

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



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

Mayor Dominick Pangallo, Chair

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

DATE POSTED: November 16, 2023

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on November 20, 2023 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/89473318667?pwd=ZEsrYzJUM0JOT0YxY3JLV0tGSndpZz09>

Passcode: 404750

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.

The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.

B. Live Spanish Interpretation.

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

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

C. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the following link to sign up and submit your comment electronically: <https://forms.gle/fWkvSeURPsnCtRVA9>. 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 Krista Perry at kperry@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. Approval of minutes of Regular SC meeting held on November 6, 2023
- B. Approval of Warrants: **11/9/23** - \$350,521.08; **11/16/23** - \$534,429.59
- C. Approval of Salem High School Basketball Team to Orlando, FL from 12/19/23-12/23/23
- D. Approval of Salem High School to New York City from 4/5/24-4/7/24
- E. Approval of Salem High School Jazz Ensemble to New Orleans, LA from 4/11/24-4/13/24

IV. Public Comment

See above instructions for participating in public comment.

V. Student Showcase - Carlton Innovation School

VI. Superintendent's Report

- A. Athletics Advisory Committee Report and Recommendations (Strategy 3.3)
- B. Finance Update (Strategy Strategy 4.1)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

X. Finance & Operations Report

XI. Subcommittee Reports

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & 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. Manny Cruz
Sra. Amanda Campbell



Sra. Beth Anne Cornell
Dra. Kristin Pangallo
Sra. Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

FECHA DE PUBLICACIÓN 16 de noviembre de 2023

REUNIÓN ORDINARIA DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **reunión regular del Comité Escolar el 20 de noviembre de 2023 a las 7:00 p.m.** Esta reunión se **llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace a continuación.

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

<https://us06web.zoom.us/j/89473318667?pwd=ZEsrYzJUM0JOT0YxY3JLV0tGSndpZz09>

Contraseña: [404750](#)


I. Convocatoria a la Sesión Abierta

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

Lectura en voz alta: El Comité Escolar de Salem desea escuchar al público sobre temas que afectan al distrito escolar y que están dentro del alcance de las responsabilidades del Comité. Se ofrecerá interpretación al español para quien lo necesite. Los miembros del Comité Escolar desean recordar al público que los estudiantes de las Escuelas Públicas de Salem asisten regularmente a las reuniones del Comité Escolar. Animamos a todos los participantes de la reunión a modelar un discurso público respetuoso y productivo para nuestros jóvenes estudiantes.

b. Interpretación al español en vivo

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

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

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/fWkvSeURPsnCtRVA9> Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de

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finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Krista Perry en kperry@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

- a. A. Aprobación del acta de la reunión ordinaria del Comité escolar celebrada el 6 de noviembre de 2023
- b. B. Aprobación de las órdenes de pago: **9-nov-23** - \$350,521.08; **16-nov-23** - \$534,429.59
- c. C. Aprobación de Salem High School Equipo de Baloncesto a Orlando, FL de 19-dic-23-23-dic-23
- d. D. Aprobación de Salem High School a la ciudad de Nueva York de 5-abr-24-7-abr-24
- e. E. Aprobación de Salem High School Jazz Ensemble a Nueva Orleans, LA de 11-abr-24-13-abr-24

IV. Comentario Público

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

V. Exhibición del estudiante - Escuela Carlton Innovation

VI. Reporte del Superintendente

- a. Informe y recomendaciones del Comité Asesor de Deportes (Estrategia 3.3)
- b. Actualización sobre finanzas (Estrategia 4.1)

VII. Reporte de la Estudiante Representativa

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

X. Reporte de Finanzas y Operaciones

***Sra. Mary A. Manning
Sr. Manny Cruz
Sra. Amanda Campbell***



***Sra. Beth Anne Cornell
Dra. Kristin Pangallo
Sra. Veronica Miranda***

Alcalde Dominick Pangallo, Preside

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- XI. **Reportes de los Subcomités**
- XII. **Inquietudes y Resoluciones del Comité Escolar**
- XIII. **Clausura**

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

“Las personas que requieran ayuda auxiliar y servicios para una comunicación eficiente tal como un intérprete de lenguaje de señas, un dispositivo asistente para escuchar; o material impreso en formato digital o una modificación razonable de programas, servicios, políticas, o actividades, puede ponerse en contacto con el Coordinador ADA de la Ciudad de Salem al (978) 619-5630 a la brevedad y no más de 2 días laborales antes de la reunión, programa o evento.”

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
November 6, 2023

On November 6, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Ms. Mary Manning, Dr. Kristin Pangallo, Ms. Amanda Campbell and Ms. Veronica Miranda

Members Present Virtually: Mr. Manny Cruz and Ms. Beth Anne Cornell

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Dr. Kimberly Talbot, Ms. Ellen Wingard, Mr. Christopher O'Donnell, and Mr. Marc LeBlanc

Others in Attendance Virtually: Ms. Laura Assade

Call of Meeting to Order

Mayor Pangallo calls the meeting to order at 7:00 p.m. and requests a call of attendance. He explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

Attendance

Mayor Pangallo recognizes the attendance with members absent and joining virtually. Dr. Pangallo motions for approval and seconded by Ms. Campbell.

Ms. Campbell	Present
Ms. Cornell	Present Virtually
Mr. Cruz	Present Virtually
Ms. Manning	Present
Dr. Pangallo	Present
Ms. Miranda	Present
Mayor Pangallo	Present

Approval of Agenda

Mayor Pangallo requested a motion to approve the Agenda. Dr. Pangallo motions for approval and seconded by Ms. Campbell. A roll call vote was taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes

Ms. Campbell Yes
Mayor Pangallo Yes
Motion Carries 7-0

Approval of Consent Agenda

Mayor Pangallo requested a motion to approve the Consent Agenda. Dr. Pangallo motions for approval and seconded by Ms. Miranda. A roll call vote is taken.

Mr. Cruz Yes
Ms. Manning Yes
Dr. Pangallo Yes
Ms. Cornell Yes
Ms. Miranda Yes
Ms. Campbell Yes
Mayor Pangallo Yes
Motion Carries 7-0

Public Comment

Ms. Lisa Hansen-Damato, 53 Hawthorne St., notes she would like to speak briefly in regards to the agenda item pertaining to the Salem College students requesting the consideration to change the name of the Saltonstall School. Ms. Hansen-Damato notes this particular school community has been through a lot and underwent a lot of changes already and hopes this is considered as this discussion unfolds. This is a community that has gone through good and bad changes. This should be a thoughtful process and would like to think of the practical implications in regards to this decision.

Student Showcase - Bentley Academy Innovation School

Ms. Trahn notes the Bentley students this evening will review what they have learned regarding important components of multiplication. The students will be sharing their learning in English as well as Spanish language. Students discuss the breakdown of the distributive property and what it is. Students have learned multiplication, division, and equal groups.

Superintendent Dr. Zrike acknowledges all of the 3rd grade teachers from Bentley School who attended the School Committee meeting and acknowledged their hard work and commitment to each student.

Superintendent's Report

- A. Technology Update from Executive Director of Instructional Technology- Marc LeBlanc

Mr. Marc LeBlanc noted the technology plan development and reviewed which strategy from the strategic plan the technology department could focus on. The four priorities from the strategic plan are to accelerate academic achievement for all students, engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet

the needs of all students, elevate the voices of students, parents and families to tap into their funds of knowledge, and lastly fully integrate practices and guidelines district wide to build efficiencies and optimize impact.

Salem Public Schools IT Mission statement believes in using fostering independent learners, focus on our students' growth, and families having access to resources and communication tools. Priorities discussed include students, educators, family and community, and data. Providing students have the appropriate skills and independent equitable access to the information they need for current and future success.

Educators have clear pathways to the information and tools needed to create innovative, high-rigor tasks for students. Family and community members have access to technology training and resources in support of their students' learning. Data is accurate, accessible, comprehensible, and can be utilized for transparency in decision making, all while maintaining appropriate confidentiality.

Essential resources and three year budget estimates noted are elementary student, middle student, high school student, educator, and classroom hardwares. Estimated yearly total for 2024 is \$736,650. Mr. LeBlanc reviews the yearly cost for 2025, 2026, and 2027 as well. The organizational chart is reviewed to explain the person and the roles on the IT team.

Future personnel opportunities include potential involvement of library spaces, rethinking the role of the Digital Learning Coach, and strategizing support of applications and data integrations as more resources become digital and data access becomes a premium commodity.

Ms. Manning asks about the Elementary school hardwares and budget requests

Mr. LeBlanc notes the age of the units plays a large factor and the devices at Carlton and Horace Mann have not been replaced in a long time. Some schools have less students but more devices needed. The budgeting for each school is just an estimate. Mr. LeBlanc would plan to sit down with each principal to see if they could undertake the technology projects to update all devices.

Ms. Cornell notes she appreciates the mission statement for the IT department and stating a clear "why". How does his team know "when" technology is the appropriate tool? How does professional development look moving forward?

Mr. LeBlanc notes he firmly believes using a pen and paper is what to do and at times using a laptop is the best practice. This is a large discussion to be had with the academics team vs the IT team on deciding pen to paper learning vs laptop/tablet learning. When technology is the right fit in learning. Is taking notes on a computer vs paper best? Mr. LeBlanc plans on working closely with Dr. Talbot to decide what is the best way to learn for students.

Ms. Cornell notes the professional development for computer literacy for various teaching opportunities?

Mr. LeBlanc notes the professional learning academy is offered. It is one Thursday monthly lead by one of the IT coaches and a variety of different topics.

Dr. Pangallo asks Mr. LeBlanc to discuss students who have different needs beyond the classroom. How is the data accessed internally and for students' families?

Mr. LeBlanc notes each device allows students different settings and guides to engage with their learning outside of the classroom. At times specialized hardware may need to be purchased for the student based on their needs. Data informed instruction is important and there is extensive data cleaning to be done and making sure accurate and making sure when data is entered and replaced it is done correctly. Now we are in a great place and what can be done with the data now.

Dr. Zrike also notes we are working on building an external facing database regarding the strategic plan where families have the option to view as well. We would like the public to be able to see the updates happening and see how we are doing with the strategic plan.

Student Representative Report

none

Old Business

none

New Business

- A. Deliberation and vote on approval to reappoint Dr. James Picone to the Essex Tech School Committee. Ms. Campbell makes a motion and Ms. Miranda seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

- B. Deliberation and vote on approval to accept the donation of a 2024 Mustang GT from Ford Motor Company and McGovern Ford of Saugus, MA to the ACE program at Salem High School. Ms. Campbell makes a motion and Ms. Miranda seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

- C. Letter received from Salem State students requesting the renaming of Saltonstall School. Ms. Campbell makes a motion to move this agenda item to the Building and Grounds subcommittee. Mayor Pangallo motions this agenda item is best to be moved to the Policy subcommittee rather than Building and Grounds. Ms. Miranda seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Finance & Operations Report

none

Subcommittee Reports

- A. Policies for first reading:
- 2100 Superintendent of Schools - no substantial changes
 - 2101 Administrative Goals - no substantial changes

Ms. Cornell notes Policies 2100 and 2101 do not need to be first readings as they both had no substantial changes made. For 2100 there just needs to be a legal check done.

School Committee Concerns and Resolutions

Mr. Cruz provides notice to the School Committee members that we are on the eve of another evaluation of our Superintendent. Over the next few weeks, Mr. Cruz will provide all School Committee members with the evaluation tool and a rough timeline to have this completed. Mr. Cruz and Dr. Zrike will be scheduling a future COW meeting to give Dr. Zrike to provide an overview of evidence of the evaluation process.

Dr. Zrike notes himself and Ms. Manning had a recent meeting with Peabody Veterans Memorial High School and discussed how we can offer the most CTE programs regionally. Right now there are students who would like access to different programs through different school districts. The

plan is to figure out how other school districts can work together to offer each student more options for CTE programs. This is a generational right for the region.
Ms. Manning notes this meeting was an investment from all angles to continue to work on this.

Ms. Campbell notes a reminder that November 7th is voting for School Committee members and City Council.

Adjournment

Ms. Campbell makes a motion to adjourn. Seconded by Mr. Cruz.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Meeting adjourned at 8:30PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information

School	SALEM HIGH School	Grade Level(s)	Date of Request:	Date of Field Trip:	
Trip Planner	THOMAS DOYLE	9-12	11/5/23	12/19/23	
Contact Info	Phone: 978 836 8471	# of Students:	12-15	Depart:	Return:
	Email: tdoyle@salemk12.org			12/19/23	12/23/23
Destination	Name: ORLANDO, FLORIDA	Location and Duration			
Destination Address		<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state			
Funding Source	For Bus: For other (admissions costs, etc.): ALL MONEY ALREADY RAISED	<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip			

II. Learning and Accessibility

Instructional Alignment	Accessibility and Inclusion for All Students
<input type="checkbox"/> Alignment: The trip is aligned to grade-level standards. <input type="checkbox"/> Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. Comments:	*District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. <input checked="" type="checkbox"/> I understand these requirements. Comments:

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

Has the school nurse been notified of this field trip? ~~~~~ to be reviewed 11/30/23 ~~~~~ <input type="checkbox"/> Yes <input type="checkbox"/> No	Has the roster of students been shared? Have medical concerns been reviewed? ~~~~~ <input type="checkbox"/> Yes <input type="checkbox"/> No	Will a nurse be needed for this field trip? ~~~~~ <input type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature: <i>R. Likins RN</i>		Date: 11/9/23

IV. Food Services

Has the school's cafeteria manager been notified of this field trip? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will students be eating lunch at school or on the field trip? <input type="checkbox"/> At school <input type="checkbox"/> On field trip	Are bag lunches needed for this trip? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: NOTHING REQUIRED		

V. Transportation

Transportation needed:	<input type="checkbox"/> Bus (Complete Transportation Request Form and send to dbido@salemk12.org and vfaundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: PLANE
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks

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

School Principal Signature: <i>[Signature]</i>	Date: 11/13/23
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To; Superintendent of Schools, Dr. Stephen Zrike

CC; File

From: Principal, Glenn Burns

Date: 11/5/23

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

This is to recommend the Salem High School Basketball Team be given permission to travel to Orlando, Florida. The trip will take place from December 19th-23rd, 2023. The trip will give the student/athletes the opportunity to bond with their teammates, create lifelong memories, and attend the theme parks. The trip will be chaperoned by Mr. Tom Doyle who is the varsity basketball coach as well as a teacher at Salem High School along with three of his assistant coaches. A list of students with permission forms will be provided after the team has tryouts. There will be at least 1 chaperone for every 4 students. The team has traveled in 2018, 2019, 2021, and 2022. All student/athletes will be required to check with their teachers before leaving to acquire any work to be missed and be required to bring their chromebook and given time to complete that work. Upon return student/athletes will attend extra help sessions during crew to make up any work if necessary. Fundraising has gone very well this year and more opportunities will be available to all potential student/athletes and this trip will be fully funded. The past four trips were fully funded and no student/athlete had to pay out of pocket. Thank you for your consideration.

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

Please call me if you have any questions or concerns.

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information					
School	Salem High School	Grade Level(s)	Date of Request:	Date of Field Trip:	
Trip Planner	Amie Capodanno/Lori Marena	11	Nov 3, 2023	April 5-7 2024	
Contact Info	Phone: 617-335-6612		# of Students:	Depart:	Return:
	Email: lmarena@salemk12.org		30	4/05/24	4/07/24
Destination	Name: New York City- Travel Study ENL3		Location and Duration		
Destination Address	New York City		<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state		
Funding Source	For Bus: SSU For other (admissions costs, etc.): SSU Expansion Grant FC175		<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment <input type="checkbox"/> Alignment: The trip is aligned to grade-level standards. <input checked="" type="checkbox"/> Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience. Comments: College course through Salem State- Travel Study- Architecture of Memory-	Accessibility and Inclusion for All Students *District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. <input type="checkbox"/> I understand these requirements. Comments:

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Katryn Purnum RN</i>		Date: 11/3/23

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> At school <input checked="" type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments:		

V. Transportation		
Transportation needed:	<input type="checkbox"/> Bus (Complete <i>Transportation Request Form</i> and send to dbido@salemk12.org and vfaqundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: <u>SSU provided</u>
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 11-6-23



GROUP QUOTATION

Salem State University
Attn: Eileen Fitzgerald

November 01, 2023

Ref: 440470164 SHS SSU Early College NYC

Dear Eileen,

We are pleased to offer you prices for the above-mentioned group as follows. Prices are given NET per person and have been discounted by 3% for payment by wire transfer, ACH, cash or check. Prices are based on shared accommodation in twin or double rooms unless otherwise stated. Prices are based on a departure date of 05-APR-2024. All prices are offered in US Dollars.

Minimum Paying	Price	Plus Free Places (in Twin/Double)
45	US\$ 897.00	0
40	US\$ 912.00	0
35	US\$ 919.00	0
30	US\$ 927.00	0
25	US\$ 930.00	0

Single Room Supplement:	US\$ 406.00
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Prices are based on accommodation at the following hotels, or similar properties, subject to availability at the time of reservation (please note that triples and quads, if offered, are limited in number and therefore subject to availability):

Date	City	Hotel Name	Nights	Meals
05-APR-24	New York City	Holiday Inn Express Wall Street	2	Continental Breakfast

Our prices include the following land services:

Date	City	Service	Qty
05-APR-24	Boston Area	Transfer to Boston for 8:15 AM train to NYC; lunch; faculty-led visits on foot and by subway; dinner	1
05-APR-24	Boston	Private coach for one way transfer between Salem (MA) and Boston	1
05-APR-24	Boston	Rail ticket one way Boston to New York Amtrak Northeast Regional coach class	1
05-APR-24	New York City	Transport pass - 7-Day Metrocard Unlimited bus and subway (most economical for stays of 3 days or longer)	1
05-APR-24	New York City	Picnic Lunch in Central Park (Fruit, Sandwich, Cookie, Drink)	1
05-APR-24	New York City	Meal at Rosies Mexican Restaurant in the East Village - tlayuda or enchiladas, one side, soft drink	1

06-APR-24	New York City	Sightseeing on foot and by subway; 9/11 Museum; MoMA; lunch and dinner	1
06-APR-24	New York City	Entrance Fee to the 9-11 Memorial And Museum - Young Adult Rate: Ages 13-17	1
06-APR-24	New York City	Patrizia's (Manhattan location) - family style group meal with salads, pasta dishes, dessert and soft drinks	1
06-APR-24	New York City	Entrance Fee to the Museum Of Modern Art - School Student Rate	1
06-APR-24	New York City	3-course dinner at Ellen's Stardust Diner On Broadway (chips & salsa, burger or similar, ice cream plus soft drink)	1
07-APR-24	New York City	AM Ellis Island/Statue, lunch in Chinatown, 2:08 PM train to Boston (arr 6:24 PM), bus to Salem	1
07-APR-24	New York City	Round Trip Cruise to Liberty and Ellis Islands (from NY or NJ). Includes time on Liberty Island and also the Ellis Island Museum if desired. School letterhead required prior to booking.	1
07-APR-24	New York City	Golden Unicorn Chinatown Dim Sum Lunch with soup and tea or soft drink	1
07-APR-24	New York City	One way North Eastern Regional Amtrak coach class rail ticket to Boston	1
07-APR-24	Boston	Private coach for one way transfer between Salem (MA) and Boston	1

This offer is valid for 7 days unless otherwise agreed. Our Terms & Conditions accompany this offer in a separate, attached document. They are also available online at www.oexplora.com.

I do hope that our offer will meet with your approval. Should you require any adjustments to this itinerary, please let us know, and we will be happy to reprice accordingly.

Thank you for considering OExplora for your group travel needs.

Sincerely,

David

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information				
School	Salem High School	Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	Cynthia Napierkowski & Ben Chertok	9-12	November 2, 2023	April 11 - 13, 2024
Contact Info	Phone: 978-790-1511	# of Students:	20	Depart:
	Email: cnapierkowski@salemk12.org / bcchertok@salemk12.org			Return:
Destination	Name: New Orleans (various sites - see attached itinerary)	Location and Duration		
Destination Address	See attached itinerary	<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state		
Funding Source	For Bus: _____ For other (admissions costs, etc.): Family funding, fundraising, and donations/grants	<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to grade-level standards. <input checked="" type="checkbox"/> Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience.	Accessibility and Inclusion for All Students *District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. <input checked="" type="checkbox"/> I understand these requirements.
Comments:	Comments:

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>R. Williams</i>		Date: <i>11/2/23</i>

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>N/A</i>	<input type="checkbox"/> At school <input checked="" type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: <i>All meals included</i>		

V. Transportation		
Transportation needed:	<input type="checkbox"/> Bus (Complete <u>Transportation Request Form</u> and send to dbido@salemk12.org and vfagundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: <i>N/A</i>
If traveling by bus:	Pick Up Time: <i>N/A</i> Pick Up Location: _____	Return Time: _____ Return Location: _____

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: <i>11/3/23</i>

Salem High School 2024 Music Trip
New Orleans with Jazz Band Clinic & French Quarter Music Festival
3 Days/2 Nights
April 11 – 13, 2024



All times and activities are subject to change

The French Quarter Festival takes place on this weekend:

There is no cost to attend any of the performances. Over 20 stages take over the French Quarter throughout the four-day weekend, starting early in the day and going on through the night (11 a.m. – 8 p.m.) to celebrate local music and represent every genre from traditional and contemporary jazz to R&B, New Orleans funk, brass bands, folk, gospel, Latin, Zydeco, classical, cabaret, and international.

You can't try all the restaurants individually during one trip to New Orleans, but you can try a lot of them during this weekend. The only costs are for food, beverage, and merchandise purchases on festival grounds. In order to keep this festival free and open to the public, outside food and beverages are prohibited. There's jambalaya, blackened catfish po-boys, crawfish étouffée, Cajun meat pies, deep fried cupcakes, white chocolate bread pudding at festival food booths operated by some of New Orleans finest restaurants, open throughout the festival weekend. Be sure to bring cash to get your fill of the great food and drinks available (and to help fill the musicians' tip jars).

Thursday, April 11, 2024 – Day 1:

**a.m. Arrive at a local airport at least two hours prior to the flight time
Transportation from your school to the airport arranged on your own**

7:05 a.m. JetBlue #401 departs Boston Logan Airport for MSY (New Orleans Airport)

10:15 a.m. Arrive at MSY, New Orleans, LA

NOTE: The time is 1 hour earlier in New Orleans

Claim luggage and load onto bus and depart for New Orleans

Once off the plane, please proceed to lower level one to claim luggage at baggage claim. Then go up to passenger terminal on upper level two. Proceed outside to commercial lane to meet the motor coach in the Transportation Center

a.m. Time for lunch on your own and to stretch your legs and to enjoy some performances at the French Quarter Festival

p.m. Depart for your hotel

**p.m. Arrive at local hotel, Hampton Inn, or equivalent, subject to availability
Check in and freshen up for dinner and exploration!**

p.m. Dinner at local restaurant

p.m. Watch fireworks over the Mississippi, subject Festival 2024 schedule

p.m. Return to hotel for the night

Friday, April 12, 2024 – Day 2:

8:00 a.m. Flow in for deluxe continental breakfast at the hotel

9:00 a.m. Depart for the New Orleans Jazz Museum

9:30 a.m. Admission to the New Orleans Jazz Museum for a self-guided tour
Housed in the historic Old U.S. Mint, strategically located at the intersection of the French Quarter and the Frenchmen Street live music corridor, the New Orleans Jazz Museum is in the heart of the city's vibrant music scene. Allow 1-2 hours.

11:30 a.m. Lunch and sightseeing in the French Quarter on own

12:30 p.m. Private tour and concert at the Preservation Hall, subject to availability
Concerts are inclusive of a brief history of Preservation Hall, 45-minute concert, performed by a six-piece Preservation Hall Band, and 15-minute question and answer session with the musician

2:30 p.m. Depart for Swamp Tour

3:30 p.m. Set Sail on a 2 Hour Swamp Boat Tour
Your guide will take you through the wild and exotic swamps of Louisiana. You'll learn about the swamps and get to see alligators, raccoons, snakes, and other wildlife

6:30 p.m. Dinner at local restaurant

OPTION: For an additional \$85 per person instead of dinner at a local restaurant, 2-hour Student Dinner Cruise aboard the Steamboat Natchez

The Steamboat Natchez is a stern-wheel steamboat featuring a narrated Mississippi River tour of the port of New Orleans

Enjoy live entertainment by the Grammy nominated Dukes of Dixieland, the oldest traditional jazz band in the U.S. as you are treated to a delicious Buffet Dinner featuring a tremendous selection of classic, southern dishes

p.m. Stop at Café du Monde for coffee & beignets

The original Café du Monde Coffee Stand was established in 1862 in the New Orleans French Market – serving coffee and fresh beignets

9:30 p.m. Depart for the hotel

Saturday, April 13, 2024 – Day 3:

NOTE: An outdoor performance for your jazz band will be arranged on this day. Performance at National WWII Museum, subject to availability. This will include rental and delivery of drum set, keyboard, vibraphone, and amplifiers to the site. Price for rentals will be determined once performance location is confirmed.

8:00 a.m. Flow in for deluxe continental breakfast at the hotel

9:00 a.m. Meet tour guide in lobby of the hotel for a 90-minute Jazz Walking Tour of New Orleans
NOTE: Any entrance fees are at an additional cost on your own

10:30 a.m. Tour ends. Depart for Tulane University



domestic & international tours+travel

- 11:30 a.m.** Arrive at Tulane University for guided tour, jazz band clinic, and lecture presentation, subject to availability. All clinics will take place in the music department rooms and last approximately 75 minutes
NOTE: Most universities provide larger instruments for clinics.
- p.m.** Time for lunch on campus on own
- p.m.** **Lecture presentation**
New Orleans music history - discussion about the evolution of jazz and popular music, and their roots in New Orleans
- p.m.** **Admission to the National WWII Museum**
The WWII Museum's exhibits encompass the invasion of Normandy, the Home Front during WWII and the Pacific theatre of operations. Visit the US Freedom Pavilion which showcases the Arsenal of Democracy and iconic WWII aircraft
- p.m.** **"Beyond All Boundaries" 45-minute 4D film (seats vibrate/snow falls etc.) in the Solomon Victory Theater.** Learn about the events of Pearl Harbor in this fabulous film produced and narrated by Tom Hanks
- p.m.** **Depart for the New Orleans International Airport (MSY)**
- p.m.** **Dinner on own at the Airport**
- NOTE:** It is important to arrive at least 2 hours prior to your departure time to ensure that the entire group makes it through security. **Time for lunch on your own at the airport.**
- A:26 p.m.** **JetBlue #1300 departs for Boston Logan Airport**
- 11:37 p.m.** **Arrive at Boston Logan Airport**
Transportation from the airport to your school arranged on your own

6800 Jericho Turnpike • Suite 120W • Syosset, NY 11791 • Tel. 516-334-2400 • 800-896-3858 • Fax 516-334-2466

Email: info@FourWindsTours.com • Web: www.FourWindsTours.com

"THE STUDENT TRAVEL SPECIALISTS SINCE 1994"



Ben Chertok, Coordinator of Music
77 Willson St., Salem MA 01970
bchertok@salemk12.org

Mr. Glenn Burns, Principal
77 Willson St.
Salem, MA 01970

Dear Mr. Burns,

I am writing on behalf of the SHS Jazz Ensemble to respectfully request permission to attend the planned trip to New Orleans on April 11-13, 2024. An itinerary and student roster are attached.

All chaperones have been or will be completing CORI checks and/or fingerprinting as required by the district. The jazz band has already begun raising the necessary funds to attend these events and are anxious to obtain official approval to attend. This is truly marvelous opportunities for our students to participate in unique educational, musical, social, cultural experience.

Should you have any questions, please do not hesitate to contact me at the high school at 978-740-1136.

Sincerely yours,

A handwritten signature in blue ink that reads "B. Chertok" with a long, sweeping underline.

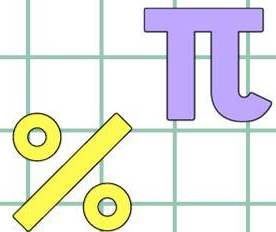
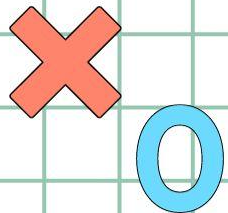
Benjamin Chertok

Coordinator of Music



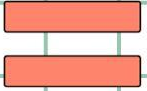
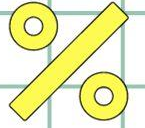
**Math Workshop
at
Carlton Innovation School**

Monday, November 20, 2023



π

What does math workshop look like?



P2

Math

Looks Like

- Everyone working
- All students sitting present at the area of instruction
- Supplies being used correctly
- Team work

Sounds Like

- Math talk
- Kind words
- Low volume

Feels Like

- Safe, fun, & fair
- Respect for ourselves, others, & learning

Math Workshop

Math Schedule

- 10 min Warm-up
- 10 min Mini-lesson
- 30 min Centers
- 5 min Exit Ticket
- 5 min Debrief

Student's Job

- On task, solving problems
- Practicing math skills
- Listening & Learning
- Participating

Teacher's Job

- Teach about math
- Answer questions
- Listening & Learning from YOU
- Working with Students

E2

MATH WORKSHOP

Looks Like

- Students are actively doing their math work
- Students Solving Problem
- Students and teachers staying on task
- Teachers are helping students
- Students are helping students
- During mini-lesson students are present
- Students know what they are doing

Sounds Like

- When playing a game
- Using table talk
- Having on task conversation
- Students and teachers talking about math
- Using table talk during partner work
- Math talk being on task
- Quick when sharing

Math Workshop

Teacher's Job

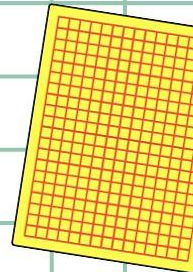
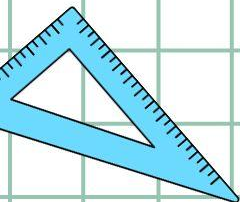
- Help students who are struggling on a problem
- Having different strategies to teach students
- Teach students about math and how it connects to the real-world
- Keep students on task
- Make math fun!
- Explain or show how to do a math skill
- help learn/teach math

Student's Job

- Students helping students
- Helping what you need to do by actively listening
- Learn more about different types of math
- Work hard, put in the effort and try your best
- Follow directions
- Work hard to be perfect

What is Math Workshop?

- 1 Do Now (5 minutes)
↳ Settle in, get out materials, prepare to start class.
- 2 Opening (10 minutes)
↳ Number Talk, activator
- 3 Mini-Lesson (10-15 minutes)
↳ "I can learn to..." After mini lesson Must Do written practice
- 4 Workstations (30 minutes)
↳ Fluency practice/games
↳ place value practice/games
↳ ST Math
↳ Guided math w/teacher
- 5 Debrief (5 minutes)
↳ whole class discussion of what we learned today.

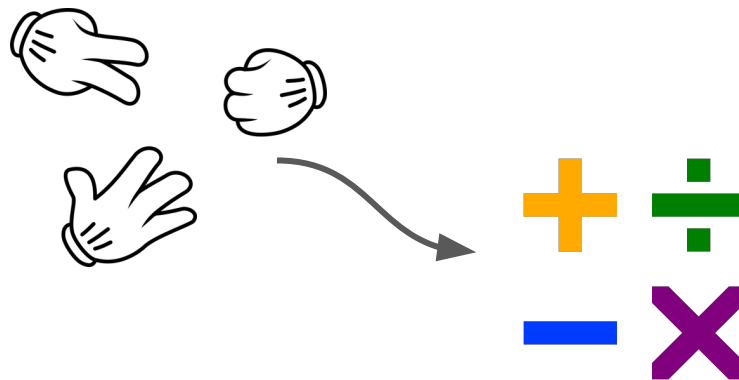


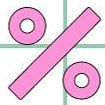
Activator

Salute



I Love Math





Fluency Work - Number Talks

Number Talk!

- What 2 numbers can you multiply in order to get 60?
- I can multiply ___ times ___ in order to get 60.

Number Talk 11/9/23

Giuseppe: $10 \times 6 = 60$

Julianna: $30 \times 2 = 60$

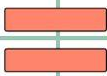
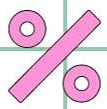
AJ: $15 \times 4 = 60$ (2 groups of 15 = 30
4 groups of 15 = 60)

Carter: $3 \times 20 = 60 \rightarrow 2 + 3 = 6$

Phoenix: $1 \times 60 = 60$
(Identity Property)

Lorelei: $12 \times 5 = 60$
($10 \times 5 = 50$, $2 \times 5 = 10 \rightarrow 50 + 10 = 60$)

Aedan: $20 \times 3 = 60$
 $2 + 2 + 2 = 6$ $20 + 20 + 20 = 60$
repeated addition

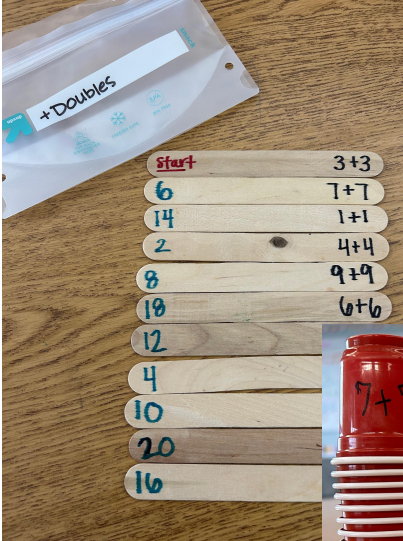


Individual Fluency Work

Bump



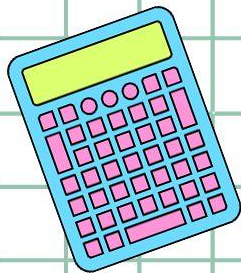
Start/Finish Sticks



Cups



Mini-Lesson



$$\frac{x}{3} - 8 = 6$$
$$\frac{x}{3} - 8 + 8 = 6 + 8$$
$$\frac{x}{3} = 14$$



2


Workshop Menu

3


1

4

Math Workshop Menu (1)



Mathematicians
Ripley
Cam
Lucy
Giorgina
Weston
Xavier




Mathematicians
Oliver
Sabine
Ramona
Soren
Rey
Darien

Work Choices


MUST do.







Candy Counting

Count the candy. Cut and glue to record the results on each box.





MAY do.




	Rotation 1	Rotation 2
Group 1	 	
	<p>Ella Nathan Valerie Aleah Flynn Theodore Theodore Oliver</p>	
Group 2		 
	<p>Sedona Jackson Sephie JP Mairelyn Marc-Joy Amelia Khai</p>	


Today's Menu 4/7

Partner practice: I can begin to use base-ten models to represent multiplication of decimals.

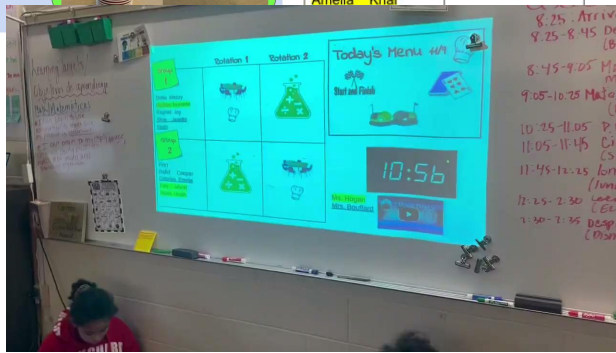


Ms. Hogan



5

6



8:25-8:45 Arrive
8:45-9:05 MIP
9:05-10:25 Math
10:25-11:05 P.E.
11:05-11:45 Dis.
11:45-12:25 Lunch
(Juno)
12:25-2:30 Lunch
2:30-2:35 Dis.
(Dora)

7

8

Workshop Menu - ST MaTH

ST Math...

Looks Like

- using scrap paper / a dry erase board
- Chromebook in front of you
- focused
- respecting materials
- ONLY using ST Math
- calm/safe bodies
- make sure you're in an O.L.L.
- trying your best
- stay in your spot

Sounds Like?

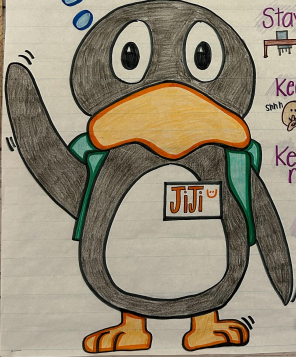
- voices off
- ST Math sound effects on low
- keys typing
- using writing utensils

Feels Like ♥

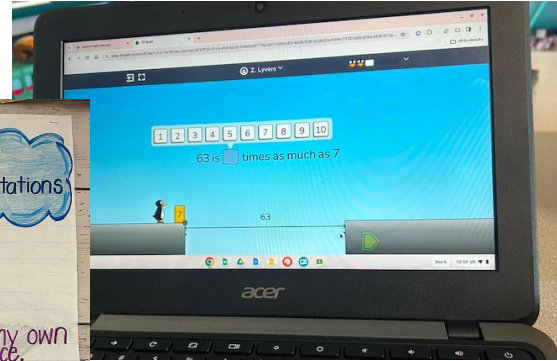
- challenging
- trying your best
- brain growing

ST Math Expectations

I can...



- Stay in my own Space.
- Keep my Voice Off. (Level 0)
- Keep my eyes on my Chromebook.
- Raise my hand if I need help.
- Keep trying and never give up!



1
2
5
6

3
4
7
8

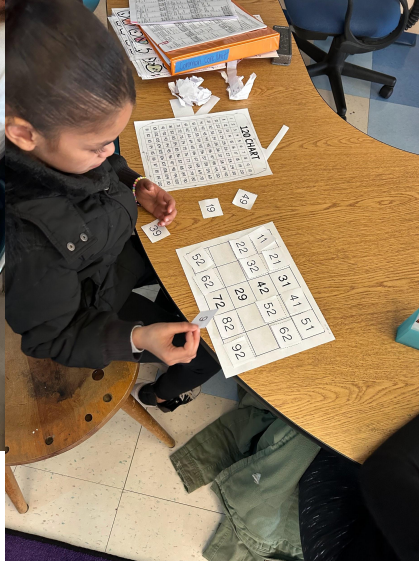
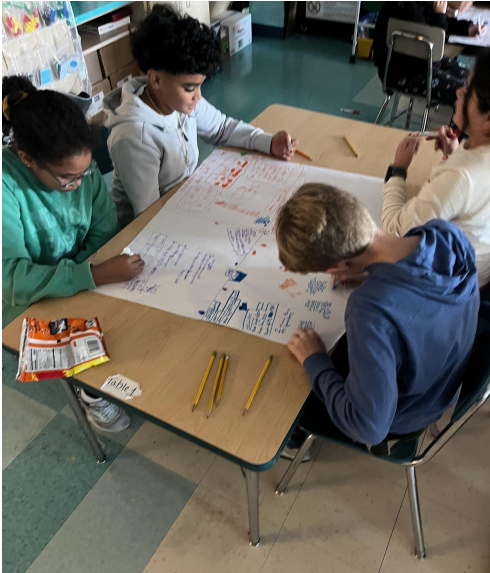
1

2

Workshop Menu - Independent Work

3

4



5

6

7

8

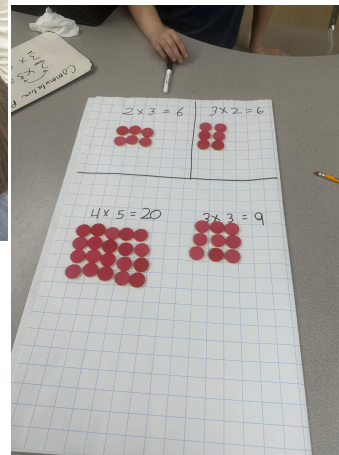
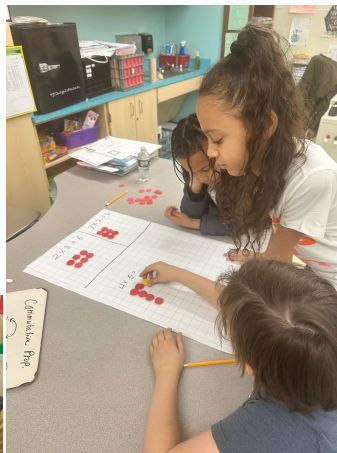
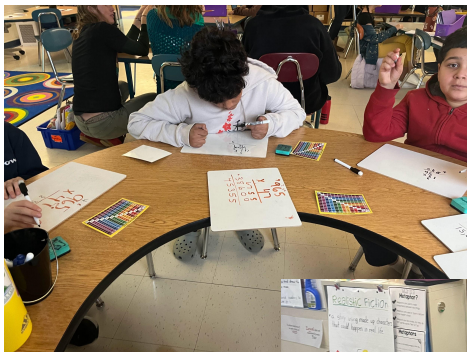
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Workshop Menu - Teacher Table

3

1

4

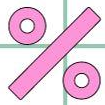


5

8

6

7



Closing

Commutative Property

Draw an array for each equation $7 \times 6 = \underline{\quad}$

$\underline{\quad} \times \underline{\quad} = \underline{\quad}$

Exit Ticket

Question 1/6

PLAY STOP

1 Carla wrote this number: 814,247
Travis wrote this number: 638,571

The digit 8 in Carla's number represents how many times what the digit 8 represents in Travis' number?

Exit Ticket (after re-teaching)

Ⓐ 10
Ⓑ 100
Ⓒ $\frac{1}{10}$
Ⓓ $\frac{1}{100}$

Ⓐ 100 because you need to multiply the 8 in Travis' number by 100 to get to Carla's number.

Ⓑ It is 10x greater because you need to multiply it 10 times to get the 4 in the tenthousands.

Ⓒ 4 because it said 10 times, so it would go in the hundreds.

Ⓓ 16

Use standard algorithm to find each product. Use a multiplication chart to help if needed.

381 x 7

$$\begin{array}{r} 381 \\ \times 7 \\ \hline 2177 \end{array}$$

26 x 42

$$\begin{array}{r} 26 \\ \times 42 \\ \hline 52 \end{array}$$

493 x 31

$$\begin{array}{r} 493 \\ \times 31 \\ \hline 493 \\ 14790 \\ \hline 15283 \end{array}$$

1092

$$\begin{array}{r} 1092 \\ \times 1092 \\ \hline 2184 \\ 9828 \\ 9828 \\ 10920 \\ \hline 119184 \end{array}$$

12,000

$$\begin{array}{r} 12,000 \\ 2,700 \\ 400 \\ 90 \\ 90 \\ 3 \\ \hline 15,283 \end{array}$$

493

$$\begin{array}{r} 493 \\ \times 31 \\ \hline 493 \\ 14790 \\ \hline 15283 \end{array}$$

Elementary Mathematics Office, Howard County Public Schools
This work was modified by the mathematics teacher.



SALEM ATHLETICS

Strategic Vision

Athletics Advisory Committee to the Superintendent

Our Committee

Founder

Beth Anne Cornell, Salem School Committee

Committee Chair

Rich Thornett, SPS Parent & SHS Assistant Girls Basketball Coach

Members from ...

Salem High School, Collins Middle School, Saltonstall, Unified Sports, community athletics organizations (baseball, basketball, soccer, softball, etc.), Salem Park, Recreation and Community Services, Salem YMCA, and others.



Proposal - Goals

- More Salem children in athletics
- Develop strong student connections to schools and community
- Engage traditionally underrepresented Salem children
- Create relationships between city and district athletics programs to better leverage resources and support a strong Salem athletics community



It was the best of times ...

↻ Witches Sports reposted



Phil Stacey @PhilStacey_SN · Nov 17

...

Not sure folks realize how remarkable this Super Bowl run for Salem High is.

They endured some dark days following their 1999 SB win, going 61-163 between 2000 & Fall 2 2021 season with 4 winless seasons.

Now they're 2 points shy of a perfect season & headed back to the Bowl.



Mission

- Engage more Salem children in recreational athletics
- Increase diversity of athletes

Happy side effects of broadening participation:

- Improve student mental and physical health
- Improve student academic performance
- Improve student engagement and school culture
- Promote equity and inclusion
- Retain students and increase district funding



Mission - Equity and Inclusion

Across the country, poor children and adolescents are participating far less in sports and fitness activities than more affluent youngsters are. Call it the physical divide.

–The New York Times

Our district:

- 58.5% non-white
- 60.3% low income
- 71.4% high needs
- 17.6% English language learners
- 25.5% with disabilities



Unified Sports

Meaningful opportunities for students with and without disabilities to compete and lead together on the court, in the classroom, and in the community. The goal is to spread inclusion into every corner of our school, city, and beyond.



Mission - Retention and Funding

[Salem High School] has been a frequent focus of attention in Salem, in part for sharply declining enrollment over the last 20 years. The school lost an average of 29 students each year after the 2006 academic year, down to its recent low of 803 students enrolled in 2021-22.

–The Salem News

~\$8.3 million => charter schools and school choice (2021-22)

- The “Flutie Effect”
- Retaining students increases our funding to serve our students.



Vision

Equitable pathways to:

- Engage more Salem children in recreational athletics
- Develop team-building, interpersonal, and athletics skills
- Participate in recreational and competitive athletics
- Participate in middle school and high school athletics

Foster inclusive practices to engage and invest in high needs and traditionally underrepresented populations toward elevating their participation in athletics and improving the quality of their athletics experiences.



Guiding Principles

- Equitable participation
- Tracking key metrics
- Community feedback
- Building systems, processes, and documentation



Tracking Key Metrics

		Overall	Boys			Girls		BIPOC		White		Low Income		High Needs	
Middle School	Student Athletes			%		%		%		%		%		%	
	Students			%		%		%		%		%		%	
		%	%	%	%	%	%	%	%	%	%	%	%	%	
High School	Student Athletes			%		%		%		%		%		%	
	Students			%		%		%		%		%		%	
		%	%	%	%	%	%	%	%	%	%	%	%	%	

Salem High School		Overall	Boys			Girls		BIPOC		White		Low Income		High Needs	
Baseball	Student Athletes			%		%		%		%		%		%	
	Students			%		%		%		%		%		%	
		%	%	%	%	%	%	%	%	%	%	%	%	%	
Basketball	Student Athletes			%		%		%		%		%		%	
	Students			%		%		%		%		%		%	
		%	%	%	%	%	%	%	%	%	%	%	%	%	
Cheerleading	Student Athletes			%		%		%		%		%		%	
	Students			%		%		%		%		%		%	
		%	%	%	%	%	%	%	%	%	%	%	%	%	
Cross Country	Student Athletes			%		%		%		%		%		%	
	Students			%		%		%		%		%		%	
		%	%	%	%	%	%	%	%	%	%	%	%	%	



Strategic Initiatives

- Partner with and grow city and community programs
- Unify and grow district programs
- Lower barriers to participation in district programs
- Upgrade facilities and optimize their use



Strategic Initiative #1

Partner with and grow city and community programs

1. Partner with community athletics programs and Salem Park, Recreation and Community Services and view them as extensions of district athletics.
2. Advocate for the promotion of community athletics programs by Salem Park, Recreation and Community Services.
3. Publish a listing of community programs and activities.
4. Actively promote community programs in schools, particularly during registration periods.
5. Leverage school staff and resources such as City Connects and Family Engagement Facilitators to actively match students with athletics opportunities.
6. Provide translation and interpretation services to community programs.



Sample Partnership—City, Community, District



**SAUGUS SPORTS
SUMMIT**
One town. One team

November 14, 2023
6pm - 7:30 pm
High School Complex
Front Foyer

Featuring the Saugus School Department, Saugus Youth & Recreation Department, Saugus Athletic Department and participating youth sport leagues, coaches and teams.

Come visit with coaches, players and Town officials to see how we can continue the great legacy and traditions of sports in Saugus, from youth programs all the way through high school.
Celebrating one Town, one team!



Strategic Initiative #2

Unify and grow district programs

1. View the district as a single athletics program and instill a shared vision for athletics participation that builds purposefully at each stage.
2. Foster collaboration between schools, coaches, and athletes at different levels across the district.
3. Actively seek and attract students for participation in athletics, particularly from underrepresented and high needs populations. Recruit BIPOC/multilingual coaches, athletics staff, and volunteers.
4. Create a city-wide culture of enthusiasm for district athletics programs through outreach, promotion, and programs (e.g. clinics and special game nights) to engage potential participants.



Culture Brewing @ Witches Football

When kids are invested in the school, it makes culture building so much easier.

–Glenn Burns, Salem High School Principal



Culture Brewing @ Witches Girls Volleyball

You don't need to be a championship team (yet!) to have a great culture.



Strategic Initiative #3

Lower barriers to participation in district programs

1. Offer high-quality, low-cost intramural athletics programs at our schools. Develop in-school offerings and improve after-school programs, working with community partners as appropriate.
2. Promote school and community athletics programs in Portuguese and Spanish.
3. Assess obstacles getting to and from district athletics programs and explore solutions to transportation impediments.
4. Explore how to help students balance work and personal commitments that hinder athletics participation.
5. Make food available to participants in after-school athletics, as activities can run well into the evening, especially on game days.



Strategic Initiative #4

Upgrade facilities and optimize their use

1. Improve athletics facilities as a key component of the high school redesign project.
2. Improve coordination with the City of Salem on issues such as facility design and use.
3. Review facilities with the City of Salem and community programs toward optimal and equitable use of fields, gyms, etc.
4. Engage the City of Salem and community programs to evaluate opportunities to relocate activities as means to increase participation and better serve athletes, particularly in underrepresented populations.
5. Partner with the City of Salem and community organizations toward a shared, equitable vision of facility usage. Advocate for strategic investments to build and renovate facilities to foster robust district and community athletics programs.



The Work Is Just Beginning

We have a vision, but now we have to see it through

- The Athletics Advisory Committee wishes to continue
- We recommend investment in district staff
 - Scope of effort is significant, many moving parts
 - Collaboration across schools, programs, and organizations—district, city, community
 - Management of many concurrent concerns and projects
 - Identification and activation of city and district resources
 - Advocacy for student-athlete and program needs
 - Community outreach



Athletics Committee Members ...

Wendell Aupont	Founder and Coach, Salem Witches Youth Softball
KC Bloom	Professor, Salem State University and Director of Community Relations, Salem Little League
Glenn Burns	Principal, Salem High School
Alicia Bushey	Transition Coordinator and Unified Sports Coach, Salem High School
Riley Christie	Athletic Director, Salem High School
Beth Anne Cornell	School Committee Member
Dave Gauthier	President, Salem Little League
Angie Giancola	Girls Volleyball Head Coach, Unified Champion Schools Liaison, and On-Track Facilitator, Salem High School
Gina GrinarmI	Swim Coach, Salem YMCA
Leo Higgins	Director of Cartoon League Basketball



... Thank You!

Bethann Jellison	Principal, Saltonstall School
Taylor MacDonald	Manager of Out of School Time Programs, Salem Public Schools
Brad Maloon	Connect For Success, Teacher and Part-time Athletics Organizer, Collins Middle School; Salem Children's Charity Chairperson
Chris Martin	Director of Salem Youth Soccer
Evelyn Oquendo	Athletic Director and Physical Education Teacher, Collins Middle School
Mia Riccio	Director of Multi-Tiered Systems of Support, Salem Public Schools
Alex Sanchez	Assistant Boys Basketball Coach, Salem High School
Rich Thornett	Athletics Committee Chair and Assistant Girls Basketball Coach, Salem High School
Sabrina Tosto	Recreation Coordinator, Salem Park, Recreation and Community Services



It's a Great Day To Be Great!



SALEM ATHLETICS



Salem Public Schools

Athletics Advisory Committee to the Superintendent

Strategic Vision

Introduction

The Athletics Advisory Committee to the Superintendent was established by the City of Salem School Committee on January 22, 2023, when it voted to approve a proposal^[1] by School Committee Member Beth Anne Cornell that set forth these goals:

- *To engage more Salem public school children in recreational athletics, giving them the opportunity to explore a variety of sports, experience the value of teamwork and sportspersonship, and develop strong connections to their schools and community through sports.*
- *To engage Salem children who have been traditionally underrepresented in city and school sports, including students of color, students for whom English is not their first language, immigrants, female-identifying students, and students with disabilities.*
- *To create relationships between city and district sports programs to better leverage resources and support a strong Salem sports community, similar in spirit to the all-city music program.^[1]*

Why do athletics warrant special attention? The Athletics Advisory Committee believes that increased investment in athletics can help the district address several important issues:

- Student Physical Health
- Student Mental Health
- Student Engagement and Academic Performance
- Equity and Inclusion
- Student Retention and District Funding
- Fun

Student Physical Health

The incidence of obesity among children has increased dramatically in recent decades, with about one-third of children in the U.S. currently being either overweight or obese. Being overweight in early childhood increases risk for later obesity. Lower income and ethnic minority status are associated with both obesity and type II diabetes in youth.^[2]

The decline of youth physical health is a national concern. As our district has high numbers of both lower income and ethnic minorities relative to the general population, we serve a high-risk population with regard to physical health. We view district athletics as part of the solution to get students more active and more healthy.

Student Mental Health

Recent national surveys of young people have shown alarming increases in the prevalence of certain mental health challenges—in 2019, one in three high school students and half of female students reported persistent feelings of sadness or hopelessness, an overall increase of 40% from 2009.^[3]

This statement was published *before* the COVID-19 pandemic, which has exacerbated the mental health struggles that young people are facing:

The COVID-19 pandemic has created traumatic stressors that have the potential to further erode students' mental wellbeing.^[4]

–CDC Acting Principal Deputy Director Debra Houry, M.D., M.P.H.

There is evidence that athletics are part of the solution:

73 percent of parents believe that sports benefit their child's mental health. And they are right! Participating in sports is associated with:

- *Lower rates of anxiety and depression*
- *Lower amounts of stress*
- *Higher self-esteem and confidence*
- *Reduced risk of suicide^[5]*

School connectedness is a key to addressing youth adversities at all times – especially during times of severe disruptions. Students need our support now more than ever, whether it's by making sure that their schools are inclusive and safe or by providing opportunities to engage in their communities and be mentored by supportive adults.^[4]

We believe that nurturing greater student participation in athletics and offering stronger programs is a key component of fostering school connectedness and an important step in the effort to address student mental health needs.

Student Engagement and Academic Performance

Participating in sports is associated with:

- *Improved teamwork, social skills, and social responsibility*
- *Improved life skills (e.g., goal setting, time management, work ethic, empathy, negotiation)*
- *Increased empowerment, personal responsibility, and self-control*

- *Improved educational and occupational skills (e.g., determination, perseverance, grit, resilience, critical thinking)*
- *Higher levels of academic achievement*^[5]

There is a large body of evidence showing the positive impacts of participation in athletics on personal and social skills and academic performance. We view a deeper investment in district athletics as additive to the culture of academic rigor that we are striving to build. The sense of “school connectedness” cited earlier is not only critical to student mental health, but also to overall school culture and student engagement. As pointed out during an Athletics Committee meeting:

When kids are invested in the school, it makes culture building so much easier.
 –Glenn Burns, Salem High School Principal

Equity and Inclusion

As a common denominator and shared passion, sport can build bridges between communities regardless of their cultural differences or political divisions. In times of conflict or instability, sporting activities can provide participants with a sense of normalcy.^[6]

Across the country, poor children and adolescents are participating far less in sports and fitness activities than more affluent youngsters are. Call it the physical divide.^[7]

Salem is a culturally and economically diverse city with a sizable (60.3% in 2022-23) low-income population^[8], and “equity is a core value within the Salem Public Schools”.^[9] Therefore we want to nurture connections across class and culture and eliminate “physical divides” through inclusive programs that foster opportunities for physical activity and athletics for all students.

Our district also has a significant population of students with high needs (71.4%) and disabilities (25.5%). (Percentages are from the 2022-23 school year.)^[8]

Participating in sports is associated with improved psychological and emotional well-being for individuals with disabilities.^[5]

We believe that programs such as Unified Sports are invaluable to our students with disabilities and that investing in athletics is critical to support the physical and mental well-being of our diverse student body.

Student Retention and Funding

Salem High School has made significant enrollment gains in the past two years^[8] (from 803 students in 2021-22 to 888 in 2022-23 and 955 in 2023-24; the 2023-24 figure is not yet published but comes from the district’s internal information system, ASPEN). The overall trend for the last 20 years, however, has been one of declining enrollment:

[Salem High School] has been a frequent focus of attention in Salem, in part for sharply declining enrollment over the last 20 years. The school lost an average of 29 students each year after the 2006 academic year, down to its recent low of 803 students enrolled in 2021-22.^[10]

We believe that student retention should be a top priority. Our district should pursue the largest, most talented, most vibrant student body our city can produce. It's also critical to maximizing the district's Chapter 70 benefits.

The district spent \$101,392,489.53 in the 2021-22 school year, of which \$86,918,068.22 was spent in-district.^[11] As funds travel with a student when they attend an out-of-district public school (e.g. Salem Academy Charter School or Essex North Shore Agricultural & Technical School), losing students means losing money. In 2021-22, \$14,474,421.30^[11] of the total budget was spent out-of-district. Retaining students keeps funding in the district and increases the capital we can deploy to serve our students.

We believe that strong athletics programs generate individual opportunities and contribute to a culture of enthusiasm in our schools that is a powerful attractor for students and families. While we had difficulty finding data on the impact of athletics on high school enrollment, research shows college athletics performance as being correlated with increases in applications and the academic quality of students applying. (This phenomenon carries the moniker the "Flutie Effect", named after quarterback Doug Flutie, who played for Boston College in the 1980's, won the Heisman Trophy, and executed one of the most famous plays in college football history. Two years after the famed play, applications to Boston College surged by approximately 30%.^[12])

Anecdotally, area schools such as Bishop Fenwick, St. John's Prep, and St. Mary's have invested in successful athletics programs that have garnered significant acclaim. Salem Academy Charter School, despite its high school being less than a third of the size of Salem High, has significantly expanded its athletics program over the last decade. (While we don't have numbers to report, members of our committee know athletes who have left the district to attend each of these schools.) Presumably these institutions, which market themselves to area families and are actively chosen by attendees, view athletics as a key strategic feature that attracts applicants and provides value to their bottom lines.

Fun

Oh, and athletics can be fun!

For youth, fun is named as the most rewarding part of organized sports participation.^[13]

As students navigate tests, homework, the MCAS, SATs, a pandemic, college applications, and the challenges of growing up ... it's important that they have fun, too. We believe that offering and supporting athletics programs that engage the body and spirit as well as the mind is core to the mission of our schools.

Summary

The City of Salem is home to a variety of opportunities for participation in privately run youth sports programs including football, soccer, basketball, baseball, and softball. District elementary and middle schools, as well as the Salem YMCA and Salem Park, Recreation and Community Services, also offer clinics and intramural opportunities to introduce district students to athletics. However, these programs can be more coordinated, integrated, and effectively promoted in order to attract and engage more children throughout Salem, especially our high needs students.

By expanding and improving our athletics programs, we grant more youth the opportunity to build skills and enthusiasm, positioning them with options for competitive athletics when older. The quality and competitiveness of our middle and high school programs also benefit from an expanded talent pool, which we believe has broad benefits in areas such as academic performance, student engagement, school culture, student retention, and funding.

Mission

To engage more Salem children in recreational athletics, giving them the opportunity to explore athletics, experience the value of teamwork and sportsmanship, and develop strong connections to their schools and community through athletics.

We aim to increase the number and diversity of students exposed to and participating in athletics and to improve the quality of their athletics experiences.

Broadening student participation in athletics and improving athletics programs is a critical district priority for a number of reasons, including:

- Improving student mental and physical health
- Improving student academic performance
- Improving student engagement and school culture
- Promoting equity and inclusion
- Attracting and retaining students
- Increasing district funding

Vision

Salem Public Schools, in collaboration with the City of Salem and community partners, supports, promotes, and facilitates city, community, and district athletics programs in providing equitable pathways for its students to:

- Engage in athletics at an early age
- Develop team-building, interpersonal, and athletics skills
- Participate in recreational and competitive athletics
- Participate in middle school and high school athletics

We foster inclusive practices to engage and invest in high needs and traditionally underrepresented populations toward elevating their rate of participation in athletics and improving the quality of their athletics experiences.

Guiding Principles

- **Equitable participation.** We want to attract traditionally underrepresented and high needs populations and provide support to elevate their rate of participation.
- **Tracking key metrics.** We want to measure participation and other relevant data to know where we stand and whether we're making progress. For every initiative we pursue, we should attempt to evaluate our efforts with data.
- **Community feedback.** We should be asking students, guardians, coaches, and partners for feedback to learn from their experiences.
- **Building systems, processes, and documentation.** We should be creating structures to onboard coaches and other athletics staff efficiently, relieve them of administrative burdens where possible, and avoid losing key institutional knowledge when staff members leave the district.

Strategic Initiatives

Overview

1. Partner with and grow city and community programs	2. Unify and grow district programs	3. Lower barriers to participation in district programs	4. Upgrade facilities and optimize their use
1.1 Partner with community athletics programs and Salem Park, Recreation and Community Services and view them as extensions of district athletics.	2.1 View the district as a single athletics program. Instill a shared vision for athletics participation that builds purposefully at each stage.	3.1 Offer high-quality, low-cost intramural athletics programs at our schools. Develop in-school offerings and improve after-school programs, working with community partners as appropriate.	4.1 Improve athletics facilities as a key component of the high school redesign project.
1.2 Advocate for the promotion of community athletics programs by Salem Park, Recreation	2.2 Foster collaboration among schools, coaches, and athletes at different levels across	3.2 Promote district athletics programs in Portuguese and Spanish.	4.2 Improve coordination with the City of Salem on issues such as facility design and use.

and Community Services.	the district.		
1.3 Publish a listing of community programs and activities.	2.3 Actively seek and attract students for participation in athletics, particularly from underrepresented and high needs populations. Recruit BIPOC/multilingual coaches, athletics staff, and volunteers.	3.3 Assess obstacles getting to and from district athletics programs and explore solutions to transportation impediments.	4.3 Review facilities with the City of Salem and community programs toward optimal and equitable use of fields, gyms, etc.
1.4 Actively promote community programs in schools, particularly during registration periods.	2.4 Create a city-wide culture of enthusiasm for district athletics programs through outreach, promotion, and programs (e.g. clinics and special game nights) to engage potential participants.	3.4 Explore how to help students balance work and personal commitments that hinder athletics participation.	4.4 Engage the City of Salem and community programs to evaluate and strategize the best use of public facilities as a means to increase participation and better serve athletes, particularly in underrepresented populations.
1.5 Leverage school staff and resources such as City Connects and Family Engagement Facilitators to actively match students with athletics opportunities.		3.5 Make food available to participants in after-school athletics, as activities can run well into the evening, especially on game days.	4.5 Partner with the City of Salem and community organizations toward a shared, equitable vision of facility usage. Advocate for strategic investments to build and renovate facilities to foster robust district and community athletics programs.
1.6 Provide translation and interpretation services to community programs.			

Initiative 1: Partner with and grow city and community programs

1.1 Partner with community athletics programs and Salem Park, Recreation and Community Services and view them as extensions of district athletics.

Programs offered by community organizations in Salem serve to introduce district students to athletics and assist them in developing fundamental skills, enthusiasm, and awareness of further opportunities for recreation, health, and wellness.

As these programs offer opportunities for students to have fun, socialize, and improve their physical and emotional health, Salem Public Schools should build and leverage partnerships with area athletics programs to support their growth. Doing so builds pathways for students who wish to play middle and high school sports, as community programs are the primary provider of early athletics engagement and development. Greater youth participation develops a larger pipeline of talent for competitive teams at the middle and high school levels.

We believe that the district should pursue, develop, and maintain beneficial partnerships with city and community programs and that district schools and athletics programs stand to benefit from helping community programs grow.

Salem Park, Recreation and Community Services has partnered with district coaches to offer youth clinics in the past and has interest and funds to do more of these clinics. But not all district coaches are aware of this opportunity and it's unclear whose role it is to facilitate these collaborations. We suggest that the district establish clear points of contact toward an ongoing dialogue with Salem Park, Recreation and Community Services to fully take advantage of opportunities to partner and create youth programming.

1.2 Advocate for the promotion of community athletics programs by Salem Park, Recreation and Community Services.

Salem Park, Recreation and Community Services operates a variety of youth athletics programs and clinics. Activities over the past year include the Travel Basketball League, a weekly spring/summer rugby program, clinics in lacrosse, street hockey, weightlifting, and an introduction to sports.

Local community organizations offer clinics/lessons and leagues with full seasons (multiple months, practices, and games) in baseball, basketball, football, hockey, soccer, softball, swimming, etc. Much, if not most, youth athletics programming is run by these community organizations. As such, we recommend that the district and the city, through Salem Park, Recreation and Community Services, develop a strong partnership to better promote community programs and build a robust city and district culture of youth athletics participation.

Specifically:

- While community organizations are listed on a recreation sub-page at the City of Salem website (<https://www.salemma.gov/recreation/pages/sports-leagues-and-affiliates>), we wish to see them on the main, "external" Salem Park, Recreation and Community Services website (<https://salemma.myrec.com>). The Beverly Recreation Department website (<https://www.bevrec.com>) references their community programs on the menu

under “Upcoming Leagues | Youth/Adult Leagues.” Salem can improve the labeling and visibility of such information, particularly by prominently displaying registration for these programs.

- We wish to see Salem Park, Recreation and Community Services promote our community athletics organizations and their youth activities in all channels (website, newsletters, social media, etc). This is especially important during registration periods for these programs. While there is some promotion today, e.g. Little League registration was advertised on Facebook multiple times this past year, we hope to see this happen for all relevant athletics programs and events, across all outreach channels. Our committee has started a conversation with the department about doing so.

1.3 Publish a listing of community programs and activities.

Students and families in Salem should be able to easily find and be notified of recreational opportunities. We are unable to identify a comprehensive online resource that lists athletics activities available to our students; instead there are federated websites, social media profiles, etc. for individual community organizations and the activities they offer. Discovering these activities is a challenge for families, especially those who are new to the city or who face language barriers.

Salem Park, Recreation and Community Services seems like a natural repository for these listings and our committee has begun a conversation about listing and linking our community programs on their website and in their newsletter. In the meantime, the district, led by City Connects, has created a directory of youth athletics programs in Salem. Efforts to promote these programs and their registrations with district students and families via district communication channels are already underway.

1.4 Actively promote community programs in schools, particularly during registration periods.

We recommend that the district leverage its communications with families to publicize community athletics opportunities, particularly during registration periods. It should coordinate with community organizations to stay informed of activities, as well as of how and when to promote them, and advertise these opportunities through channels such as bulletin boards, social media, Parent Square, school newsletters and events, etc.

Schools should also explore opportunities to bring community athletics programs into their buildings for clinics, fairs, etc, to engage students with athletics and make programs more visible to potential participants. A stronger partnership between the district and Salem Park, Recreation and Community Services can provide resources and funding for these opportunities.

Community programs often struggle to attract traditionally underrepresented and high needs populations, including students of color, non-native English speakers, recent immigrants,

children with disabilities, and girls. Our hope is that promoting these programs via schools offers exposure that increases interest and participation from such students.

Conversely, community programs can promote awareness, attendance, and participation in school programs. Strengthening relationships with these programs is mutually beneficial.

1.5 Leverage school staff and resources such as City Connects and Family Engagement Facilitators to actively match students with athletics opportunities.

In addition to using family communication to broadcast athletics opportunities, schools also have resources to interface directly with students and make more personal connections.

For example, City Connects is a district department that links K-8 students with services and enrichments available in the school or community that map to students' needs and interests. While our committee learned that connecting students with community athletics programs has not been an emphasis thus far, current City Connects staff is keen to make this a practice. We view City Connects as a key mechanism for helping underrepresented and high needs students discover and join community programs.

1.6 Provide translation and interpretation services to community programs.

The district has existing infrastructure for language translation from English to Spanish and Portuguese. We recommend that the district offer these services to community athletics organizations to assist them in multilingual promotion and outreach to underrepresented populations.

Initiative 2: Unify and grow district programs

2.1 View the district as a single athletics program and instill a shared vision for athletics participation that builds purposefully at each stage.

Much of the district's focus on athletics today is on competitive programs, particularly at the high school level. We suggest that the district take a more holistic view and consider the entire journey of its students from trying a sport for the first time to participating in high school. How can the district foster those early opportunities, nurture athlete development, and offer (in schools or via partners) chances to participate casually and competitively along the way?

For example, the city band program exposes students to instrument lessons at an early age (4th grade) and offers extensive opportunities to learn and perform from that point forward. There is also ongoing collaboration between instructors, particularly at the middle and high school levels.

We recommend that the district think similarly about athletics: building strong relationships with community partners to provide high-quality early experiences and developing strong, coordinated middle and high school programs. We should ensure that students know about

programs and opportunities available at higher levels of schooling and support their progress as athletes.

2.2 Foster collaboration between schools, coaches, and athletes at different levels across the district.

District athletics programs work mostly in silos today. We believe that we can increase program participation through collaboration within schools and across schools.

Areas of collaboration might include:

- Sharing knowledge on coaching, fundraising, and other program concerns.
- Offering events such as clinics and athletics open houses so that younger students can discover the programs our upper schools offer.
- Deciding when junior varsity teams should be added to create opportunities for students who want to participate in a sport but aren't ready for varsity play.
- Discussing opportunities for middle schoolers who are socially, emotionally, and athletically ready to play at the high school level.

2.3 Actively seek and attract students for participation in athletics, particularly from underrepresented and high needs populations. Recruit BIPOC/multilingual coaches, athletics staff, and volunteers.

We recommend that the district be proactive about encouraging participation in athletics and use data to inform this effort.

Examples of tactics that could be deployed:

- Promote athletics programs via Family Engagement Facilitators, who have relationships with students from underrepresented populations (among others).
- Encourage current athletes to consider participation in additional sports (in different seasons of the school year).
- Identify students, particularly students of color and high needs students, who are not currently involved in extracurriculars and offer guidance as to athletics activities they might enjoy.
- Leverage alumni networks of former district athletes to recruit coaches, particularly coaches of color.

2.4 Create a city-wide culture of enthusiasm for district athletics programs through outreach, promotion, and programs (e.g. clinics and special game nights) to engage potential participants.

We recommend that district athletics programs find ways to be more active and visible in Salem to grow local interest in athletics and build community enthusiasm for Salem High School and its athletics programs.

Potential efforts on this front:

- Publish the high school weekly athletics newsletter (emailed to families of current high school students) on the district's website and allow anyone to subscribe to it.
- Strengthen and unify district social media efforts to increase the likelihood of reaching students and families with athletics news and opportunities to participate.
- Offer youth clinics run by high school teams in their sport. (Volleyball already hosts an annual Summer Camp at Salem High School for area youth.)
- Invite community programs to special game nights. For example, the varsity basketball team could invite players from local youth leagues to attend a game for free and meet the high school players afterward.

The broader recommendation is for the district to explore outreach to make its programs more visible and more active in the Salem community to build enthusiasm for and connections to district schools and programs.

Initiative 3: Lower barriers to participation in district programs

3.1 Offer high-quality, low-cost intramural athletics programs at our schools. Develop in-school offerings and improve after-school programs, working with community partners as appropriate.

In addition to making students aware of athletics opportunities, our schools can provide these opportunities directly. Collins Middle School has launched an intramural athletics program this year and there are already after-school programs that host activities featuring athletics.

We recommend that the district continue to support and grow the Collins effort and evaluate how it can improve after-school athletics experiences (be it with partners or by offering programs directly) and offer additional athletics programs during school hours.

3.2 Promote school and community athletics programs in Portuguese and Spanish.

The district should leverage existing communication and translation infrastructure to ensure that promotional efforts for athletics programs are distributed in multiple languages.

3.3 Assess obstacles getting to and from district athletics programs and explore solutions to transportation impediments.

As most district athletics activities occur outside of school hours, they preclude students from taking the after-school bus home. Finding rides home from these activities can be difficult,

particularly for students without cars, those in one-guardian households, or those with family that work a job in the evening.

Ride services such as The Salem Skipper and Uber are available and frequently used, but they can be unpredictable, expensive, and require long waits on school nights. They also necessitate that coaches wait after games or practices until athletes are picked up. The result can be long days for students and coaches alike, or students being unable to participate at all.

Given that it's possible to assess and anticipate transportation needs at the start of a season or activity, we recommend that the district explore the possibility of coordinating transportation for students in need. This might take the form of arranging carpools, offering van or bus service, or building agreements with ride services such as The Salem Skipper to arrange regular, on-time pickups.

3.4 Explore how to help students balance work and personal commitments that hinder athletics participation.

Some students are blocked or hindered from participating in athletics activities due to commitments at home, e.g. caring for siblings or family, or because they have jobs that take place after school.

We suggest that the district leverage resources such as Family Engagement Facilitators to navigate obstacles to participation and explore avenues to help working students locate employment that accommodates athletics schedules, perhaps by establishing partnerships with local employers.

3.5 Make food available to participants in after-school athletics, as activities can run well into the evening, especially on game days.

Participation in athletics can make for long days. Athletes with later practices routinely stay at school until 7 p.m. and on days with away games, may not return until after 9 p.m. While it's possible to bring snacks or order food to be delivered, these are often not optimal or affordable solutions. Anything the district can do to provide healthy food after school is beneficial to our athletes.

One exciting new project on this front is the *Child and Adult Care Food Program (CACFP) At-Risk Afterschool*, an after-school initiative that will be offering snacks and meals at Salem High School from 3-5 p.m. The project soft launches in December 2023 with snacks and is targeted to ramp up in January 2024 to offer full meals. The program is available to all students and we hope that our high school athletes will take advantage of it.

Initiative 4: Upgrade facilities and optimize their use

4.1 Improve athletics facilities as a key component of the high school redesign project.

The district is in the process of designing and building a new high school and has formed the Salem High School Building Committee to advance that effort. We believe that athletics and athletics facilities should be a key consideration in that effort and that the Salem High School Athletic Director should have a voice in the process.

Of particular interest is the location of facilities. Currently, off-campus facilities require high school students to travel to practices and home games for sports such as softball (Mack Park), basketball (Witchcraft Heights Elementary School, gym space is a limitation given the number of teams), soccer, lacrosse, track and field, Unified track and field (Bertram Field), football (games at Bertram Field), and others. We recommend that, wherever possible, athletics facilities be located on campus at the new high school. This would address many transportation and logistical issues and reduce contention for field access by district and other community organizations at the remote facilities used today.

4.2 Improve coordination with the City of Salem on issues such as facility design and use.

We want to ensure that, wherever possible, facilities managed by the City of Salem meet the needs of our district.

Examples where this has not been the case:

- As part of a recent upgrade of Gallows Hill Park, the baseball field was redesigned and expanded to accommodate the Salem High School baseball team. The new field has no dugouts, batting cages, outfield fence, shed for equipment storage, or electricity. As such, it's suboptimal for high school practice and play. The lack of electricity precludes expansion into evening activities, thus limiting options for district and youth programs. It also does not have bathrooms. As Salem High School is approximately one mile from the ballpark, it's unclear how players, their families and fans, and visitors from opposing teams are expected to relieve themselves. This makes the field untenable for use by youth leagues as well.
- There is also a bathroom situation at Mack Park, home field to the Salem High School softball team. Practices began last season on March 20, but the bathrooms at the park were not scheduled to be opened until April 12. (Ultimately, they were opened a few days earlier in response to a parent complaint.) Mack Park is 1.7 miles from Salem High School, so for approximately $\frac{1}{3}$ of the season, there was no plan for players, families, and other visitors to be able to relieve themselves. (Nor was there refuge for athletes to manage menstrual needs.) This field is also home to most youth softball teams for whom the bathroom situation is perhaps an even bigger issue.

The district relies on the city for many of its athletics facilities. Thus it's critical that we have excellent communication and coordination regarding facility needs. We should pursue strong relationships with city personnel and advocate as necessary to support district efforts.

4.3 Review facilities with the City of Salem and community programs toward optimal and equitable use of fields, gyms, etc.

District and community programs use and share fields and facilities throughout Salem. Are we making efficient, equitable use of those spaces? For example, Bertram Field is home to a number of programs, all of which compete for field time. Are there alternative options for any of those programs that result in better use of our resources?

We recommend that the district engage the City of Salem and community athletics programs to audit who is using what spaces and when, and explore whether usage might be optimized to get more value from our resources. Likewise, funding for renovations and upgrades should be examined, particularly in the context of partnerships with community athletics programs. These organizations fundraise ongoing and have a history of contributing time and money toward upgrading city facilities.

4.4 Engage the City of Salem and community programs to evaluate opportunities to relocate activities as means to increase participation and better serve athletes, particularly in underrepresented populations.

We strongly suspect that the location of fields and facilities in the city with respect to where students reside—particularly high needs and underrepresented populations—is an obstacle to participation in athletics. For example, Mack Park (softball) and McGrath Park (soccer) are 1.5 and 2.7 miles, respectively, from The Point neighborhood that is home to a high percentage of low-income residents. In addition to the lack of program visibility posed by distance, any student without regular access to transportation will struggle to attend activities at these locations. Several of our committee members who coach student-athletes have observed firsthand our students' issues finding transportation to and from athletics activities.

We recommend that the district partner with the City of Salem and community athletics programs to audit the current landscape as to where programs take place in relation to where participants (actual and potential) live and explore whether introducing or relocating programs might increase participation and impact.

For example: Palmer Cove Park has a field behind Saltonstall Elementary School and abuts The Point neighborhood. While a local high school soccer team practices on this field, no regularly occurring community athletics programs are held here. The field is in the process of being converted to a multi-use facility^[14], which we view as an excellent opportunity to increase its use by community programs and engage the nearby, high needs population.

Salem Common, Collins Cove, and the fields at Bentley Academy Innovation School are other more walkable downtown locations where programs might be situated.

4.5 Partner with the City of Salem and community organizations toward a shared, equitable vision of facility usage. Advocate for strategic investments to build and renovate facilities to foster robust district and community athletics programs.

The City of Salem offers youth programs and manages many of the facilities used by community and district athletics programs, so it's critical that we have strong city partnerships and input into the budgeting, planning, and operations of city athletics services. Ensuring that students, community organizations, and district programs receive maximal value from city services such as Park, Recreation & Community Services underpins several of the initiatives in this document and is fundamental to the overall effort.

A sample of questions that the district should to endeavor to understand:

- How do city athletics programs originate?
- Is the city tracking program participation? If so, what does the data show?
- Is the city tracking facility usage? How are fields and facilities allocated today?
- How is facility access granted to organizations that request it? How do we manage contending requests? How do we decide where programs should be located?
- Does the city consider equity issues when offering programs and allocating facilities? If so, how?
- Are programs and facilities located near the populations they intend to serve? And are there populations, particularly underrepresented ones, whom the city can serve better?
- How does the city ensure that facilities are ready on time and properly maintained for district and community programs?
- What is the budget to maintain and improve athletics facilities used by the district? Is it adequate for our needs?
- What is the return on investment from city athletics services? How is it measured? Can it be improved?

Metrics

One of the guiding principles of this effort is to track key metrics where possible. For example, we recommend tracking participation in athletics at various levels in the district across demographics of interest to measure overall participation, participation within certain programs, and assess our progress on equity efforts to engage underrepresented populations.

Collecting data might allow us to produce a scorecard for district programs such as this:

		Overall	Boys		Girls		BIPOC		White		Low Income		High Needs	
Middle School	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
High School	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%

Data could also be used to track participation by program within a school:

Salem High School		Overall	Boys		Girls		BIPOC		White		Low Income		High Needs	
Baseball	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Basketball	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Cheerleading	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Cross Country	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Football	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Golf	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Gymnastics	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Hockey	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Indoor Track	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Lacrosse	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%
Soccer	Student Athletes			%		%		%		%		%		%
	Students			%		%		%		%		%		%
		%	%	%	%	%	%	%	%	%	%	%	%	%

If our goal is to increase participation in athletics, and do so equitably, we should aim to better understand current participation levels to establish a baseline and track participation ongoing to look for trends and evidence of progress.

Conclusion

During an era of smartphones, social media, COVID-19, chronic absenteeism, and widespread mental health struggles, the youth in our district face many challenges. Among them: returning to school, engaging in academics, and getting the exercise and socialization required for healthy development. The issues faced by our youth—particularly those with high needs—are great, and Salem Public Schools’ commitment to equity as a core value demands that we address them.

We view athletics as a vital component in helping our students grow up happy, healthy, and educated. The physical, mental, and academic benefits are well-documented, and athletics offers a path to fostering more engaged students and stronger cultures in our schools. As these benefits accrue, high-caliber student experiences beget increased enrollment and funding, and a virtuous flywheel of district excellence emerges.

How do we improve? The good news is that we already have significant assets. However, they require stronger support and strategic coordination. The district should aid and promote our volunteer-run community programs where youth are introduced to athletics. Sustained success at the middle and high school levels can only be attained by broadening and buttressing these efforts. We should offer inclusive athletics activities in our schools, lower participation barriers for equitable access, and pursue better facilities, used optimally. Most importantly, we need to foster proactive communication and coordination. There are terrific people and programs across our city, but too often they operate in silos. We believe the district should play a lead role in connecting school, community, and city efforts to amplify their impact toward the shared goal of a larger, more vibrant, more inclusive athletics ecosystem.

This requires dedicated attention to devise a plan and marshal efforts on all fronts to execute it. While community volunteers, city employees, and existing district staff can all play a role, the initiatives this committee recommends cannot be thrust upon personnel whose attention and responsibilities lie elsewhere. The committee recommends an investment in district staff to carry out this mission, particularly a liaison to engage and collaborate with Park, Recreation & Community Services and our community organizations to maximize the reach, usage, and impact of our collective programs.

There have been thousands of athletics success stories in Salem over the years—individuals, teams, coaches, and volunteers who helped instill a sense of pride in this diverse and engaged community. Our goal is to expand this great legacy and make rewarding athletics experiences available to all of our district’s youth. We believe that significant district investment in athletics is warranted and will pay dividends to our students, schools, and city in perpetuity.

Committee Members

Wendell Aupont	Founder and Coach, Salem Witches Youth Softball
KC Bloom	Professor, Salem State University and Director of Community Relations, Salem Little League
Glenn Burns	Principal, Salem High School
Alicia Bushey	Transition Coordinator and Unified Sports Coach, Salem High School

Riley Christie	Athletic Director, Salem High School
Beth Anne Cornell	School Committee Member
Dave Gauthier	President, Salem Little League
Angie Giancola	Girls Volleyball Head Coach, Unified Champion Schools Liaison, and On-Track Facilitator, Salem High School
Gina GrinarmI	Swim Coach, Salem YMCA
Leo Higgins	Director of Cartoon League Basketball
Bethann Jellison	Principal, Saltonstall School
Taylor MacDonald	Manager of Out of School Time Programs, Salem Public Schools
Brad Maloon	Connect For Success, Teacher and Part-time Athletics Organizer, Collins Middle School; Salem Children's Charity Chairperson
Chris Martin	Director of Salem Youth Soccer
Evelyn Oquendo	Athletic Director and Physical Education Teacher, Collins Middle School
Mia Riccio	Director of Multi-Tiered Systems of Support, Salem Public Schools
Alex Sanchez	Assistant Boys Basketball Coach, Salem High School
Rich Thornett	Athletics Committee Chair and Assistant Girls Basketball Coach, Salem High School
Sabrina Tosto	Recreation Coordinator, Salem Park, Recreation and Community Services

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FY24 Budget Update
November 20, 2023

Strategic Plan: Core Priorities

Priority One: Elevate Learning

Build and maintain a district-wide culture of universally high academic expectations for every learner.



Priority Three: Center Belonging

Build joyful, welcoming, and supportive school communities.



Priority Two: Empower Educators

Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.



Priority Four: Strengthen Our Foundation

Develop consistent, reliable systems and structures to disrupt inequities and support the work of the district.



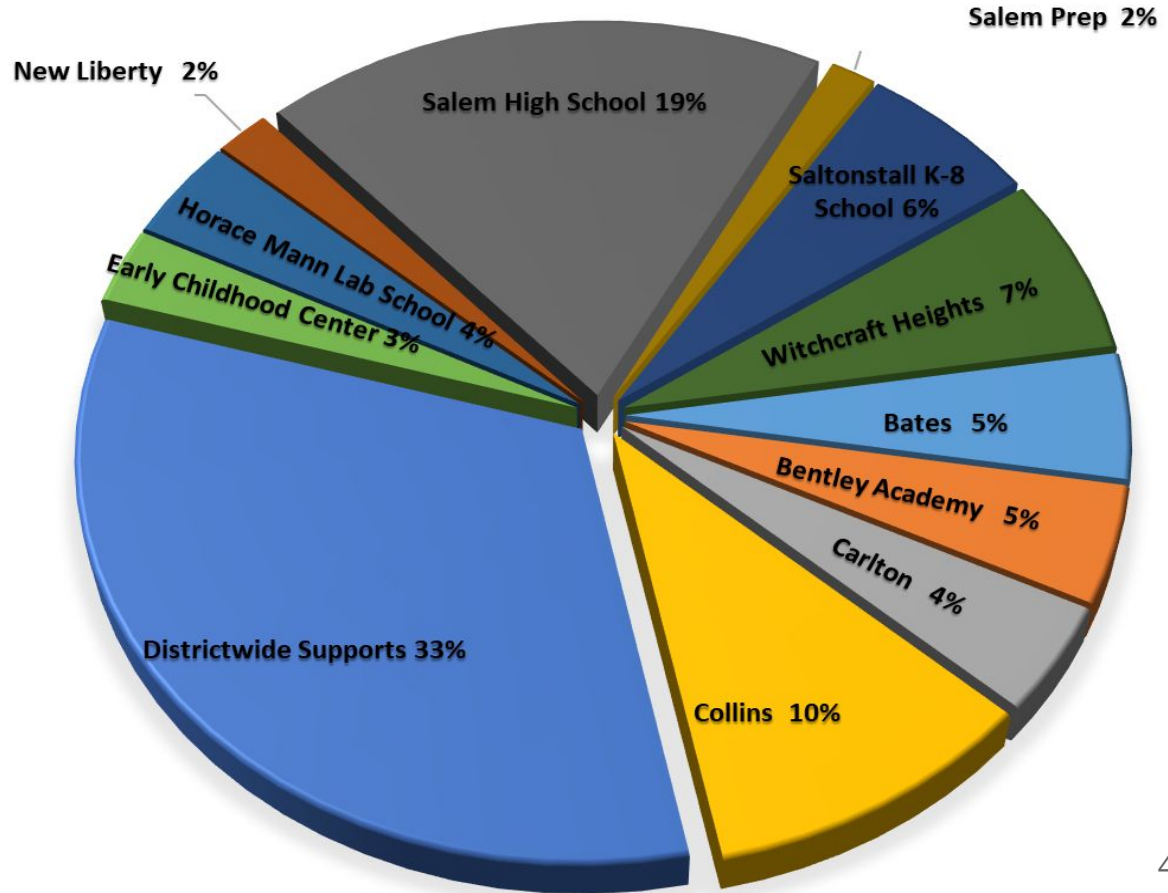
Budget Priorities

1. Ensure resources are allocated equitably;
2. Align funding plans to strategic priorities, district & school improvement goals & the district's master facilities plan;
3. Promote stakeholder engagement;
4. Empower school leaders to flexibly allocate resources;
5. Plan for & begin the transition away from ESSER.

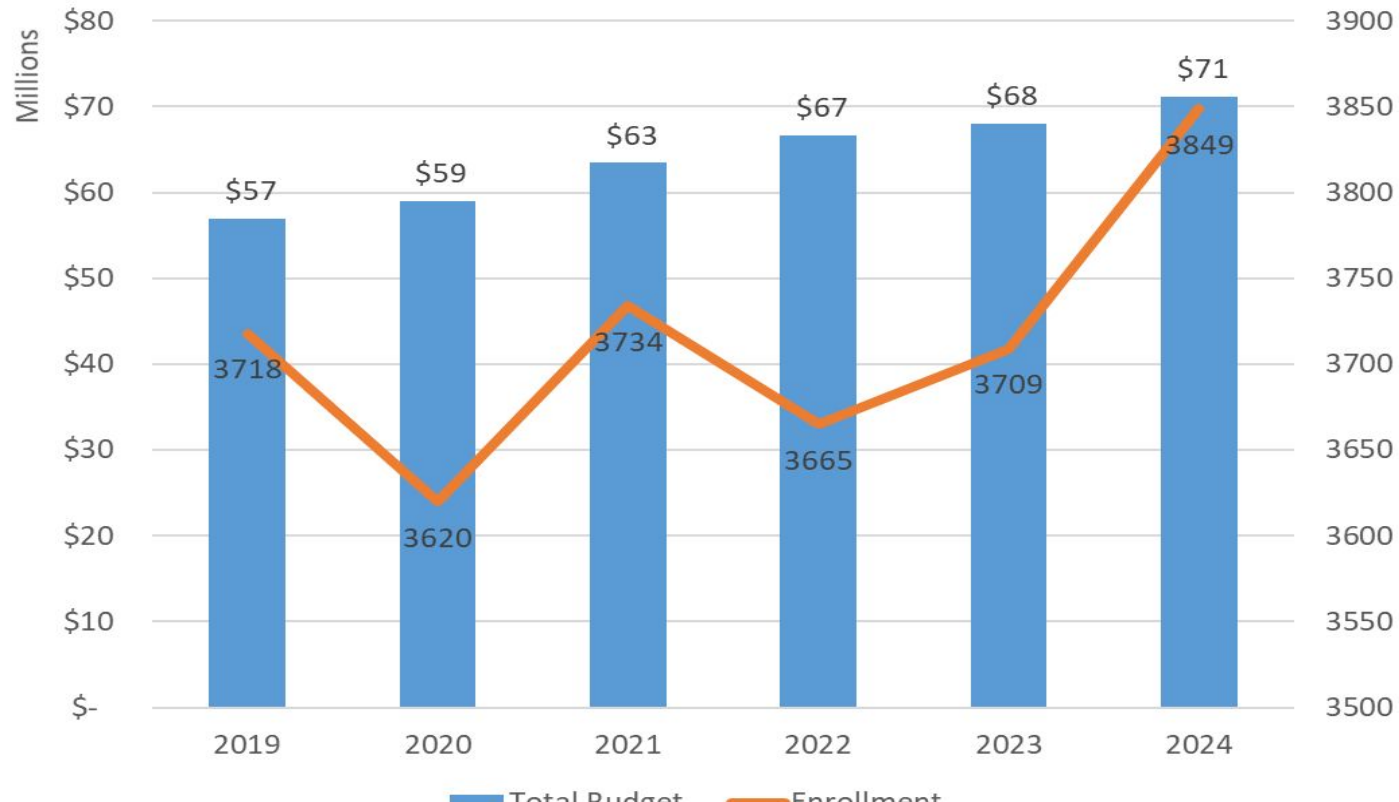


Overview

- ✓ 67% of funds allocated to schools
- ✓ Largest school allocations (36%): SHS, 19%, Collins 10%, WHES, 7%
- ✓ Districtwide supports is 7 cost centers that support schools, 33%



Budget & Student Enrollment



FY24 Budget: Actuals

FY2024 General Fund Budget

\$71,154,142

CY Budget

\$45,967,256

Available Budget

% Budget Committed



\$71.2M



Revised Budget

\$18.9M



CY Spending

\$0.4M



Unpost. Actls

\$6.3M



CY Encumb.

\$0.0M



Reqs.

\$46.0M



Avail. Budget

● Personnel

Total Budget:
\$56,033,642

- 79% of the budget
- 1052 employees
 - 880 full time
 - 160 new hires
- New positions @ WHES, ECC, ML

FY2024 General Fund Budget

CY Budget

\$56,033,642

Available Budget

\$41,515,814

CY Open POs

0

CY Requisitions

0

% Budget Committed



Ongoing Budget Monitoring



Bates' accounts

- **New Tools:**
 - Open Architects Dashboards
 - [Monthly Reports](#) & Budget Check-In Meetings
 - New Real-Time [Spending Tool](#)
 - Monthly payroll analysis

Contracted Services 13570221-5320	Office Supplies 13570221-5421	Instructional Supplies 13570221-5514	School Leadership 13570241-5780	Technology Equipment 13570261-5272	Educational Training 13570281-5317
\$14,000.00	\$2,500.00	\$15,000.00	\$4,000.00	\$4,000.00	\$2,000.00
\$8,800.00	\$1,620.27	\$2,720.23	\$4,000.00	\$4,000.00	\$2,000.00

Real Time Spending Tool

Requisition	Entry Date	Vendor Name	Purchase Order	Contracted Services 13570821-5320	Office Supplies 13570821-5421	Books Library 13570821-5512	Instructional Supplies 13570821-5514	Equipment 13570841-5860	Description
				\$38,600.00	\$1,200.00	\$1,500.00	\$25,000.00	\$1,000.00	
				\$38,500.00	\$519.91	\$114.61	\$13,955.27	\$1,000.00	
20240914	07/11/2023	Amazon	20240526				\$361.83		INSTRUCTIONAL SUPPLIES
20240939	07/11/2023	Amazon	20240527				\$562.39		INSTRUCTIONAL SUPPLIES
20240949	07/11/2023	Amazon	20240528				\$532.56		INSTRUCTIONAL SUPPLIES
20240954	07/11/2023	Amazon	20240529				\$571.24		INSTRUCTIONAL SUPPLIES
20240959	07/11/2023	Amazon	20240530				\$602.19		INSTRUCTIONAL SUPPLIES
20240963	07/11/2023	Amazon	20240531				\$474.82		INSTRUCTIONAL SUPPLIES
20240973	07/11/2023	Amazon	20240532				\$536.62		INSTRUCTIONAL SUPPLIES
20241080	07/13/2023	School Speciality	20240670				\$152.59		First Grade Literacy
20241463	07/24/2023	Amazon	20241199				\$546.28		Kindergarten Literacy
20241468	07/24/2023	Amazon	20241238				\$109.21		Literacy Test
20241744	07/28/2023	Lakeshore	20241383				\$237.30		Literacy Test
20242270	08/16/2023	W.B.MASON	20241862				\$3,988.00		Copy Paper
20242272	08/16/2023	Amazon	20241864		\$402.29				Office Supplies
20242522	08/24/2023	Amazon	20242067				\$209.95		School Improvement
20242523	08/24/2023	Amazon	20242068				\$616.52		Inclusion Tools
20243047	09/13/2023	Amazon	20242593				\$198.42		OT Purchases
20243088	09/14/2023	Americab	20242622	\$100.00					Taxi Voucher
20243992	10/17/2023	Amazon	20243450		\$277.80				School Storage
20243993	10/17/2023	Amazon	20243451				\$1,200.26		Art Supply
20244071	10/19/2023	Amazon	20243644				\$144.55		Staff Professional
20244592	10/14/2023	Follett	20243907			\$1,385.39			Library Books

● Transportation

Total Budget:
\$3,714,621

- Regular Day-1496
- Special Education- 200
- Homeless - 90

Regular Day

FY2024 General Fund Budget

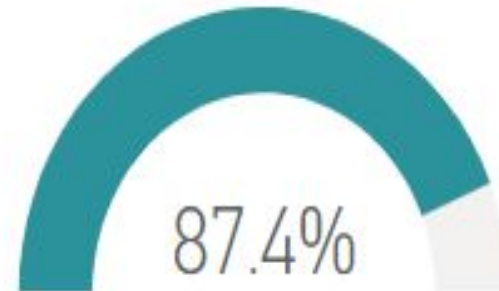
\$1,143,558

CY Budget

\$143,558

Available Budget

% Budget Committed





Special Education Transportation



Homeless Transportation

FY2024 General Fund Budget

\$1,710,063

CY Budget

\$265,843

Available Budget



% Budget Committed



~200 students

FY2024 General Fund Budget

\$800,000

CY Budget

\$80,346

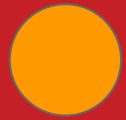
Available Budget



% Budget Committed



~90 students



Special Education Tuition

- FY24 tuition: ~\$6,465,504
- 67 students OOD
 - +10
- +53 students on IEPs

Budget

Private	\$2,188,427
Collaborative	\$577,538
Circuit Breaker	\$2,399,041
Prepayment	\$570,500.62
Total	\$5,869,100

- Greater numbers of move-ins; fewer move-outs
- Higher percentage of new students in need of services

Utilities

FY2024 General Fund Budget

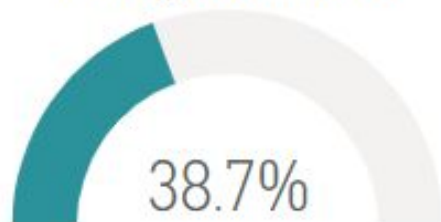
\$1,596,812

CY Budget

\$1,205,755

Available Budget

% Budget Committed



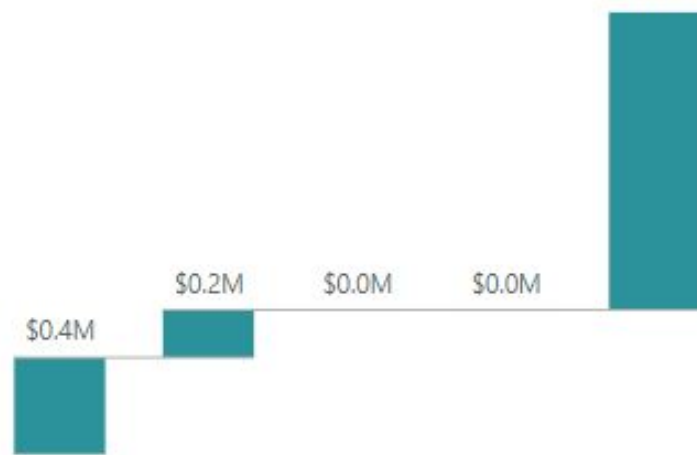
38.7%

\$1.6M



Revised Budget

\$1.2M



\$0.4M

CY Spending

\$0.2M

Unpost. Actls

\$0.0M

CY Encumb.

\$0.0M

Reqs.

Avail. Budget

Department Overview

Department / Org - Object

CY Budget

CY Spending

CY Unposted

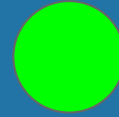
CY Encumbrances

CY Requisitions

Available Budget



Electricity



Natural Gas

FY2024 General Fund Budget



CY Budget

\$1,129,500

Available Budget

\$796,321

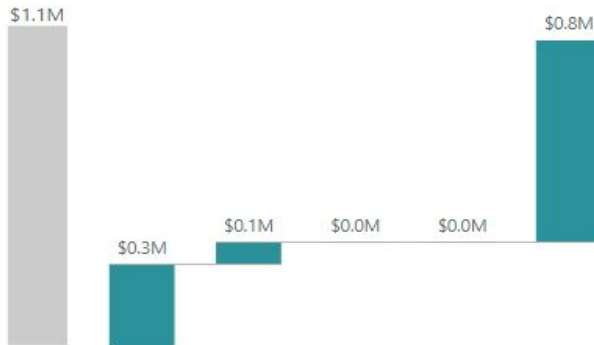
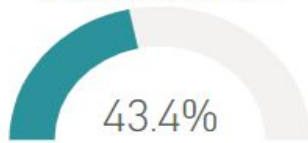
CY Open POs

0

CY Requisitions

0

% Budget Committed



FY2024 General Fund Budget



CY Budget

\$467,312

Available Budget

\$433,786

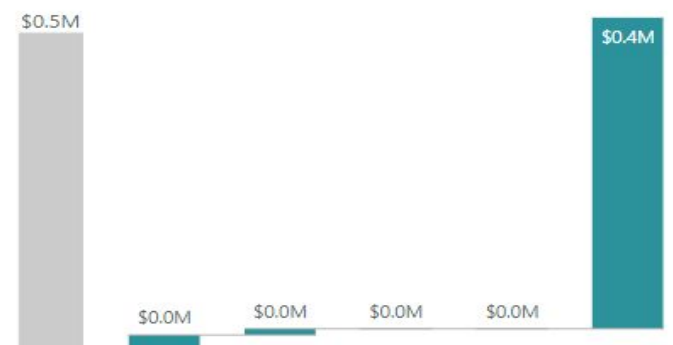
CY Open POs

0

CY Requisitions

0

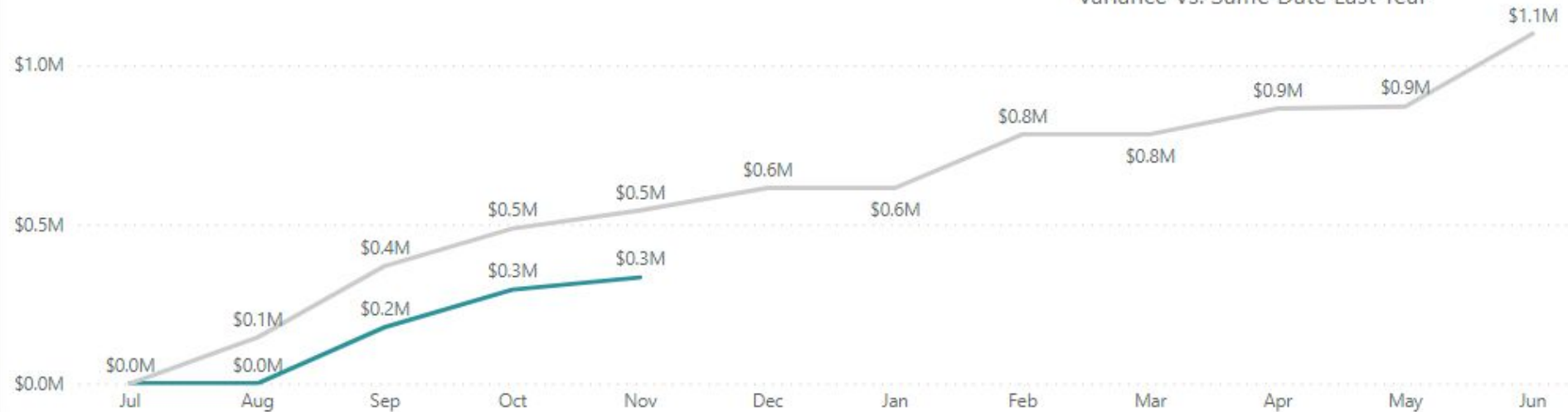
% Budget Committed



Electricity

YOY Spending Comparison

● YTD Spending ● LY YTD Spending



Considerations

- **It's Early**
- **Closely monitoring Special Education costs**
- Also monitoring other major cost drivers, including Utilities
- Finalizing plans for unspent ESSER funds
 - **Preparing recommendations for remaining \$1M**