentation, giving students an introduction to the culinary arts profession.

In Early Education and Care, students get an overview of the four areas of Child Development, learn about Child Development theorists and gain an understanding of the environment of an Early Childhood classroom. They also have opportunities to create curriculum activities. Students will leave with background knowledge of an Early Childhood classroom and begin to develop an understanding of the health and safety rules and regulations pertaining to Early Education and Care that have been established by the state.

In Electricity, students are introduced to the experience of being an electrician by designing and wiring various types of circuits using electrical code specifications. Types of projects consist of lights in series and parallel, duplex receptacles, and switches.

In Medical Assisting, students are introduced to the many career opportunities in the medical assisting field. Shop/clinical safety practices are stressed. Students have hands-on experience in the classroom and laboratory environment.

## AUTOMOTIVE TECHNOLOGY

### 646 AUTOMOTIVE I

*Grade Level: 10*

*Credits: 1*

*Prerequisite: Vocational Exploration*

This course is designed to introduce students to the five areas of Automotive: power, electrical, fuel exhaust, computer controls and auxiliary mechanics. Students use various hand and portable power tools.

### 647 AUTOMOTIVE II

*Grade Level: 11*

*Credits: 2*

*Prerequisite: Automotive I*

This course is designed to give intermediate knowledge about the five areas of Automotive. Students learn engine repair and overhaul work on transmission (automatic and standard), front suspension, brake systems (disc and drum types) and computerized anti-lock brakes.

### 648 AUTOMOTIVE III

*Grade Level: 12*

*Credits: 3*

*Prerequisite: Automotive II*

This course is at the advanced level. Students work with electrical systems, various electrical problems, charging systems, cranking systems, air conditioning systems, electronic fuel injection, computer troubleshooting and computerized diagnostic equipment. Students may participate in on-the-job training through a related field experience.

## BUILDING & PROPERTY MAINTENANCE

### 632 BUILDING AND PROPERTY MAINTENANCE I

*Grade Level: 10*

*Credits: 1*

*Prerequisite: Vocational Exploration*

Students are exposed to, and develop professional level skills in the following areas: Grass cutting, weedwacking/trimming, leaf blowing, snow shoveling, snow blowing, sand/salt applicating, small engine service and repair, painting, Chainsaw use, repair and sharpening, Introduction to metals, metal fabrication, torches and grinders, introduction to residential construction by disassembling actual building structures following safe demolition techniques to help discover how structures are constructed. Students are expected to contribute to the maintenance of their own building by accomplishing the lawn care for a significant amount of the total lawn care of the building during the spring term. Students design and build two bathroom structures to finish level learning residential carpentry, plumbing, and electrical service and installing to code all these components. Students learn how to work effectively in groups and teams much like on any jobsite. Students learn and practice managing their time and goals to achieve the class and their personal goals. Students document all skill sets and projects and compile this evidence in an electronic portfolio following industry standards for reporting.



### 633 BUILDING AND PROPERTY MAINTENANCE II

*Grade Level: 11*

*Credits: 2*

*Prerequisite: Building and Property Maintenance I*

In coordination with School system Maintenance Department, students are introduced to, and build proficiency in Project Management procedures which they implement as technicians in this building accomplishing a range of differing projects and repairs. Students attend to, and repair plumbing, mechanical, structural repairs, along with renovations of spaces, installations of equipment and furniture, etc. Students learn and utilize the district Building Management Work Order system to track and complete many maintenance work orders for this school. Students develop an intimate understanding of this building's systems and how they work including the electrical, water, drains, heating, Venting, air conditioning, alarm, and structural systems like roof, walls, siding, windows, doors, egress and building code compliance, Green Building Principles and Practices, Classroom and shop projects continue to build on previously learned skills while developing new skills in the following topics: welding, basic electrical, plumbing, HVAC systems, concrete, masonry, tiling, grounds maintenance. Students learn and utilize professional communication skills to develop professional contacts that lead to Job Shadowing relevant trades for exploration of possible careers. Students document all skill sets and projects and compile this evidence in an electronic portfolio following industry standards for reporting.

### 634 BUILDING AND PROPERTY MAINTENANCE III

*Grade Level: 12*

*Credits: 3*

*Prerequisite: Building and Property Maintenance II*

Students have extensive utilization and enhancement of their developed skills sets through a large range of projects undertaken throughout the year with students taking leadership for the completion of the projects, and have the opportunity to deeply develop skills and projects of interest. Students enhance their skills in professional communications as project managers, and in communicating with local businesses in the effort to secure several Job Shadows, and hopefully a CO-OP for part or most of the academic year. Students develop a resume and refine and polish their e-portfolios to best represent their skill development and readiness to enter the work force or advanced training after high school.

## CARPENTRY

### 623 CARPENTRY I

*Grade Level: 9-12*

*Credits: .5*

This course provides an introduction to the correct and safe procedures of power tool woodworking. Emphasis is placed on safety, design, joinery and finishing skills. Through the transformation of raw lumber, students learn the skills and procedures involved in the construction of a small piece of furniture or a household accessory. Students are introduced to problem-solving skills.

#### 624 CARPENTRY II

*Grade Level: 10-12*

*Credits: 1*

*Prerequisite: Carpentry 1*

This course is designed to provide a more advanced level of skill and techniques that builds on those learned in Carpentry I. The correct and safe use of tools and machinery is a focus. Students participate in the planning and design of a chosen project with emphasis placed on exploring new and different types of wood joinery, machine processes and finishing techniques. In addition, the following topics are covered: design construction process, materials and methods of construction, estimating job costs, construction safety, and risk management.

#### 625 CARPENTRY III

*Grade Level: 11-12*

*Credits: 2*

*Prerequisite: Carpentry II*

This course is open to selected juniors and seniors who meet the requirements of the department for the advanced student to engage in an in-depth study of special problems in woodworking and to further their study of interior carpentry skills. In addition, the following topics are covered: exotic woods and their properties, construction scheduling, financial accounting, and writing competency assessments.

## CULINARY ARTS

#### 664 CULINARY ARTS I

*Grade Level: 10*

*Credits: 1*

*Prerequisite: Vocational Exploration*

Recipe knowledge including measuring skills, conversions and basic culinary math are practiced. This course covers basics such as soups, stocks, sauces, salads and desserts. FOH aspects, customer service and other employability skills are highlighted. Safe food handling and the prevention of cross contamination are emphasized. Mise en place, various cooking techniques and knife skills are implemented throughout the year.

#### 665 CULINARY ARTS II

*Grade Level: 11*

*Credits: 2*

*Prerequisite: Culinary Arts I*

This course includes menu development, cost control, ServSafe and OSHA training. Preparation of stocks, sauces, soups, meats, fruits, vegetables, breads and desserts are implemented. FOH management, customer service and E-portfolios for employability are course offerings to the students.

### 666 CULINARY ARTS III

*Grade Level: 12*

*Credits: 3*

*Prerequisite: Culinary Arts II*

Students will study international cuisine and how different cultures influence the food and dishes from various regions around the world. Students may participate in on-the-job training through cooperative education and internships. This course offers students the opportunity to demonstrate leadership skills with the underclassmen in both Culinary I and II.

The Culinary Arts Program has an Articulation Agreement with North Shore Community College allowing students to earn college credit and advanced placement.

## EARLY EDUCATION AND CARE\*

\*In accordance with Salem Public Schools policy, parents are hereby notified that some courses in this program include topics of human sexuality. Specific topics in this course which primarily involve human sexuality education are: Teen Pregnancy, Conception, contraception, Labor and Delivery. Parents/ guardians may exempt their child, without penalty to the child from any portion of this curriculum, which primarily involves human sexuality issues by sending a letter to: Salem High School Principal, 77 Willson Street, Salem, MA 01970. Teachers will provide notification to parents of the probable timeline for the teaching of these topics and will make the curriculum available for parent/guardian review of the applicable materials.

### 637 FOODS AND NUTRITION I

*Grade Level: 9-12*

*Credits: .5*

Do you have questions about everything from what influences your food choices to what happens to food after you eat it? The nutrients in the foods we eat affect our overall wellness. This class addresses topics of food diversity, choices, trends and effects on the human body using the latest studies and statistics for an opportunity to understand the essential components of nutrition while exploring diversity and personal needs.

### 639 CHILD DEVELOPMENT I

*Grade Level: 10*

*Credits: 1*

This course is recommended for those students interested in pursuing careers working with children. For example: Early childhood, Elementary education, social work, etc... It focuses on the development of the child from conception through the ages of five years and older. Students explore the physical maturation process and also gain an understanding of how emotional, social and intellectual development are fostered or hindered. If you have ever considered working with children, this course helps you to identify the numerous career options available in the area of child development.

## 642 CHILD DEVELOPMENT II

*Grade Level:*

*Credits: 1*

Development II explores different types of early education programs available and investigates various theories of child development to further understand the overall development of preschoolers and children with special needs. Students will gain observation and communication skills needed in an early education setting, as well as explore other aspects that will promote a safe and inviting environment. (EEC Qualifying Course).

## 643 WORKING WITH CHILDREN

*Grade Level: 11(departmental approval for grade 10)*

*Credits: 2*

*Prerequisite: Child Development I and Child Development II*

This course is recommended for students preparing for a career in childcare. The importance of appropriate rules and daily routines for guiding young children is emphasized. Students learn procedures for keeping children safe, healthy and nourished. The study of other aspects of childcare including planning a developmentally appropriate curriculum, learning strategies for behavior issues, and accommodations for special needs will help students interact and react to children and adults with confidence. (EEC Qualifying Course).

## 645 EARLY CHILDHOOD FIELD EXPERIENCE

*Grade Level: 12*

*Credits: 2*

*Prerequisite: Successful completion of courses Child Development I, Child Development II, and Working with Children, or by department approval.*

For those interested in achieving State Certification, students work directly with children in classroom settings within the Salem Community. Students apply information and skills gained in previous early childhood courses. Departmental approval is required for this course. (EEC Qualifying Course). Completion of this course satisfies the 150-hour practicum required for state certification and three credit college credits.

The Early Education and Care program has an Articulation Agreement with North Shore Community College allowing students to earn college credit and advanced placement.

# ELECTRICITY

## 658 ELECTRICITY I

*Grade Level: 10*

*Credits: 2*

*Prerequisite: Vocational Exploration*

This course provides a general introduction to the electrical trade and includes the study of electrical safety, use of tools and ladders, blueprint reading, splice and terminate conductors, residential wiring methods and circuits installed in the shop. The National Electrical Code, electrical theory and electrical math problems are part of this one-year course. The time is applied to student apprentice time regarding his/her application for an electrician's license in the Commonwealth of Massachusetts.

## 659 ELECTRICITY II

*Grade Level: 11*

*Credits: 3*

*Prerequisite: Electricity I*

This course is a continuation for students who have completed the first year. Residential wiring is re-introduced along with the introduction of commercial wiring. Students are instructed in advanced concepts of electrical theory. Students develop an understanding and working knowledge of the National Electrical Code and instruction on electrical test equipment. Students install electrical raceway systems. Course time is added to the first-year apprentice time that is necessary to apply for his/her electrical license as prescribed by the examiners of electricians, Commonwealth of Massachusetts.

## 660 ELECTRICITY III

*Grade Level: 12*

*Credits: 3*

*Prerequisite: Electricity II*

This course continues preparing the students to enter the trade as electricians' helpers, eligible to later become licensed electricians in the Commonwealth of Massachusetts. Topics studied include motors and generators, magnetic motor controls, power generation, transformers, oil burner controls, industrial installations, wiring and a discussion on solar energy. Upon successful completion of this course, students will have earned three years of apprenticeship time, will have been prepared in the Mass. Code, and will have the appropriate math, science, pricing, drawing and estimating, skills necessary for the Massachusetts electrician's exam.

# MEDICAL ASSISTING

## 691 MEDICAL ASSISTING I

*Grade Level: 10*

*Credits: 1*

*Prerequisite: Medical Assisting Exploration or Recommendation from counselor. Co-Class: Principles of Biomedical Science*

A foundational course exploring the scope and practice of the Medical Assisting profession. Students will be introduced to the 3 domains of learning: Cognitive, Psychomotor, and Affective. This course is an intensive introduction to the body systems with specific competencies in effective patient communications, Vital Sign assessment, and standards of care. Experiential learning at Salem Public elementary schools performing anthropometric measurements, scoliosis, vision, and hearing screenings with the school RN. Summer opportunities, at "Outbreak" with the Massachusetts DPH Epidemiology Department.

## 693 MEDICAL ASSISTING II

*Grade Level: 11*

*Credits: 2*

*Prerequisite: Medical Assisting I Principles of Biomedical Science Co-Class: Human Body Systems*

Combining the cognitive knowledge of Medical 1 with developing their psychomotor skill set.

Students work on perfecting their physical assessment competencies using their critical thinking skills of the human body. Certificates of achievement are offered in CPR/First aid, Bloodborne Pathogens, Stop the Bleed, an OSHA certification. Experiential learning is at local Ambulance companies, American Red Cross blood drives, and various other clinical settings. Summer opportunities with First Jobs, through North Shore Medical Center.

### 694 MEDICAL ASSISTING III

*Grade Level: 12*

*Credits: 2*

*Prerequisites: Medical Exploration, Medical Assisting I, Medical Assisting II, Principles of Biomedical Science and Human Body Systems*

At this senior level of the program students will be ready to train in the community in an intensive internship or CO-OP opportunity. It further prepares students to sit for a certification exam to become a Certified Clinical Medical Assistant, CCMA, offered at present from the National Health Association (NHA). This year is spent practicing advanced clinical skills in Phlebotomy, EKG testing, and medical administration. While preparing for a professional career as a CCMA.

Students also work collaboratively on a community health capstone project for the betterment of the Salem Community.

## PROGRAMMING AND WEB DEVELOPMENT

### 502 Computer Essentials (PLTW)

*Grade Level: 9-10*

*Credits: 1*

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

## CHAPTER 74 COOPERATIVE WORK EXPERIENCE PROGRAM

The Cooperative Work Experience Program is available to third year Chapter 74 CTE students in good standing. The program is overseen by the CTE director and licensed CTE teachers and follows the guidelines set by the DESE for appropriate co-op placement. All Co-op employers must have workmen's compensation and pass a CORI check. Students interested in participating in this program work for companies directly related to their vocational subject. The co-op students must agree to provide signed parent/guardian consent forms and signed approval from their academic and vocational instructors to ensure that they meet minimum standards. The admin team and staff must all agree that the placement will enhance the student's educational progress. The student is responsible for weekly timecards and the licensed vocational instructor(s) will periodically visit the site of employment to evaluate the placement.

# JUNIOR / SENIOR PROGRAMMING

## 542 COLLEGE BOUND

*Grade Levels: 11-12*

*Credits: .5*

College Bound is designed to prepare students for post-secondary success by helping students gain valuable knowledge on researching careers and college majors as well as understanding financial aid and scholarship options and processes.

## RATIONALE

From the time students enter Salem High School until the time they graduate, they are asked to develop positive habits of mind while learning to think critically, problem solve, collaborate, and communicate. To assist in this skill development, participation in a Senior Project will afford 12th graders the opportunity to explore interests while applying and expanding upon the knowledge and skills they have acquired in their K-12 years of education.

## OVERVIEW OF THE SENIOR PROJECT

The senior project consists of different components. The student works with a school advisor and an outside of school mentor to plan, implement, present, and reflect upon his/her yearlong project. By maintaining accurate documentation, collaborating with adults, rectifying difficulties, and thoroughly communicating the experience, students successfully meet the expectations of the project.

## ELIGIBILITY

In May, junior students have the opportunity to apply for participation in the project. Students in Good Standing and projected to graduate on time are eligible to apply. Only candidates that successfully complete the application process will be afforded the opportunity to take part in this venture. Any student who is interested can pick-up an application from his/her respective school counselor.

## CREDITS

The number of credits awarded is based on the scope of the individual project and will be determined during the proposal approval.

## SENIOR PROJECT DESCRIPTION

### **Step #1: Select an interest and find a faculty mentor:**

- Each student makes a decision as to what sort of topic/work/passion they wish to explore during the senior project.
- Each student has a faculty member to oversee the project, and offer support throughout the process.

**Step #2: The Proposal** - Each student works with their mentor to formulate a proposal that:

- States the project's objective(s)
- Outlines the entire project in detail
- Describes the way(s) in which the project promotes the use of skills developed per Salem High School's mission, while allowing the student a successful and positive experience in the outside community.

**Step #3: Proposal Approval**

- Each student presents the completed proposal to an assigned administrator, their faculty advisor, and any members of the community that will be working with the student during their senior project. All parties must agree to the terms of the proposal. Once this agreement has been reached, the project has been approved.

**Step #4: The Project Process**

- **Off-Site Project Work:** Each student must spend a minimum of 40 hours actually engaging in project work. This requirement exists above and beyond any required writing, presenting, or discussion requirements associated with the project. For example, if a student has decided to shadow an auto mechanic or a teacher, he or she must be in a garage/office or classroom for a minimum of forty hours. Please note that students can spend their time doing many things. They need not be associated with a specific job or profession, but they must spend at least half of their 40 hour time requirement off site conducting project-related work such as collecting research, interviewing community members, etc.).
- **Journal:** Each student must keep a daily journal of his or her experiences working in chosen field/course of study.
- **Mentor/Mentee Meetings:** While students are engaged in their project work, they must meet with their mentor biweekly to check in and discuss their struggles and achievements. (Mentors will check-in with any off-site supervisors at least once per month).

**Step #5: The Finale:**

- **Portfolio:** Each student prepares a portfolio that creatively uses visuals, reflective writing assignments, and other original work to explore their experiences working on a senior project.
- **Presentation:** Each student shares their experiences with their mentors, as well as a small group of their peers, family members and school community.
- **Essay:** Each student writes and submits an essay that reflects upon their growth, academically and personally, throughout their time at Salem High School. All essays must draw conclusions between students' experiences in the classroom, their engagement with extracurricular activities (inside and outside the school community), and the value of completing a senior project.



# *SENIOR INTERNSHIP PROGRAM*

## RATIONALE

Senior Internship Program is an opportunity to apply content proficiency to post-secondary readiness. Students align post-secondary goals with an internship experience that engages them in challenging and work-based-learning opportunities. The internships build student agency, professional networks, and experience with community service.

## OVERVIEW OF INTERNSHIP

The first four weeks of the internship prepare students with the basic “soft skills” that they will need in order to successfully establish an internship. They engage in: expectations/policy, career exploration, skill self-assessment, post-high school planning, filling out a job application, resume building, emailing etiquette, making phone calls, elevator pitches, building a schedule/time-management, and searching for and solidifying an internship. During their internship, students continue to work on various soft-skill development activities including communication, technology/social media, workplace safety, leadership development, social justice and diversity, financial literacy, and interview readiness. The program culminates with an Expo Project in which students present a summary of their internship connected and supported their post-secondary goals.

## ELIGIBILITY

Seniors who are meeting graduation requirements eligible to enroll.

## CREDITS

Credits: 1

# MARINE CORPS JUNIOR ROTC PROGRAM

**All Marine Corps Junior ROTC courses** are aligned to all applicable state and federal education frameworks.

## 489 INTRODUCTIONS TO MARINE CORPS LEADERSHIP (MCJROTC)

*Grade Level: 9–12*

*Credits: .5*

This course is intended for students in grade 9 to 12 who want to experience the MCJROTC leadership training. This course encompasses the basic LE I curriculum: objectives of leadership, core values, and leadership traits and principles. General military subjects include: basic Marine Corps history, drill and ceremonies, uniforms and equipment, customs, courtesies and traditions, rank structure, and physical fitness.

## 485 LEADERSHIP 101 (MCJROTC)

*Grade Level: 9-12*

*Credits: 1*

The Marine Corps Junior Reserve Officer Training Corps program is designed to develop leadership skills in high school students. The introductory course outlines the fundamentals of leadership traits and principles needed to be a successful leader. The MCJROTC key objectives are to develop informed and responsible citizens through leadership and motivation; strengthen the character and self-discipline of the students; promote a basic understanding of the importance of national security; cultivate a style of public speaking; and participate in community service activities. Participation in afterschool extra-curricular activities is expected.

## 486 LEADERSHIP 201 (MCJROTC)

*Grade Level: 10-12*

*Credits: 1*

*Prerequisites: Leadership I (MCJROTC) or instructor approval.*

This intermediate MCJROTC course expands on the elements of leadership by exploring its dynamics, tasks and styles. Students learn about the relationship between authority and responsibility. This course promotes goal setting, problem solving and building effective interpersonal skills through leadership challenges. The intent is to build future leaders by instilling the intangible values of self-discipline, leadership and self-respect. Additional areas covered include land navigation, first aid, unit drill, and physical fitness training. Participation in afterschool extra-curricular activities is expected.

## 487 LEADERSHIP 301 (MCJROTC)

*Grade Level: 11-12*

*Credits: 1*

*Prerequisites: Leadership I (MCJROTC) and Leadership II (MCJROTC) or instructor approval.*

This course further strengthens the student's leadership skills. Students are placed in leadership positions and help develop other students' leadership abilities through practical application exercises. Students learn to work with local medias and elected officials. Students continue to develop their leadership skills through public speaking and community service. They study the role of government and the responsibility of citizens in a democracy. Participation in afterschool extra-curricular activities is expected.

488 LEADERSHIP 401 (MCJROTC)

*Grade Level: 12*

*Credits: 1*

*Prerequisites: Leadership I, II, and III (MCJROTC) or instructor approval.*

This course provides the student the opportunity to develop their leadership skills by planning, organizing, and executing missions with a larger group of students. LE IV will be more challenging and in depth. The skills taught are: resolving conflict in groups, equal opportunities, sexual harassment and fraternization, patriotism, personal growth and responsibilities, public service, and career exploration. Participation in afterschool extra-curricular activities is expected.

# *ENGLISH LEARNING DEPARTMENT*

**The English Learning (EL) Department** offers courses for Limited English Proficient (LEP) students determined to be eligible according to MA DESE guidelines. The courses provide instruction of the English language in the four domains of language acquisition (speaking, listening, reading and writing). The acquisition of both social and academic English language skills is imperative for student success. Our program strives to give students social and academic language, cultural awareness, and content area knowledge to thrive as students and productive citizens.

The EL Department offers courses for English Learners in English Language Development, sheltered content support for mainstream courses in the core-content areas and a specialized program for Newcomers who have been in the United States for less than one year and are building beginning English language skills.

ELD course instruction focuses on interactive learning, which assists students in developing both interpersonal communication skills and academic language proficiency in order to attain their potential in the mainstream program. Students are placed in the ELD course level indicated by initial placement results, ACCESS (Assessing Comprehension and Communication in English State-to-State) testing, prior course completion, and/or teacher recommendation. Students in their second year of study may also be enrolled in content classes that are supported by an ELD teacher. In subsequent years of study, students continue their English language development, and in addition to an ESL class, take content-area courses with mainstream teachers. Course content is made accessible to all English learners by providing appropriate scaffolding and entry points. Students continue to access grade-level, mainstream courses while developing their English language skills in ELD classes until they are determined to no longer be LEP, according to district and state guidelines.

All courses for English learners are aligned to applicable state and federal education frameworks.

## *SHELTERED ENGLISH IMMERSION*

The curriculum of all core content classes follow the Massachusetts Curriculum Frameworks (State Standards) in English Language Arts, Math, Science, and Social Studies but provide additional support and emphasis on the areas most necessary for English language development: vocabulary (both general academic language and content-specific), language structures, and grammar.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD )**

Students at SHS who are learning English receive instructional support from an English Language Development (ELD ) teacher. The ELD teacher provides support in all aspects of learning English: listening, speaking, reading and writing. Classes meet daily to support students in the Entering stage of English acquisition. For students that are Emerging, Developing, Expanding, and Bridging their English acquisition but continue to need English learning support in an exclusive setting, ELD courses are provided every other day.

1083 NEWCOMER ELD

*Credits: 2*

1084 BEGINNER ELD

*Credits: 1*

1085 INTERMEDIATE ELD

*Credits: 1*

## **NEWCOMERS PROGRAM**

The Newcomers Program is designed to offer students who have recently arrived to the United States an environment with an intensive focus on cultural acclimation as well as developing basic (and some expanded) social and academic language. Students enrolled in this program access sheltered content courses as well as specially designed elective courses and advisory.

901 PHYSICAL EDUCATION/HEALTH

*Credits: .5*

1083 NEWCOMER ESL

*Credits: 2*

1075 NEWCOMER WORLD HISTORY II

*Credits: 1*

1078 ALGEBRA I

*Credits: 2*

1080 NEWCOMER BIOLOGY

*Credits: 1*

1089 CERAMICS & SCULPTURE I (or comparable FAPA class)

*Credits: .5*

### **Vocational Exploration Rotation**

- Culinary Exploration 056

- Medical Assisting Exploratory 597

- Auto Exploration 591

- Building Property Exploratory 593

*Credits: .5*

## **ELD CO-TEACHING**

The EL Department supports English Learners through offering co-taught sections of certain content courses. These courses are collaboratively taught by both a content certified teacher and an ELD certified teacher. The intention of these co-taught courses is to support WIDA level 1 and 2 English Learners as they access their grade level course.

012 ENGLISH I, CP

*Credits: 1*

022 ENGLISH II, CP

*Credits: 1*

134 AMERICAN & WORLD ENCOUNTERS I

*Credits: 1*

215 ALGEBRA I, CP

*Credits: 2*

225 GEOMETRY, CP

*Credits: 1*

235 ALGEBRA II, CP

*Credits: 1*

321 BIOLOGY, CP

*Credits: 1*

## SEAL OF BILITERACY

The World Language and EL Departments support and encourage our students to achieve the State Seal of Biliteracy. The Seal of Biliteracy is an award given by the Commonwealth of Massachusetts in recognition of students who have attained proficiency in listening, speaking, reading, and writing in two or more languages by high school graduation. This award is noted on the student transcript and is nationally recognized.

The State Seal of Biliteracy aims to; encourage students to study and master languages; certify attainment of biliteracy skills; recognize the value of language diversity; provide employers with a method of identifying people with language and biliteracy skills; prepare students with skills that will benefit them in the labor market and the global society; and strengthen intergroup communication and honor the multiple cultures and languages in a community.

The Seal of Biliteracy also provides universities with a method to recognize and give course credits to applicants for attainment of high-level skills in languages. In addition, having earned the state Seal of Biliteracy, the Massachusetts Departments of Elementary and Secondary Education will provide students with a **voucher to take a Massachusetts Test for Educator Licensure (MTEL) at no cost.** You may choose to apply this award to either the *Communication and Literacy* MTEL or the *Bilingual Education* MTEL.

In order to reach the level of Intermediate High and Advanced Low to attain this nationally accepted award, World Language students are encouraged to take at least 3 years of a language. Students who have a native or heritage background in a partner language are also encouraged to participate.

For languages that do not have readily available assessments, students complete a portfolio demonstrating Intermediate-High proficiency in speaking, writing, reading, and listening.

In order to earn the Seal of Biliteracy, students must:

Pathway Award	Standardized Assessment for Partner Language and English
State Seal of Biliteracy Award with Distinction	Score of Advanced on the grade 10 ELA MCAS Score of Advanced - Low in the lowest domain/mode of a proficiency test
State Seal of Biliteracy Award	Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 5</i> on ACCESS testing Score of <i>Intermediate-High</i> in the lowest domain/mode of a proficiency test
Language Opportunity Coalition Biliteracy Achievement Award	Score of <i>Proficient</i> on the grade 10 ELA MCAS or <i>Level 4.5</i> on ACCESS testing Score of <i>Intermediate-Low</i> in the lowest domain/mode of a proficiency test

# *SPECIAL EDUCATION DEPARTMENT*

**Salem High is committed to supporting students with disabilities** in order that they are able to access the full range of academic, social, cultural and athletic opportunities offered to our community of learners. The school offers a continuum of special education services designed to meet the unique needs of students with disabilities in accordance with their Individualized Education Plans. A team of special education teachers, paraprofessionals, and related service providers provide a variety of service delivery models, including co-teaching, inclusive (push-in), pull-out, partial inclusion, substantially separate classrooms and community-based service delivery models.

Adhering to the tenets of Least Restrictive Environment and working as a comprehensive treatment team, individual decisions are made surrounding student need and instructional formats. Eligibility evaluations, specialized instruction, curriculum modification, accommodations, and consultation occur across all school settings regardless of the nature and/or severity of the student's disability-related needs.

In incidences where, despite the provision of intensive interventions in the general education environment, the nature or severity of the student's disability requires a more restrictive environment in order for the student to access the curriculum and make progress, Salem has a variety of substantially separate programs that are designed to meet the student's unique needs. In all cases, to the maximum extent appropriate, inclusion with, and access to, non-disabled peers for the individual student is a priority. Our special education teams work with youth and families to support the students' vision for adult living and to support our students in planning and preparing for life after high school.

## RELATED SERVICES

Related services are provided when the special education team deems them necessary in order for the student to access, participate in, and make progress in their educational program. Related services are provided in varied locations and groupings, including general education, small group, and one-to-one settings. All services can be provided within the general education class or in a separate setting depending upon the recommendation of the special education team. Services include (but are not limited to):

- Specialized Academic Instruction
- Assistive Technology
- Occupational Therapy
- Adaptive Physical Education
- Orientation and Mobility Training
- Deaf Education/Hard of Hearing Services and Audiology consultation
- Community/Vocational Training
- Transition Planning
- Speech and Language Therapy
- Physical Therapy
- School-based counseling
  - Vision Services
  - Applied Behavior Analysis Services
  - Travel Training
  - Specialized Reading Instruction

## ACADEMIC SUPPORT

The Academic Support program serves students with a wide range of disabilities and is designed to support a range of academic and interpersonal concerns. Special education staff offer academic support and instruction in reading, writing, mathematics, as well as study and organizational skills. Special education teachers provide inclusive (push-in) support during general education classes, facilitating accommodations and modification of content while providing skill development in content areas and organizational support. Services may also be outside of the general education program (pull-out), as needed and recommended in the IEP. Each student has a liaison that communicates with parents, teachers and counselors. Staffing and support are provided to meet specific student needs as described in the IEP, including:

- Home-school communication and collaboration
- Liaison to world language and vocational technical departments
- Communication with general education teachers
- Counseling support

## LANGUAGE-BASED LEARNING DISABILITIES PROGRAM (LBLD)

The Language-Based Program serves students who have been identified with a learning disability that impacts the skills needed for reading, written language, oral language, organization, math, and executive functioning arising from language processing challenges. This program is designed to meet the needs of those students who benefit from a language-based approach to academic instruction and who require specialized instruction to be embedded across the core curriculum. This approach enables students to generalize and apply language-based strategies for increased independence and improved access to the curriculum.

Supports are tailored to individual student needs and may include case management, academic support, counseling, social and emotional support and social-pragmatic language instruction.

## ACADEMIC SUPPORT INTENSIVE PROGRAM (ASI)

The Academic Support Intensive Program serves students with learning disabilities that impact their ability to access the general education curriculum without significant specialized instructional support, accommodations and modifications to the curriculum. The program provides academic, language, fine and gross motor, and social skill development within a small, highly structured, safe and nurturing learning environment. The use of positive reinforcement and success-oriented experiences support student growth towards personal independence, specific IEP goals and overall academic achievement.

## AUTISM SPECTRUM DISORDER PROGRAM (ASD)

The ASD program serves students identified as having an autism spectrum disorder. It offers inclusive support to students who benefit from instruction in social communication, self-regulation, navigating the social world and managing the multiple academic and personal demands that high school students encounter. The goal of the program is to assist students in developing social competence and to achieve success academically.

Transition from high school to post-secondary employment and/or education is a focus. Supports are tailored to individual student needs and may include case management, academic support, counseling, social and emotional support, and social-pragmatic language instruction. Students are provided with a staffed drop-in space to use as needed for academic or social-emotional support. Additional services are provided when needed, including assistance in general education courses as well as assistance with organizational and support skills.

In addition, BCBA services, vocational /community experiences and daily living skill instruction are provided as part of this program. An inclusion-based, intensive approach to Applied Behavior Analysis (ABA) instruction is provided per the student's IEP. ABA services may include a combination of supported inclusion, discrete trial sessions, small group activities and incidental teaching strategies to students in grades 9 through 12. The program is based on the principles of Applied Behavior Analysis and positive behavior supported through the use of individualized behavior support plans, function-based strategies, functional communication training, and positive reinforcement systems. These skills are provided in a variety of settings to promote generalization of the skills.



### THERAPEUTIC SUPPORT PROGRAM (TSP)

The Therapeutic Support Program serves students with social-emotional disabilities, providing a highly structured, safe and therapeutically supportive environment that focuses on academic achievement and social-emotional development. Students in this program exhibit emotional vulnerability and social-emotional concerns that impact their learning. Depending upon the needs of the student, support ranges from part-time to full-time in the program. For students who attend full or partial inclusion classes as part of their IEPs, there exists an on-going, effective communication network between general and special education staff.

For students who require a higher level of support and/or a different program model than the traditional high-school model, the Therapeutic Support Program offers STEP, the SALEM THERAPEUTIC EXTENSION PROGRAM. STEP provides academic and social-emotional support in a program that offers a very low student-to-teacher ratio, so students may successfully navigate the expectations of their high school experience and achieve academic success. This learning environment promotes motivation, engagement in, and ownership by each student in their own education. Students are supported by a Special Education Teacher, a Board Certified Behavior Analyst, and the school's Transition Coordinator, with specific focus on relationship-building to support engagement in school. Students engage in project-based learning that will assist them in credit recovery needed to be on track towards their graduation goals. Students are expected to participate in work studies/internships as part of their school day to further develop social skills and good work habits in real-life settings. Common core academics and differentiated learning, according to students' learning styles and special education needs are the foundation of the academic programming in the STEP setting.

### LIFE SKILLS PROGRAM

This program provides specialized instruction to students in grades 9th through 12th who have intellectual impairments and/or substantial or multiple disabilities that significantly impact their ability to access the curriculum and demonstrate progress in school. Social, language, and functional academics are embedded into the daily instruction. The goal of the program is to best prepare students for increased independence before they transition into Post High programming or Adult Services. Students receive functional academic, daily living, pre-vocational and social-skills instruction in small groups within a substantially separate classroom setting. Assistive technology and Alternative and Augmentative Communication (AAC) are integrated into all learning opportunities to promote skill development and generalization. Students receive individualized instruction from related service providers, based on their needs, including speech therapy, occupational and physical therapy, assistive technology instruction. Related services skills are practiced across all areas of the curriculum in order to build skills in a variety of settings.

In addition, services from a BCBA provide an intensive approach to Applied Behavior Analysis (ABA) instruction to help support children in developing socially appropriate behaviors. Services may include a combination of discrete trial sessions, small group activities and incidental teaching strategies. The instructional approach is based on the principles of Applied Behavior Analysis and positive behavior supported through the use of individualized behavior support plans, function-based strategies, functional communication training, and positive reinforcement systems. These skills are provided in a variety of settings to promote generalization of the skills with staff and family consultations.

### POST HIGH PROGRAM

The Post-High program is geared toward students who have completed four years of high school but have not yet received a high school diploma. The goal of the Post-High program is to maximize the potential and independence of each student through direct instruction in transition planning, vocational opportunities and functional academics. The program provides services to students with disabilities aged 18-22 years of age with intellectual impairments and/or substantial multiple disabilities that significantly impacts their progress in school and in the community. Students may transition into the Post-High program from the other substantially separate programs at the high school level in order to gain skills necessary for a smooth transition into Adult Services. The program focuses on developing and strengthening the students' functional life skills, including understanding money, time management, community safety, travel training, vocational training, and personal care and self-advocacy skills. The students in this program are active participants in the transition from high school to adult services.

# *STUDENT SUPPORTS*

**Student supports are additional interventions** to assist students in reaching their potential. These supports are implemented through Salem High School's tiered system of supports. Because they are interventions, students do not select these courses for themselves. Instead, various stakeholders work to identify need and appropriately apply these interventions to a student's schedule.

## THE BRIDGE ACADEMY

The Bridge Academy is a small learning community designed to engage its students towards meeting the academic and social expectations of the high school. Providing a personalized experience, the Bridge Academy maintains the same schedule as the rest of the high school with the exception of shorter daily academic classes as well as a service-learning component that supports student engagement with school and community. As part of the high school's tiered system of support, students enter the Bridge Academy after being referred by the Student Support Team. Typical students are behind on credits and have experienced disengagement and frustration with the traditional school framework. All Bridge Academy courses are aligned to applicable state and federal frameworks.

## MCAS MATH PREP

MCAS Math Prep is an intervention designed for students that have not passed their initial MCAS Math exam in their sophomore year. Students still seeking to successfully complete the MCAS Math exam are scheduled for this semester-long intervention when possible. Students in MCAS Math Prep review key concepts that will appear on the MCAS exam.

## MATH LAB

Math Lab is an intervention designed to implement additional support for students who have not yet achieved their full potential in mathematics. Students struggling with the concepts of their mathematics course are identified by teachers and scheduled for this semester-long intervention. Math labs are smaller settings with a math teacher to review key concepts and areas of weakness for these students.

## STUDY CENTER

This intervention provides students with challenges outside of math with a point of contact and additional time for reviewing course concepts. The study center teacher focuses on helping referred students organize and manage their time more effectively, while also communicating with teachers on the student's schedule.

# PLANNING WITH COLLEGE & CAREER IN MIND

**Students seeking a college education or postsecondary training** need to recognize the importance of performing well throughout their academic careers. Competition for admission to two and four year institutions of higher learning continues to accelerate. Successful admission to a two or four year program requires proper selection of courses, academic achievement, and participation in activities outside of the classroom. Standardized testing is required for most college admissions. Students are encouraged to follow our recommended guidelines for testing.

The state requirements for admission may be helpful in guiding a student’s course selections. Students planning to enter the Massachusetts University or state university system will need to meet the following minimum requirements.

Minimum admissions standards for freshman applicants are:

- Successful completion of MCAS tests in mathematics, ELA, and science
- Sixteen college preparatory courses distributed as follows:
 

English	4 courses
<b>Mathematics</b>	<b>3 courses (Algebra I &amp; II and Geometry/Trigonometry)</b>
Natural Sciences	3 courses (3 with laboratory work)
Social Sciences	2 courses (United States History required)
World Language	2 courses (Two consecutive years with the same language)
Electives	2 courses (from the above departments, or from Humanities, Computer

Science, or

Performing and Fine Arts)

The minimum GPA, calculated at the end of the seventh semester, must be achieved in the required academic courses completed at the time of application and should be weighted for Honors and AP courses. If a student’s GPA falls below the minimum required, the following sliding scale applies. This scale should be used only when a student’s GPA falls below the minimum required for the state universities as outlined in the GPA table below.

High School GPA	MA Universities SAT V+M	UMass SAT V+M	ACT
2.51 - 2.99	920	950	19/20
2.41 - 2.50	960	990	20/21
2.31 - 2.40	1000	1030	21/22
2.21 - 2.30	1040	1070	22/23
2.11 - 2.20	1080	1110	23/24
2.00 - 2.10	1120	1150	24/25

For more specific interpretations of the entrance requirements for the state college and university system, contact the particular colleges or universities in which they may have an interest. In many cases state universities are not even considering students with a GPA below 2.20. Students should consult with individual private colleges for their admission standards.

## ***AP COMMITMENT***

Salem High School's Advanced Placement courses are college-level classes that high school students can take before graduating.

### ***What is an AP class like?***

- College-like classes in a high school classroom
- Discussion and debate that drive the class

### ***What does it take to succeed in AP?***

- Commitment to pushing and challenging yourself as a student
- Motivation to develop college and career ready skills
- Curiosity to explore and critically analyze.

### ***What are the benefits of taking AP classes?***

- Increased academic rigor helps prepare for the challenges faced in the typical college classroom.
- Help stand out from the crowd in the college application process.
- Potential to skip introductory courses during your freshman year in college.
- Development of the skills needed to succeed in college and career skills including:
  - o Critical thinking and analysis
  - o Prioritization and time management
  - o Research and writing
- Weighted GPA

## Memorandum

To: Salem School Committee

From: Mary C. DeLai

Date: January 14, 2021

Re: FY21 Quarterly Budget Report

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Attached, please find the Quarterly Budget Status Report for the Fiscal Year 2021 Salem Public Schools Budget as of December 31, 2020. As the report indicates, we are currently projecting a year end deficit of **\$755,077**.

This deficit is due primarily to the rescinding of the furlough days negotiated as a concession last year in anticipation of reductions in state and local revenues. The FY2021 personnel budget assumed teachers would be paid for 1-3 fewer days than what we are now obligated to pay; that difference is approximately \$750,000. In addition, there were several positions that were allocated to grants that were inadequately funded to absorb those positions. The result is a projected deficit in the personnel budget of **\$968,262**.

With respect to the non-personnel budget, we are projecting savings in a few areas, most notably special education, and homeless transportation. Many of our out-of-district providers have been remote for the first half of the year thereby reducing the cost of out of district special education transportation. Our homeless transportation expenses have also been lower year to date due to the number of days and grades for which remote instruction has been the predominant instructional model. Some of the projected savings may erode somewhat as more schools and grades return to hybrid or in-person instruction in the months ahead.

It is important to note that any unbudgeted COVID-related expenses are being funded, for the most part, through federal COVID grants that the district has received this year.

We will continue to closely monitor all personnel and non-personnel expenses, but we do anticipate a need for a supplemental appropriation to offset the projected deficit in the FY2021 budget.

**SALEM PUBLIC SCHOOLS  
FY2021 QUARTERLY BUDGET REPORT  
STATUS AS OF 12/31/2020**

Location / Department	FY2020 ACTUAL EXPENDED	FY2021 ADOPTED BUDGET	FY2021 REVISED BUDGET	FY2021 EXPENDED THRU 12/31/2020	FY2021 ACCRUED THRU 12/31/2020	FY2021 AVAILABLE AS OF 12/31/2020	FY2021 PROJECTED REMAINING TO 6/30/2021	FY2021 PROJECTED AVAILABLE 6/30/2021
<b>Personnel</b>	\$ 46,857,200	\$ 49,779,686	\$ 49,777,506	\$ 17,278,814	\$ -	\$ 30,669,819	\$ 31,638,081	\$ (968,262)
<b>Central Office</b>	\$ 1,539,930	\$ 1,540,193	\$ 1,540,193	\$ 777,962	\$ -	\$ 726,365	\$ 773,151	\$ (46,786)
Administration	\$ 862,458	\$ 808,508	\$ 808,508	\$ 442,008	\$ -	\$ 342,645	\$ 400,306	\$ (57,661)
General Operations	\$ 558,995	\$ 575,892	\$ 575,892	\$ 268,528	\$ -	\$ 298,966	\$ 291,767	\$ 7,199
Personnel	\$ 118,477	\$ 155,793	\$ 155,793	\$ 67,426	\$ -	\$ 84,754	\$ 81,078	\$ 3,676
<b>Bates</b>	\$ 3,128,275	\$ 3,126,646	\$ 3,126,646	\$ 956,099	\$ -	\$ 2,051,293	\$ 1,998,844	\$ 52,448
Regular Day	\$ 2,049,127	\$ 1,932,371	\$ 1,932,371	\$ 625,672	\$ -	\$ 1,228,621	\$ 1,323,131	\$ (94,510)
Special Education	\$ 842,994	\$ 852,004	\$ 852,004	\$ 246,067	\$ -	\$ 575,498	\$ 498,460	\$ 77,038
ELL	\$ 145,301	\$ 253,503	\$ 253,503	\$ 54,871	\$ -	\$ 191,780	\$ 116,494	\$ 75,286
Health Services	\$ 71,225	\$ 66,561	\$ 66,561	\$ 22,706	\$ -	\$ 41,016	\$ 48,521	\$ (7,505)
Media	\$ 19,628	\$ 22,207	\$ 22,207	\$ 6,783	\$ -	\$ 14,378	\$ 12,239	\$ 2,139
<b>Bentley</b>	\$ -	\$ 3,171,904	\$ 3,126,904	\$ 1,062,631	\$ -	\$ 1,924,140	\$ 2,023,831	\$ (99,691)
Regular Day	\$ -	\$ 2,045,383	\$ 2,000,383	\$ 701,383	\$ -	\$ 1,221,734	\$ 1,278,791	\$ (57,057)
Special Education	\$ -	\$ 634,063	\$ 634,063	\$ 222,481	\$ -	\$ 385,380	\$ 420,925	\$ (35,545)
ELL	\$ -	\$ 187,297	\$ 187,297	\$ 58,205	\$ -	\$ 121,061	\$ 136,537	\$ (15,476)
Health Services	\$ -	\$ 72,340	\$ 72,340	\$ 27,334	\$ -	\$ 42,273	\$ 46,466	\$ (4,193)
Dual Language	\$ -	\$ 232,820	\$ 232,820	\$ 53,228	\$ -	\$ 153,693	\$ 141,113	\$ 12,580
<b>Carlton</b>	\$ 2,734,494	\$ 2,626,626	\$ 2,626,626	\$ 886,871	\$ -	\$ 1,635,494	\$ 1,706,218	\$ (70,723)
Regular Day	\$ 1,752,150	\$ 1,681,871	\$ 1,681,871	\$ 572,142	\$ -	\$ 1,043,583	\$ 1,095,260	\$ (51,677)
Special Education	\$ 829,908	\$ 793,518	\$ 793,518	\$ 261,060	\$ -	\$ 499,398	\$ 512,756	\$ (13,358)
ELL	\$ 52,277	\$ 53,460	\$ 53,460	\$ 16,720	\$ -	\$ 34,650	\$ 35,531	\$ (881)
Health Services	\$ 77,084	\$ 72,277	\$ 72,277	\$ 23,718	\$ -	\$ 45,594	\$ 50,401	\$ (4,807)
Professional Development	\$ 23,075	\$ 25,500	\$ 25,500	\$ 13,230	\$ -	\$ 12,270	\$ 12,270	\$ -
<b>Horace Mann</b>	\$ 2,472,355	\$ 2,511,955	\$ 2,551,955	\$ 809,414	\$ -	\$ 1,645,649	\$ 1,613,746	\$ 31,903
Regular Day	\$ 1,582,261	\$ 1,578,009	\$ 1,618,009	\$ 503,696	\$ -	\$ 1,056,520	\$ 1,008,415	\$ 48,105
Special Education	\$ 548,390	\$ 614,684	\$ 614,684	\$ 204,740	\$ -	\$ 383,958	\$ 401,454	\$ (17,496)
ELL	\$ 254,774	\$ 240,119	\$ 240,119	\$ 76,269	\$ -	\$ 154,530	\$ 158,459	\$ (3,929)
Health Services	\$ 66,203	\$ 55,483	\$ 55,483	\$ 22,183	\$ -	\$ 30,535	\$ 33,179	\$ (2,644)
Media	\$ 20,727	\$ 23,661	\$ 23,661	\$ 2,526	\$ -	\$ 20,106	\$ 12,239	\$ 7,867
<b>Saltonstall</b>	\$ 4,047,540	\$ 3,903,678	\$ 3,906,498	\$ 1,308,080	\$ -	\$ 2,441,696	\$ 2,607,386	\$ (165,689)
Regular Day	\$ 2,467,895	\$ 2,494,354	\$ 2,497,174	\$ 816,819	\$ -	\$ 1,584,727	\$ 1,605,923	\$ (21,197)
Special Education	\$ 1,297,553	\$ 1,152,660	\$ 1,152,660	\$ 391,647	\$ -	\$ 712,264	\$ 797,928	\$ (85,665)
ELL	\$ 176,243	\$ 161,375	\$ 161,375	\$ 65,829	\$ -	\$ 87,594	\$ 135,212	\$ (47,618)
Health Services	\$ 83,211	\$ 73,083	\$ 73,083	\$ 25,742	\$ -	\$ 44,149	\$ 54,276	\$ (10,127)
Media	\$ 22,638	\$ 22,207	\$ 22,207	\$ 8,043	\$ -	\$ 12,963	\$ 14,046	\$ (1,083)
<b>Witchcraft Heights</b>	\$ 4,954,123	\$ 4,764,851	\$ 4,764,851	\$ 1,541,229	\$ -	\$ 3,036,987	\$ 3,128,720	\$ (91,733)
Regular Day	\$ 3,067,626	\$ 2,883,802	\$ 2,883,802	\$ 976,836	\$ -	\$ 1,796,140	\$ 1,874,286	\$ (78,146)
Special Education	\$ 1,458,032	\$ 1,513,780	\$ 1,513,780	\$ 430,910	\$ -	\$ 1,025,698	\$ 956,658	\$ 69,040
ELL	\$ 275,956	\$ 230,220	\$ 230,220	\$ 98,006	\$ -	\$ 119,622	\$ 209,853	\$ (90,231)
Health Services	\$ 133,086	\$ 114,842	\$ 114,842	\$ 28,583	\$ -	\$ 81,243	\$ 75,684	\$ 5,559

**SALEM PUBLIC SCHOOLS  
FY2021 QUARTERLY BUDGET REPORT  
STATUS AS OF 12/31/2020**

Location / Department	FY2020 ACTUAL EXPENDED	FY2021 ADOPTED BUDGET	FY2021 REVISED BUDGET	FY2021 EXPENDED THRU 12/31/2020	FY2021 ACCRUED THRU 12/31/2020	FY2021 AVAILABLE AS OF 12/31/2020	FY2021 PROJECTED REMAINING TO 6/30/2021	FY2021 PROJECTED AVAILABLE 6/30/2021
Media	\$ 19,422	\$ 22,207	\$ 22,207	\$ 6,894	\$ -	\$ 14,284	\$ 12,239	\$ 2,045
<b>Collins</b>	<b>\$ 6,447,582</b>	<b>\$ 6,544,194</b>	<b>\$ 6,544,194</b>	<b>\$ 2,161,565</b>	<b>\$ -</b>	<b>\$ 4,121,565</b>	<b>\$ 4,294,500</b>	<b>\$ (172,935)</b>
Regular Day	\$ 3,758,081	\$ 3,847,555	\$ 3,847,555	\$ 1,234,662	\$ -	\$ 2,466,380	\$ 2,481,641	\$ (15,261)
Special Education	\$ 2,261,780	\$ 2,189,730	\$ 2,189,730	\$ 762,158	\$ -	\$ 1,332,019	\$ 1,494,342	\$ (162,323)
ELL	\$ 260,048	\$ 266,500	\$ 266,500	\$ 88,736	\$ -	\$ 166,725	\$ 187,663	\$ (20,938)
Health Services	\$ 106,176	\$ 159,917	\$ 159,917	\$ 53,607	\$ -	\$ 101,115	\$ 78,727	\$ 22,388
Media	\$ 52,947	\$ 74,492	\$ 74,492	\$ 22,401	\$ -	\$ 49,326	\$ 46,127	\$ 3,199
Athletics/Student Activities	\$ 8,550	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ 6,000	\$ 6,000	\$ -
<b>SHS</b>	<b>\$ 10,790,250</b>	<b>\$ 10,441,443</b>	<b>\$ 10,441,443</b>	<b>\$ 3,482,230</b>	<b>\$ -</b>	<b>\$ 6,575,095</b>	<b>\$ 6,668,038</b>	<b>\$ (92,943)</b>
Regular Day	\$ 5,951,941	\$ 5,750,457	\$ 5,750,457	\$ 1,919,343	\$ -	\$ 3,628,024	\$ 3,587,720	\$ 40,305
Special Education	\$ 2,348,893	\$ 2,357,843	\$ 2,357,843	\$ 804,671	\$ -	\$ 1,449,877	\$ 1,547,238	\$ (97,361)
ELL	\$ 737,058	\$ 683,277	\$ 683,277	\$ 191,525	\$ -	\$ 467,862	\$ 414,624	\$ 53,238
Health Services	\$ 128,899	\$ 125,518	\$ 125,518	\$ 41,104	\$ -	\$ 79,246	\$ 87,345	\$ (8,099)
CVTE	\$ 609,028	\$ 543,673	\$ 543,673	\$ 193,907	\$ -	\$ 327,409	\$ 366,786	\$ (39,377)
Guidance	\$ 548,999	\$ 530,128	\$ 530,128	\$ 179,391	\$ -	\$ 331,672	\$ 352,190	\$ (20,518)
Media	\$ 102,922	\$ 95,083	\$ 95,083	\$ 35,071	\$ -	\$ 55,670	\$ 69,085	\$ (13,415)
Athletics/Student Activities	\$ 362,511	\$ 355,464	\$ 355,464	\$ 117,219	\$ -	\$ 235,335	\$ 243,050	\$ (7,716)
<b>NLIS</b>	<b>\$ 942,492</b>	<b>\$ 954,251</b>	<b>\$ 954,251</b>	<b>\$ 331,976</b>	<b>\$ -</b>	<b>\$ 569,231</b>	<b>\$ 568,072</b>	<b>\$ 1,159</b>
Regular Day	\$ 830,628	\$ 819,627	\$ 819,627	\$ 284,713	\$ -	\$ 505,267	\$ 501,588	\$ 3,679
Special Education	\$ 31,522	\$ 50,372	\$ 50,372	\$ 20,688	\$ -	\$ 27,865	\$ 28,494	\$ (629)
ELL	\$ 47,600	\$ 46,830	\$ 46,830	\$ 14,715	\$ -	\$ 12,018	\$ 12,789	\$ (771)
Health Services	\$ 32,741	\$ 37,422	\$ 37,422	\$ 11,859	\$ -	\$ 24,080	\$ 25,201	\$ (1,121)
<b>Salem Prep</b>	<b>\$ 614,814</b>	<b>\$ 639,748</b>	<b>\$ 639,748</b>	<b>\$ 236,225</b>	<b>\$ -</b>	<b>\$ 347,431</b>	<b>\$ 407,262</b>	<b>\$ (59,831)</b>
Special Education	\$ 600,782	\$ 623,710	\$ 623,710	\$ 224,366	\$ -	\$ 344,734	\$ 382,062	\$ (37,328)
Health Services	\$ 14,032	\$ 16,038	\$ 16,038	\$ 11,859	\$ -	\$ 2,697	\$ 25,200	\$ (22,503)
<b>ECC</b>	<b>\$ 1,641,507</b>	<b>\$ 1,664,672</b>	<b>\$ 1,664,672</b>	<b>\$ 574,214</b>	<b>\$ -</b>	<b>\$ 1,023,797</b>	<b>\$ 1,180,218</b>	<b>\$ (156,421)</b>
Special Education	\$ 1,586,984	\$ 1,611,967	\$ 1,611,967	\$ 551,174	\$ -	\$ 994,133	\$ 1,126,477	\$ (132,344)
Health Services	\$ 54,523	\$ 52,705	\$ 52,705	\$ 23,041	\$ -	\$ 29,664	\$ 53,741	\$ (24,077)
<b>Districtwide</b>	<b>\$ 7,378,667</b>	<b>\$ 7,724,817</b>	<b>\$ 7,724,817</b>	<b>\$ 3,062,094</b>	<b>\$ -</b>	<b>\$ 4,496,515</b>	<b>\$ 4,585,536</b>	<b>\$ (89,021)</b>
Regular Day	\$ 1,411,420	\$ 1,376,969	\$ 1,376,969	\$ 480,013	\$ -	\$ 852,885	\$ 951,272	\$ (98,387)
Special Education	\$ 2,787,886	\$ 2,687,328	\$ 2,687,328	\$ 986,577	\$ -	\$ 1,626,776	\$ 1,620,651	\$ 6,125
ELL	\$ 522,050	\$ 474,406	\$ 474,406	\$ 205,440	\$ -	\$ 251,184	\$ 272,657	\$ (21,473)
Health Services	\$ 434,172	\$ 382,801	\$ 382,801	\$ 125,589	\$ -	\$ 246,596	\$ 232,777	\$ 13,819
Professional Development	\$ 128,427	\$ 73,910	\$ 73,910	\$ 13,916	\$ -	\$ 59,994	\$ -	\$ 59,994
Technology	\$ 342	\$ 647,552	\$ 647,552	\$ 256,355	\$ -	\$ 378,533	\$ 365,908	\$ 12,625
Buildings & Grounds	\$ 1,859,956	\$ 1,845,811	\$ 1,845,811	\$ 896,037	\$ -	\$ 945,208	\$ 1,008,650	\$ (63,442)
Crossing Guards	\$ 118,397	\$ 120,108	\$ 120,108	\$ 42,888	\$ -	\$ 77,220	\$ 75,048	\$ 2,172
General Operations	\$ 116,017	\$ 115,931	\$ 115,931	\$ 55,279	\$ -	\$ 58,118	\$ 58,573	\$ (455)
<b>PIC</b>	<b>\$ 165,172</b>	<b>\$ 164,706</b>	<b>\$ 164,706</b>	<b>\$ 88,225</b>	<b>\$ -</b>	<b>\$ 74,560</b>	<b>\$ 82,559</b>	<b>\$ (7,999)</b>
Administration	\$ 165,172	\$ 164,706	\$ 164,706	\$ 88,225	\$ -	\$ 74,560	\$ 82,559	\$ (7,999)

**SALEM PUBLIC SCHOOLS  
FY2021 QUARTERLY BUDGET REPORT  
STATUS AS OF 12/31/2020**

Location / Department	FY2020 ACTUAL EXPENDED	FY2021 ADOPTED BUDGET	FY2021 REVISED BUDGET	FY2021 EXPENDED THRU 12/31/2020	FY2021 ACCRUED THRU 12/31/2020	FY2021 AVAILABLE AS OF 12/31/2020	FY2021 PROJECTED REMAINING TO 6/30/2021	FY2021 PROJECTED AVAILABLE 6/30/2021
<b>Non-Personnel</b>	\$ 11,586,848	\$ 13,669,963	\$ 13,838,065	\$ 5,008,705	\$ 4,176,767	\$ 4,652,592	\$ 4,439,407	\$ 213,185
<b>Central Office</b>	\$ 1,209,627	\$ 1,173,998	\$ 1,200,095	\$ 834,327	\$ 173,085	\$ 192,682	\$ 135,887	\$ 56,795
Administration	\$ 190,276	\$ 132,286	\$ 137,686	\$ 35,824	\$ 21,738	\$ 80,124	\$ 30,984	\$ 49,140
ELL	\$ 47,701	\$ 54,639	\$ 58,094	\$ 1,367	\$ 7,832	\$ 48,894	\$ 38,000	\$ 10,894
General Operations	\$ 297,315	\$ 333,823	\$ 351,065	\$ 148,099	\$ 143,265	\$ 59,702	\$ 59,435	\$ 267
Insurance	\$ 638,000	\$ 638,000	\$ 638,000	\$ 638,000	\$ -	\$ -	\$ -	\$ -
Personnel	\$ 36,335	\$ 15,250	\$ 15,250	\$ 11,038	\$ 250	\$ 3,962	\$ 7,468	\$ (3,506)
<b>Bates</b>	\$ 38,409	\$ 38,985	\$ 38,985	\$ 12,410	\$ 5,275	\$ 21,299	\$ 18,379	\$ 2,920
Regular Day	\$ 38,409	\$ 38,985	\$ 38,985	\$ 12,410	\$ 5,275	\$ 21,299	\$ 18,379	\$ 2,920
<b>Bentley</b>	\$ -	\$ 143,300	\$ 138,300	\$ 14,713	\$ 13,702	\$ 109,884	\$ 109,884	\$ -
Regular Day	\$ -	\$ 48,000	\$ 43,000	\$ 14,713	\$ 13,702	\$ 14,584	\$ 14,584	\$ -
Dual Language	\$ -	\$ 95,300	\$ 95,300	\$ -	\$ -	\$ 95,300	\$ 95,300	\$ -
<b>Carlton</b>	\$ 26,239	\$ 36,858	\$ 36,932	\$ 6,370	\$ 1,293	\$ 29,270	\$ 19,870	\$ 9,400
Regular Day	\$ 26,239	\$ 36,858	\$ 36,932	\$ 6,370	\$ 1,293	\$ 29,270	\$ 19,870	\$ 9,400
<b>Horace Mann</b>	\$ 71,089	\$ 80,573	\$ 40,573	\$ 12,587	\$ 8,374	\$ 19,611	\$ 19,611	\$ -
Regular Day	\$ 71,089	\$ 80,573	\$ 40,573	\$ 12,587	\$ 8,374	\$ 19,611	\$ 19,611	\$ -
<b>Saltonstall</b>	\$ 21,676	\$ 30,747	\$ 27,927	\$ 14,912	\$ 654	\$ 12,362	\$ 12,362	\$ -
Regular Day	\$ 21,676	\$ 30,747	\$ 27,927	\$ 14,912	\$ 654	\$ 12,362	\$ 12,362	\$ -
<b>Witchcraft Heights</b>	\$ 64,569	\$ 49,123	\$ 49,123	\$ 28,954	\$ 3,702	\$ 16,467	\$ 16,467	\$ -
Regular Day	\$ 64,569	\$ 49,123	\$ 49,123	\$ 28,954	\$ 3,702	\$ 16,467	\$ 16,467	\$ -
<b>Collins</b>	\$ 63,770	\$ 91,753	\$ 95,033	\$ 17,007	\$ 7,652	\$ 70,374	\$ 67,544	\$ 2,830
Regular Day	\$ 56,600	\$ 81,723	\$ 85,003	\$ 17,007	\$ 7,652	\$ 60,344	\$ 60,344	\$ -
Athletics/Student Activities	\$ 7,170	\$ 10,030	\$ 10,030	\$ -	\$ -	\$ 10,030	\$ 7,200	\$ 2,830
<b>SHS</b>	\$ 496,157	\$ 567,868	\$ 581,660	\$ 156,296	\$ 124,230	\$ 301,134	\$ 262,275	\$ 38,859
Regular Day	\$ 300,180	\$ 288,417	\$ 288,609	\$ 56,126	\$ 66,337	\$ 166,146	\$ 166,146	\$ -
CVTE	\$ 18,547	\$ 30,744	\$ 30,744	\$ 5,636	\$ 5,190	\$ 19,919	\$ 10,000	\$ 9,919
Guidance	\$ 40,000	\$ 42,000	\$ 42,000	\$ 17,924	\$ -	\$ 24,077	\$ 22,077	\$ 2,000
Athletics/Student Activities	\$ 137,429	\$ 206,707	\$ 220,307	\$ 76,611	\$ 52,704	\$ 90,993	\$ 64,052	\$ 26,941
<b>NLIS</b>	\$ 246,418	\$ 257,474	\$ 258,057	\$ 155,084	\$ 76,270	\$ 26,703	\$ 26,703	\$ -
Regular Day	\$ 246,418	\$ 257,474	\$ 258,057	\$ 155,084	\$ 76,270	\$ 26,703	\$ 26,703	\$ -
<b>Salem Prep</b>	\$ 130,705	\$ 134,207	\$ 134,207	\$ 84,481	\$ 42,782	\$ 6,944	\$ 3,600	\$ 3,344
Special Education	\$ 130,705	\$ 134,207	\$ 134,207	\$ 84,481	\$ 42,782	\$ 6,944	\$ 3,600	\$ 3,344
<b>ECC</b>	\$ 7,972	\$ 10,376	\$ 10,376	\$ 3,925	\$ 405	\$ 6,046	\$ 3,996	\$ 2,050
Special Education	\$ 7,972	\$ 10,376	\$ 10,376	\$ 3,925	\$ 405	\$ 6,046	\$ 3,996	\$ 2,050
<b>Districtwide</b>	\$ 9,206,075	\$ 11,048,701	\$ 11,220,797	\$ 3,665,544	\$ 3,718,781	\$ 3,836,472	\$ 3,739,484	\$ 96,988
Regular Day	\$ 954,497	\$ 1,172,472	\$ 1,271,806	\$ 373,563	\$ 607,516	\$ 290,727	\$ 252,798	\$ 37,929
Special Education	\$ 5,561,195	\$ 6,890,027	\$ 6,898,332	\$ 2,188,394	\$ 2,865,149	\$ 1,844,789	\$ 1,520,464	\$ 324,325
ELL	\$ 42,682	\$ 75,359	\$ 83,158	\$ 24,237	\$ 8,778	\$ 50,142	\$ 10,000	\$ 40,142
Health Services	\$ 29,113	\$ 35,129	\$ 35,629	\$ 26,159	\$ 7,576	\$ 1,893	\$ 1,893	\$ 0
Professional Development	\$ 88,483	\$ 176,938	\$ 180,438	\$ 36,114	\$ 20,841	\$ 123,483	\$ 69,833	\$ 53,650



SALEM PUBLIC SCHOOLS  
 FY2021 QUARTERLY BUDGET REPORT  
 STATUS AS OF 12/31/2020

Location / Department	FY2020 ACTUAL EXPENDED	FY2021 ADOPTED BUDGET	FY2021 REVISED BUDGET	FY2021 EXPENDED THRU 12/31/2020	FY2021 ACCRUED THRU 12/31/2020	FY2021 AVAILABLE AS OF 12/31/2020	FY2021 PROJECTED REMAINING TO 6/30/2021	FY2021 PROJECTED AVAILABLE 6/30/2021
Technology	\$ -	\$ 144,000	\$ 144,000	\$ 133,410	\$ 10,590	\$ -	\$ 12,000	\$ (12,000)
Buildings & Grounds	\$ 2,328,625	\$ 2,339,026	\$ 2,391,685	\$ 791,169	\$ 198,330	\$ 1,402,186	\$ 1,752,244	\$ (350,059)
Crossing Guards	\$ -	\$ 750	\$ 750	\$ 498	\$ -	\$ 252	\$ 252	\$ -
Extended Time	\$ 201,480	\$ 215,000	\$ 215,000	\$ 92,000	\$ -	\$ 123,000	\$ 120,000	\$ 3,000
<b>PIC</b>	<b>\$ 4,144</b>	<b>\$ 6,000</b>	<b>\$ 6,000</b>	<b>\$ 2,094</b>	<b>\$ 561</b>	<b>\$ 3,345</b>	<b>\$ 3,345</b>	<b>\$ (0)</b>
Administration	\$ 4,144	\$ 6,000	\$ 6,000	\$ 2,094	\$ 561	\$ 3,345	\$ 3,345	\$ (0)
<b>Grand Total</b>	<b>\$ 58,444,049</b>	<b>\$ 63,449,649</b>	<b>\$ 63,615,571</b>	<b>\$ 22,287,520</b>	<b>\$ 4,176,767</b>	<b>\$ 35,322,411</b>	<b>\$ 36,077,488</b>	<b>\$ (755,077)</b>

**Memo:**

To: Salem School Committee

From: Mary C. DeLai

Date: January 14, 2020

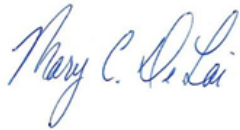
Re: FY21 Budget Transfer Request 10

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The Pupil Personnel Services Department requests the following transfer from Fringe/Stipends to Tutors to offset the cost of additional tutoring supports needed this year.

Account Description/Use	Account Number	Amount From	Amount To
Fringe/stipends	13640160-5150	\$5,250	
Tutors	13640160-5114		\$5,250

I recommend approval of the transfer.



**Memo:**

To: Salem School Committee

From: Mary C. DeLai

Date: January 14, 2020

Re: FY21 Budget Transfer Request 11

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The Athletics Department requests the following transfer from Contracted Services to Rental and Lease expenses to offset the increase in the fee for rental of the YMCA pool being used this year for home and away meets.

Account Description/Use	Account Number	Amount From	Amount To
Contracted Services	13451021-5320	\$8,035	
Rental & Lease	13451021-5320		\$8,035

I recommend approval of the transfer.



**Memo:**

To: Salem School Committee

From: Mary C. DeLai

Date: January 14, 2020

Re: FY21 Budget Transfer Request 12

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The ELL Department requests the following transfer from Contracted Services to Instructional Supplies to pay for additional instructional supplies and materials required for students this year.

Account Description/Use	Account Number	Amount From	Amount To
Contracted Services	13702030-5320	\$35,000	
Instructional Supplies	13702030-5514		\$35,000

I recommend approval of the transfer.



<b>FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS</b>	<b>3000</b>
<b><u>BUILDINGS AND GROUNDS</u></b>	<b>3500</b>
EMERGENCY PLANS	3504.01

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent is responsible for the development and maintenance of **all emergency** plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters, **including an Emergency Medical Response Plan for each school in the district.**

~~The Superintendent is responsible for the development, in consultation with school nurses, school physicians, athletic coaches, trainers, and local Emergency Medical Services agencies, of an Emergency Medical Response Plan for each school in the district.~~

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Plans shall be submitted to the Department of Elementary and Secondary Education (DESE) at least every 3 years by September 1. Plans must be updated in the case of new construction or other physical changes to the school campus.

~~LEGAL REFS.~~

**Legal Reference:** M.G.L. [69:8A](#)

Section 363 of Chapter 159 of the Acts of 2000

**Cross References:**

[Policy 5109 Emergency Closings](#)

[Policy 5713 Emergency Medical and Safety Plans](#)

[Reviewed and referred by Policy Subcommittee on 12/18/20](#)

[First Reading on 1/19/21](#)

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

**ATTENDANCE** **5100**

EMERGENCY CLOSINGS 5109

~~All emergency closings or delayed openings will be at the discretion of the superintendent of schools. In the event of inclement weather which requires the closing of schools, or delayed opening, every attempt will be made to notify families by utilizing appropriate media outlets (i.e., television and radio) and/or the districts telephone alert system. Announcements of school cancellations will be made no later than 6:00 am.~~

~~There may be occasions when parents feel that their children, for health or safety reasons, should not attempt to attend school. School administrators, after communicating with a parent, will accept the judgment of the parents and allow for an excused absence.~~

The Superintendent is empowered to close the district schools, **delay opening**, or to dismiss schools early in the event of hazardous weather or other emergencies, which threaten the health or safety of students and personnel. ~~While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour, or to dismiss students early, the administration has the responsibility to see that as much of the administrative, supervisory, and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school shall be closed.~~

In making the decision to close schools, the Superintendent or his designee shall consider many factors, including the following principles relating to the fundamental concern for the safety and health of children:

1. Weather conditions, both existing and predicted
2. Driving, traffic, and parking conditions, affecting public and private transportation facilities
3. Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

**For closures related to weather, the Superintendent will** ~~shall~~ weigh these factors and ~~shall~~ take action to close the schools ~~only~~ after consultation with public works and public safety authorities and **possibly** with school officials from neighboring districts. Students, parents, and staff shall be informed early in each school year of the procedures, which will be used to notify them in case of emergency closing. **Notification of any school closure, delay, or early dismissal shall be communicated in as timely a manner as possible.**

~~The Superintendent shall communicate the announcement to close school(s) in a timely manner. ¶~~

LEGAL REFS.: M.G.L. [71:4](#); [71:4A](#)

Cross Reference ~~(emergency planning policy)~~: Policy 3503 Security

Policy 3504 Emergency Evacuation Drills

Policy 3504.01 Emergency Planning Policy

Policy 5713 Emergency Medical and Safety Plans

**Reviewed and referred by Policy Subcommittee on 12/18/20**

**First Reading on 1/19/21 ←**

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

**HEALTH AND SAFETY** **5700**

EMERGENCY MEDICAL AND SAFETY PLANS 5713

The Salem School Committee, to plan in advance for potential emergencies or disasters, directs the Superintendent to develop and maintain plans and procedures that meet state preparedness requirements relative to student health, safety, fire, civil emergencies, and natural and human disasters.

The Superintendent, in consultation with appropriate school personnel, public safety and local Emergency Medical Service agencies, shall develop an Emergency Medical Response Plan for each school in the District. Each plan shall include the following:

1. A rapid communications method that links all locations of the school's campus, including outdoor facilities, with local Emergency Services as well as protocols that clarify when EMS and other emergency contacts shall be called;
2. A list of relevant contacts, with telephone numbers, and a protocol that indicates when each individual shall be called, including names of experts to help with post-event support;
3. A method of efficiently directing first responders and other emergency personnel to any location on campus, including the location of available rescue equipment;
4. Safety precautions and plans designed to prevent injuries and accidents in classrooms and on the campus; and
5. A method for training in CPR, first aid and other safety measures for teachers, athletic coaches, trainers and other relevant school staff; this may include CPR and other relevant safety training for interested middle and high school students.

This emergency plan shall be updated and submitted to the state at least every three years by September 1<sup>st</sup> or when any new construction or other physical changes are made to the school campus. The Superintendent shall inform the School Committee when said plans and procedures, new and revised, have been submitted.

The Salem School Superintendent shall establish a District Safety Committee to support implementation of this policy. Building principals shall regularly conduct fire and Emergency Response drills and procedures to give students practice in orderly, timely movement to designated areas as well as to give staff practice in fulfilling their assigned responsibilities in building evacuation, **medical emergencies**, and other emergency procedures.



Legal Reference: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

Cross References - Policy 3503 Security  
Policy 3504 Emergency Evacuation Drills  
Policy 3504.01 Emergency Planning Policy  
Policy 5109 Emergency Closing  
Policy 5713 Emergency Medical and Safety Plans

Reviewed and referred by Policy Subcommittee on 12/18/20  
First Reading on 1/19/21

~~STUDENTS AND INSTRUCTION 5000 HEALTH AND SAFETY 5700 ¶~~

~~EMERGENCY MEDICAL AND SAFETY PLANS 5713 Approved: 25 February 2013~~

**STUDENTS AND INSTRUCTION**

**5000**

**ATTENDANCE**

**Annual Review**

**5100**

CHILDREN OF SALEM PUBLIC SCHOOLS ~~AND FULL-TIME STAFF~~  
CITY OF SALEM EMPLOYEES ATTENDING SALEM PUBLIC SCHOOLS

5102.02

Notwithstanding the Salem Public Schools’ non-participation in School Choice in any given year, children of the Salem Public Schools and/or City of Salem employees (SPS and/or City Employees), whether full- or part-time ~~full-time (school year and calendar year) staff of the Salem Public Schools~~ may attend the Salem Public Schools free of charge on a space available basis after approval of the annual School Committee budget. Transportation both to and from the school district must be provided by the parent/guardian, at no cost to the school district.

The superintendent each year will make a determination as to the space available at each grade level. If the superintendent determines that the spaces available at each grade level are not sufficient to make an immediate decision to accept the child of the full-time staff member, the superintendent will delay that decision until at least August 1<sup>st</sup>. At that time, the superintendent will make his or her final determination regarding space availability and request that the School Committee approve his or her recommendations.

Once children of SPS and/or City Employees ~~full-time staff~~ are accepted into the Salem Public Schools they will have a right to complete their education there through graduation, as long as the parent continues in the employment of the Salem Public Schools or City of Salem, and assuming that the student meets the same academic and behavioral expectations of any other student in the Salem Public Schools.

Children of SPS and/or City Employees ~~full-time staff~~ who are enrolled as students in the Salem Public Schools may finish the school year regardless of the employment of their parents, provided that the period of time since the discontinuance of employment and the end of the school year does not exceed three (3) calendar months.

A child of an SPS and/or City Employee ~~full-time staff~~ who has continuously attended Salem High School for the three (3) years prior to his or her senior year, may complete the final year at Salem High School, regardless of the employment of his or her parents.

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~~Approved: November 5, 2012~~ ¶

~~Approved: August 10, 2015~~

**Reviewed and referred by the Policy Subcommittee on 12/10/20**

**First Reading on 12/21/20**

**Second Reading on 1/19/21**

**STUDENTS AND INSTRUCTION** 5000

**INSTRUCTIONAL PROGRAM** 5200

POLICY ON ANIMALS IN SCHOOL 5224

The Salem Public Schools is committed to providing a high quality educational program to all students in a safe and healthy environment. Consistent with this commitment, it is the policy of the Salem Public Schools that no animal shall be brought to school without prior permission of the building principal. Principals shall, in consultation with school nurses utilize the Massachusetts Department of Public Health publication “Guidelines for Animals in Schools or on School Grounds” and review student health records to determine which animals may be allowed in a school building. The decision of the principal shall be final.

### **Educational Program**

Use of animals to achieve specific curriculum objectives may be allowed by the principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the “Guidelines for Animals in Schools or on School Grounds” and any other conditions established by the principal to protect the health and well-being of students.

### **Student Health**

The health and well being of students is a high priority for Salem Public Schools. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

### **Service Animals**

Salem Public Schools does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. ~~Salem Public Schools will comply with Massachusetts and federal law concerning T~~ the rights of persons with guide or assistance dogs and ~~will permit~~ allow such animals on school premises and on school transportation after ~~submission of~~ submitting certification of a current rabies vaccine and documentation of good health from a veterinarian.

For purposes of this policy a “service animal” includes any dog that has been individually trained to do the work or perform the tasks for the benefit of an individual with a disability.” ~~Under federal law, it may also include miniatures horses where reasonable modifications in policies, practices or procedures can be made to permit the use of a~~

miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.

~~In accordance with applicable federal and state law, Salem Public Schools “shall make reasonable modifications in policies, practices or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”~~

Service animals are not pets but are animals that are specially trained to perform some of the functions and tasks that individuals with disabilities cannot perform themselves.

There are several kinds of service animals that assist individuals with disabilities.

Examples of such service animals include, but are not limited to, guide dogs or seeing eye dogs that assist individuals who are blind or have severe sight impairments; animals that alert individuals with hearing impairments to sounds; animals that pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and animals that assist mobility impaired individuals with balance.

Salem Public Schools shall not assume or take custody or control of responsibility for any service animal or for the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property or facilities caused by the service animal. ~~, including but not limited to clean up, stain removal, etc. ¶¶~~

If, in the opinion of the principal or designee, any service animal is not in the control of its handler or if it is not housebroken, the service animal may be excluded from the school or program. The service animal also can be excluded if it presents a direct and immediate threat to others in the school. In such situations, the parent/guardian of the student having custody and control of the service animal will be required to remove the service animal from school district premises immediately.

If any student or staff members assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the service animal will be required to remove the service animal to a different location designated by the principal or designee and an alternative plan will be developed with appropriate Salem Public Schools’ staff. Such plan could include the reassignment of the person having custody and control of the service animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction to the service animal. In this case, an alternate transportation plan will be developed in coordination with appropriate Salem Public Schools’ staff and the parents/guardians of the student.

When a student will be accompanied by a service animal at school or in other facilities of the Salem Public Schools on a regular basis, the student and his/her parents/guardians as well as the service animal’s owner and any other person who will have custody and control of the service animal will be required to sign a document acknowledging that they have read and understand the Salem Public Schools Policy on Animals in School.

The Superintendent of Schools or designee shall be responsible for developing administrative procedures to accommodate a student's use of a service animal in school district facilities and on school transportation vehicles.

### **Animals Prohibited from School**

Any fur-bearing animal is susceptible to the serious and fatal disease of rabies. Infected animals can transmit this disease to students and staff. Based upon the recommendations of the Massachusetts Departments of Public Health and Education, the following animals are expressly prohibited from the Salem Public Schools unless the Superintendent of Schools approves an exception in advance:

Wild Animals and Domestic Stray Animals – Due to high incidence of rabies in bats, raccoons, foxes, skunks, and other wild carnivores, these animals (whether alive or dead) should not be permitted in school buildings or on school grounds under any circumstances.

Fur-Bearing Animals – Pet dogs, cats, wolf-hybrids, ferrets and other fur-bearing animals may pose a risk of transmitting rabies as well as parasites, fleas and other disease and injuries. As detailed above, this prohibition does not apply to guide, hearing or other service animals or law enforcement animals. These animals may be allowed in school buildings or on school grounds with proof of current rabies vaccination.

Bats – Bats pose a high risk for transmitting rabies and should not be brought into school buildings or on school grounds and bat houses should not be installed on school buildings or on school grounds.

Poisonous Animals – Spiders, venomous insects, poisonous snakes, reptiles and lizards are prohibited from school buildings and school grounds for safety reasons.

LEGAL REF.: [Americans with Disabilities Act](#); [IDEA](#); [Section 504 of the Rehabilitation Act](#); 28 C.F.R. Part 35

**Approved by School Committee: March 16, 2015**

**Reviewed by  
Policy Subcommittee on 12/10/20 and referred for 1st Reading on 12/21/20**

**First Reading 12/21/20**

**Second Reading 1/19/21**

**~~on 12/10/20 for 1st reading~~**

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

**STUDENT CONDUCT** **5400**

**DRUG USE** **5404**

The School Committee does not tolerate use, service, possession, or consumption of any drugs at any school or at any school function whether the function takes place on or away from school property. Students and/or their guests **who are under the influence of drugs while attending or participating in a school-sponsored activity will be barred or removed from the activity in progress and may be subject to further disciplinary action.**

**This policy shall be posted on the district’s website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law.** For pertinent information, refer to the appropriate student handbook.

Legal Reference: MGL 71:37H; **MGL 71:96-**

**Cross Reference: Drug Free Workplace Policy**

**EXISTING POLICY:**

~~The School Committee does not tolerate use, service, possession, or consumption of any drugs at any school or at any school function whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to penalties up to and including expulsion as well as criminal prosecution spelled out in the student handbook and by state and federal law.~~

~~Refer to the Memorandum of Understanding between the Salem Public Schools and the Salem Police Department in the Procedures Manual.~~

~~For pertinent information, refer to the appropriate student handbook.~~

~~First Reading: October 19, 2015~~

~~Second Reading: November 2, 2015~~

Reviewed and referred by Policy Subcommittee on 12/10/20

First Reading 12/21/20

Second Reading 1/19/21

<b>FISCAL MANAGEMENT &amp; NON-INSTRUCTIONAL OPERATIONS</b>	<b>3000</b>
<b><u>TRANSPORTATION</u></b>	<b>3600</b>
STUDENT TRANSPORTATION SERVICES	3601

**1. Statement of Purpose & Scope of Policy**

**A.** The purpose of school transportation is to get pupils who live an unreasonable walking distance from home to school and back in an efficient, safe, and economical manner. Other purposes consistent with this definition include the provision of transportation for academic field trips in direct support of the curriculum and transportation for the support of the co-curricular program (e.g., music, drama, athletics).

**B.** It is the intention of the School Committee to comply with the letter and spirit of the Massachusetts General Laws Chapter 71, Section 68 and other laws pertinent to the transportation of pupils, and these shall govern any questions not covered by specific declaration of policy herein.

MGL Ch. 71, section 68 states that “if the distance between a child’s residence and the school s/he is entitled to attend exceeds two (2) miles and the nearest school bus stop is more than one mile from such residence . . . , the school committee (city) is responsible for providing transportation to students in grades K-6.

The school committee may assess fees to the transported students in grades 7-12 up to the amount sufficient to cover the costs incurred by the district; provided however, that no student eligible for free or reduced lunch, under the federal school lunch program, shall be required to pay the fee.

**2. Mileage Limits for Entitlement to District-Provided Transportation**

**A.** The Salem School Committee has determined that student bus transportation shall be provided at no cost for students in grades K-6 in accordance with MGL CH. 71, section 68. The School Committee shall review and consider changes in these mileage limits on an annual basis as the transportation system and budget allow.

**B.** The School Committee, at its discretion and to the extent permitted by Massachusetts’ law, shall authorize transportation for a fee to students who are not entitled to District-provided transportation to and from school as stated above.

**C.** No mileage restrictions nor any fees, shall apply to the transportation of a student whose individualized education program (IEP) or Section 504 plan includes entitlement to school

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transportation. In addition, students who are identified newcomers by the English Learner office shall be eligible for bus transportation at no cost and with no mileage restrictions.

D. Students who show early warning signs of chronic absenteeism and the cause is determined to be a lack of transportation will be referred to the Superintendent (or designee) to proactively identify options for reducing transportation as a barrier to attendance.

E. A bus pass shall be required for each student who is transported by the Salem Public School District and will be issued to each eligible student. The bus pass is a valuable document and must be retained in order for students to ride the bus.

F. Neither rerouting an established bus route when said bus is at capacity ridership, nor the addition of a bus to create a new route, shall be required to accommodate a request for transportation for a fee. When either rerouting or adding a bus is the only way to accommodate a request for paid transportation, that request will be denied. The last student who purchased transportation (or receives FRL ride privileges) on a given route would be the first student to be denied transportation if that route should exceed capacity. Prorated fees would be refunded.

G. When a student transported for a fee is suspended from school, due to a violation of her or her school's code of conduct or is denied transportation due to violation of the transportation code of conduct for students, neither the student nor his or her parent or guardian shall be entitled to reimbursement of any part of the fee paid for transportation, except when the suspension is for the remainder of the school year. Reimbursement shall be made pro rata, based on division of the fee by the number of months in the school year.

**H. Eligibility for Transportation and Controlled Choice.** Under the Salem School Committee's student assignment policy, parents have the opportunity to select a school other than their neighborhood school. Busing will be provided for those children who enroll in a school other than their neighborhood school only if they meet the distance eligibility requirements detailed above and are consistent with the objectives of policy 5103 "Controlled Choice Student Assignment Policy." For all others, transportation is the responsibility of the parent.

**I. Late Bus Transportation.** "Late bus" transportation is for those students who stay past the normal dismissal times for school-related purposes at the middle school and high school. On occasion, when funds allow, "late bus" service will be provided to students at the elementary school level in conjunction with academic support programs.

**J. Rider Eligibility.** Any persons who are not employees and/or Salem students are not entitled to District transportation and are prohibited from Salem School District busses.

### 3. Superintendent Exception and Annual Review

In special circumstances, and in a limited number of cases, the Superintendent shall have the authority to make exceptions to this policy when a student's or family's circumstances may

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require additional supports.

The School Committee shall review this policy annually.

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Legal Reference: Policy 5103, "Student Assignment"  
M.G.L. c. 71 §§ 7A, 68  
29 U.S.C. §794 (Sec. 504 of the Rehabilitation Act of 1973)  
34 C.F.R. Part 104

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Approved by School Committee June 15, 2015

Reviewed by the Policy Subcommittee on 11/26/19, 12/10/19, 2/27/20, 5/18/20, 7/13/20 and 11/20/20

Referred for 1<sup>st</sup> reading by the Policy Subcommittee on 11/20/20

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First Reading on 12/7/21

Second Reading on 12/21/21

Third Reading on 1/19/21

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**STUDENTS AND INSTRUCTION**

5000

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**INSTRUCTIONAL PROGRAM**

5200

STUDENT PUBLICATIONS

5217

The School Committee commits to ensuring freedom of expression by its students and will encourage student publications for their educational benefit and as a means for students to express responsibly their views.

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The right of students to freedom of expression in the Salem Public Schools shall not be abridged, provided that such right shall not cause any disruption or disorder within the school, as defined by MGL Chapter 71, Section 82. Disagreement with, or offense taken at, the views expressed by a student shall not amount to a "disruption or disorder" within the meaning of this policy. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish and disseminate their views, (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the school principal or his/her designee.

The School Committee recognizes that in order to achieve the goal of determining whether or not a student publication will cause disruption or disorder within the school, as defined by Section 82 of Chapter 71 of the general laws, prior review of the student publication by the administration is necessary. The faculty advisor shall deliver the student publication with time and date stamped upon it for review by the school administrator designated by the superintendent for the sole purpose of determining whether or not such publication will cause disruption or disorder within the school as defined by the statute before school-sanctioned print or online publication. The designated administrator shall not delay or prevent such publication unless he/she finds that such publication will cause disruption or disorder within the school as defined by the statute. Such a determination by the designated administrator shall be made in writing to the superintendent, faculty advisor, and student editors of the publication within 3 school days after receiving such publication, exclusive of Saturdays, Sundays, and legal holidays. After receipt of the publication from the faculty advisor, a failure to respond in writing by the designated administrator within the prescribed timeframes shall operate as a determination that such publication will not cause disruption or disorder within the school as defined by the statute and the publication may be published and distributed without further review or delay

Commented [1]: May want to think about changing language to reflect online publications

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Commented [2]: Policy SC wants to discuss with Student Advisory Council and SHS school leaders to better understand how this works now in practice.

Commented [3R2]: UPDATE 11/20/20 - Sent to all 3 HS principals to review back in July. They were all fine with it. Also sent to Colby for review. She has not gotten back to us on it (pinged her again on 11/19).

Commented [4]: What is the role of social media? If the student newspaper has a social media account - that is included...but if an individual student is posting on their own account, that is a separate issue and the student handbook rules apply. Colby, please clarify.

Regardless of such review by the school administrator designated by the superintendent, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students.

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Legal Reference: MGL 71:82

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**Reviewed by Policy Subcommittee on 2/6/20, 7/13/20, and 11/20/20**

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APPROVED: 1/ 9/06  
Reviewed: October 2015

**Referred for 1<sup>st</sup> reading on 11/20/20 pending final review by Attorney Brunt**

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**First Reading on 12/7/20**

**Second Reading on 12/21/20**

**Third Reading on 1/19/21**

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**STUDENTS AND INSTRUCTION 5000**

**INSTRUCTIONAL PROGRAM 5200**

**PARENTAL NOTIFICATION OF COURSES INVOLVING HUMAN SEXUALITY 5222**

The following statement of policy applies to the Salem Public Schools, pursuant to Massachusetts General Laws Chapter 71, Section 32A, which designates that parents and guardians will be notified of any curriculum which primarily involves human sexual education or human sexuality issues, allows parents/guardians to exempt their children from any portion of said curriculum through written notification to the school principal, without penalty, and makes instructional materials for said curricula reasonably accessible to parents, guardians, and others for inspection and review.

**Commented [JC1]:** Added by Atty Brunt during legal reference review 12/17/20

At the high school level, said courses will:

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Be listed and highlighted in the Program of Studies from which the students choose their courses;

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Designate the specific topics included which primarily involve human sexuality education;

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In specific courses, which contain a definite strand pertaining to human sexuality, such as Health, the teacher will notify all parents/guardians of the probable timeline for teaching to provide parents/guardians with a reasonable period to review course materials and curriculum.

At the middle and elementary schools, the principals, teachers, and/or school nurses will notify parents/guardians in writing prior to teaching said curriculum. The notification will include the specific topics to be covered.

**Deleted:** If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Parents/guardians may exempt their child from any portion of the curriculum, which primarily involves human sexuality issues without penalty to the student by sending a letter to the school principal requesting an exemption.

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While it is the intent of the Salem School Department to provide parents/guardians with reasonable notice prior to teaching curriculum dealing with human sexuality, there may be occasions when an impromptu discussion may occur where such notice cannot be provided.

Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.

To the extent practicable, program instructional materials for these curricula will be made reasonably accessible to parents/guardians, educators, administrators and others

**Commented [JC2]:** Added by Atty Brunt during legal reference review 12/17/20

A parent/guardian who is dissatisfied with the notice given regarding human sexuality, their access to instructional materials or the exemption of a student under this policy should report this in writing to the building principal to begin the Complaint Procedure as described in Policy #1507.

Legal Reference: MGL. c. 71 s. 32

~~See Administrative Guidelines Approved: 1/9/06~~

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~~Approved by Policy Subcommittee: October 2015~~

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~~Reviewed by the Policy Subcommittee and referred on 12/3/20~~

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**STUDENTS AND INSTRUCTION**

**5000**

**CLASS SIZE**

**5300**

CLASS SIZE

5300

The Salem School Committee recognizes the desirability of achieving optimum teaching/learning environments by assuring workable class sizes. To this end, the committee recognizes that it is desirable to establish class maximums, subject to educational and financial considerations. In order to maintain healthy, safe, and effective classrooms, the superintendent may adjust class sizes, subject to the provisions of the relevant collective bargaining agreements where applicable.

**Commented [1]:** Threw this in for your consideration based upon review of other districts' policies. There are no legal references or requirements other than what has been agreed to by the unions and management in the collective bargaining agreements.

**Deleted:** Refer to negotiated agreement between the Teachers' Union and the Salem School Committee.

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~~Approved: 1/9/06~~

~~Reviewed: October 2015~~

Reviewed and referred by Policy Subcommittee on 12/3/20

First Reading 12/7/20

Second Reading 12/20/20

Third Reading 1/19/21

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

**STUDENT CONDUCT** **5400**

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STUDENT CONDUCT 5400

All schools will prepare and distribute a student handbook that includes the mission and vision of the school as well as expectations for conduct and general procedures. School handbooks will be developed by school leaders, in consultation with School Councils, and approved by the Superintendent. School leaders and councils will review handbooks annually to consider changes and to ensure compliance with School Committee policy, state and federal laws.

Legal Reference: MGL 71:37H

~~Approved by School Committee: January 2016~~

Reviewed by Policy Subcommittee and referred for 1st reading on 12/3/20

First Reading 12/7/20

**Second Reading 12/21/20**

Third Reading 1/19/21

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**STUDENTS AND INSTRUCTION 5000**

**STUDENT CONDUCT 5400**

**HAZING 5401**

~~The Salem Public Schools, pursuant to Massachusetts General Laws Chapter 269, Sections 17, 18, and 19, prohibits any form of hazing by school sponsored student activities/teams, and all unaffiliated student activities/teams utilizing the school name or its facilities.~~

In accordance with Massachusetts General Laws, the School Committee hereby deems that no student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Commented [1]: Added by Atty Brunt during legal reference review 12/17/20

Hazing is defined as any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly, endangers the mental or physical health of a student or other person, regardless of the individual's willingness to participate.

Implied or expressed consent of a person or persons to hazing shall not be a defense against discipline under this policy.

Any student or staff member that witnesses, has knowledge of or suspects hazing shall, to the extent that such person can do so without danger or peril to himself or others, report it immediately to a building administrator. All reports of hazing will be forwarded to and investigated by the building principal.

Commented [2]: Added by Atty Brunt during Legal Reference Review 12/17/20

A violation of the Hazing Policy may also be a violation of civil or criminal law. Hazing is a mandatory reportable act included in the Memorandum of Understanding with the Salem Police Department, and principal organizers and participants will be reported.

Where school policy and civil law overlap, or where criminal prosecution is pending or foreseen, the school will initiate disciplinary action of its own on the same infraction and impose penalties in accordance with due process and discipline procedures, independent of civil and/or criminal authorities.

On or before October first of each year, the high school principal will certify to the Department of Education that:

The Hazing Policy has been issued to all students and every group, team, and organization sponsored, recognized or permitted to use the school name or facilities;



The school has obtained an acknowledgement of their receipt of the law, its distribution to all participants and applicants for participation, and an agreement to comply with the policy;

The Salem School Committee has approved a disciplinary policy regarding organizers of and participants in hazing which is appropriately emphasized in the student and teacher handbooks;

The high school has a disciplinary policy regarding hazing which is available to any person upon request; and

The disciplinary policy has been filed with the **Department of Education** Bureau of Student Services as required by MGL 71:37H.

Commented [3]: Added by Atty Brunt during legal reference review 12/17/20

The Superintendent is directly responsible for enforcing and communicating this policy. Principals and administrators are responsible for:

Implementing the policy in their building/department;

Reviewing this policy with all faculty, staff, and students within their jurisdiction annually;

Monitoring the execution of this policy at the building level.

Any student or employee who after an appropriate investigation is found to have engaged in hazing will be subject to disciplinary action up to and including ~~expulsion or~~ termination of employment.

Legal Reference: MGL. c. 269 s. 17, 18, 19

~~Approved: 1/9/06~~

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~~Reviewed by School Committee October 2015~~

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~~Reviewed by Policy Subcommittee and referred for 1st reading on 12/3/20~~

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**STUDENTS AND INSTRUCTION**

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**STUDENT CONDUCT**

**5400**

**PROHIBITION OF BULLYING AND CYBERBULLYING**

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**1. Bullying and Cyberbullying Prohibited**

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The Salem School Committee, recognizing its obligation under M.G.L. c. 71 § 37O, and also its general obligation to ensure the safety, welfare, and equal access to educational programs and services for all students, declares that bullying and cyber-bullying, as defined herein and in the aforementioned statute and its duly adopted implementing regulations, shall be prohibited in the Salem Public Schools.

**2. Definition of Terms**

For purposes of this policy, the following terms shall be defined as shown:

A. "Bullying" shall mean the repeated use by one or more students *or school staff member* of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyberbullying.

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B. "Cyberbullying" shall mean bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

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C. "Hostile environment", a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

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D. "Perpetrator", a student who engages in bullying or retaliation.

E. "School grounds", property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

F. "Victim", a student against whom bullying or retaliation has been perpetrated.

### 3. Specific prohibitions

A. Bullying, as defined herein, shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

B. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited.

### 4. Responsibility of School Personnel

A member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, shall immediately report any instance of bullying or retaliation the staff member has witnessed or become aware of to the principal or to the school official identified in the plan as responsible for receiving such reports or both. Upon receipt of such a report, the school principal or a designee shall promptly conduct an investigation. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee shall: (i) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against a perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of a perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

### 5. Principal's Responsibility

Each school principal or the person who holds a comparable position shall be responsible for the implementation and oversight of the plan at her/his school.

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## 6. Reporting of Bullying

The superintendent shall see to the establishment of a standardized reporting procedure, appropriate for the student's age and grade level, for use by any student who believes she/he has been or is the victim of bullying or **cyberbullying**, as herein defined. Any report received by any school administrator, teacher, or support employee that a student has been, is being, or may be a victim of bullying or cyber-bullying shall be investigated as prescribed in the district's bullying prevention plan, and appropriate action shall be taken based on the outcome of the investigation. No student shall be deemed to be a perpetrator of bullying or **cyberbullying**, except as the conclusion of an investigation of a report of bullying or **cyberbullying**.

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## 7. Bullying As a Matter for Disciplinary Action

A. The victimization through bullying or **cyberbullying** of a student by another student may, based on all the pertinent circumstances as known, be deemed to be a disciplinary matter by the building principal, and shall be dealt with accordingly.

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B. Nothing set forth herein, or in the Salem Public Schools anti-bullying plan, shall be understood by an employee of the Salem Public Schools, or by any other person, to require or recommend a course of action that violates any student's rights under: the federal Individuals with Disabilities Education Act; Section 504 of the federal Rehabilitation Act of 1973; the Family Educational Rights and Privacy Act (FERPA); the Massachusetts student records law and its implementing regulations; a student's right to appropriate forms of due process of law as recognized in federal and Massachusetts case law; any provision of the Massachusetts General Laws that establishes student's civil rights; or any other federal or state statute or regulation that is germane to student discipline and to matters arising under facts that show or may tend to show the perpetration of bullying or **cyberbullying** by one student upon another.

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## 8. Implementation of Prevention Plan

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The Superintendent of Schools shall see to the full implementation of the Salem Public Schools' bullying prevention plan, as adopted by the Committee on December 20, 2010, and as may be amended from time to time thereafter.

### Legal References

M.G.L. c. 71 § 37O (Mass. Anti-Bullying Law)  
603 C.M.R. 49.00 (Anti-Bullying Regulations)  
MGL c. 71 § 37H (Code of Conduct Law)  
603 CMR 53.00 (Student Discipline Regulations)  
20 U.S.C § 1232G (FERPA)  
M.G.L. c. 71 § 34E (Student Records Confidentiality Law)  
603 C.M.R. 23.00 (Student Records Regulations)  
29 U.S.C. § 794 ("Section 504")  
MGL c. 71B (Mass. Special Education Law)  
603 CMR 28.00 (Special Education Regulations)

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~~Approved: 3/20/2011~~

~~Reviewed by Policy Subcommittee October 2015~~

~~Reviewed by Policy Subcommittee and referred for 1st reading on 12/3/20~~

~~First Reading on 12/7/20~~

~~Second Reading on 12/21/20~~

~~Third Reading on 1/19/21~~

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STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	5400
ALCOHOL USE BY STUDENTS	5403

The use, service, possession, or consumption of any alcoholic beverage at any school or school function is prohibited, whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to a penalty of being barred from any future school sponsored activities, as well as being excluded from the function in progress. Additionally, any student who is under the influence of alcohol prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

For pertinent information, refer to the appropriate student handbook.

Legal Reference: MGL 71:37H; MGL 272:40A.

~~Approved by School Committee November 2015~~

Reviewed and referred by Policy Subcommittee on 12/3/20

First Reading 12/7/20

Second Reading 12/21/20

Third Reading 1/19/21

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- Deleted: The use, service, possession, or consumption of any alcoholic beverage at any school or school function is prohibited, 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.
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- Deleted: For pertinent information, refer to the appropriate student handbook.
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- Commented [1]: Handbook requirement
- Commented [2]: Section 40A. Whoever gives, sells, delivers or has in his possession any alcoholic beverage, except for medicinal purposes, in any public school building, or on any premises used for public school purposes and under the charge of a school committee or other public board or officer, shall be punished by imprisonment for not more than thirty days or by a fine of not more than one hundred dollars, or both; provided, however, that a school committee of a city, town or district may authorize a public or nonprofit organization using a public school building with its permission during non school hours to possess and sell alcoholic beverages therein provided such nonprofit organization is properly licensed under the provisions of section fourteen of chapter one hundred and thirty-eight.
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**STUDENTS AND INSTRUCTION** 5000

**STUDENT CONDUCT** 5400

STUDENT DRESS 5411

The Salem Public Schools believe that student dress should not distract from the learning process and should be congruent with the district's health and safety requirements. Each school will be responsible for establishing a dress code or school uniform guidelines that promote inclusivity and are respectful of evolving cultural norms. Decisions regarding an acceptable dress code will be made by the respective school leadership team in consultation with the Superintendent.

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Reviewed and referred by the Policy Subcommittee on 11/20/20

First Reading 12/7/20

Second Reading 12/21/20

Third Reading 1/19/21