



School Committee Meeting Materials

Regular School Committee Meeting

October 7, 2019

7:00pm

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



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

Mayor Kimberley Driscoll, Chair

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

October 3, 2019 (Date Posted)

REGULAR SCHOOL COMMITTEE MEETING ON OCTOBER 7, 2019

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

I. Call of Meeting to Order

II. Consent Agenda

- a. Minutes of the School Committee of the Whole retreat held September 14, 2019
- b. Minutes of the Regular School Committee meeting held September 16, 2019
- c. Minutes of the School Committee of the Whole meeting held September 18, 2019
- d. Deliberation and Vote on the field trip request from Salem High School Basketball Team to Orlando, FL, December 18-22, 2019
- e. Deliberation and Vote on the field trip request from Saltonstall K-8 School for 5th and 6th grade students to visit New York City on June 3-5, 2020
- f. Deliberation and Vote on the field trip request from the Salem High School Band to New Britain, CT on October 26, 2019, Salem, NH on March 7, 2020, New York, NY on April 1-3, 2020, and Canobie Lake Park, NH on June 12, 2020
- g. Approval of Warrants: 9/26/19 in the amount of \$386,706.05, 10/3/19 in the amount of \$206,529.78

III. Approval of the Agenda

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

V. Presentations and Reports

Superintendent's Report – Kathleen Smith

- a. Recognition
Recognition of Judee Davis, Occupational Therapist at Carlton Innovation, Bates Elementary, and Saltonstall Schools
- b. Update on the Bates Afterschool Program Leadership Team
- c. Update on the Bentley Academy Innovation School Prospectus
- d. Dual Language Program Update – Rebecca Westlake
- e. 2019 District Level Accountability and MCAS Results (with Jill Conrad)

VI. Action Items: Old Business - None

VII. Action Items: New Business

- a. Deliberation and Vote on the Carlton Innovation School PTO request to use the Carlton School parking lot on October 12-14, 19, 20, 26, 27 from 11am to 6pm and October 31st from 12pm to 10pm

- b. Deliberation and Vote on the request from North East Burn Basketball for the use and fee waiver to use the Bates Elementary gym for Salem kids on October 3, 10, 17, and 21, 2019

VIII. Finance Report

- a. Budget Transfers

IX. Subcommittee Reports

X. School Committee Concerns and Resolutions

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

XII. Adjournment

Respectfully submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

Salem School Committee
School Committee Retreat Minutes
Saturday, September 14, 2019

A School Committee Retreat of the Salem School Committee was held on Saturday, September 14, 2019 at 8:00 a.m. in Marsh Hall, Room 210 at Salem State University, 352 Lafayette Street/1 Loring Ave., Salem, MA.

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

Members Absent: None

Others Present: Dr. Kathleen A. Smith, Superintendent, Dorothy Presser, Field Director of Massachusetts Association of School Committees (MASC), Colby C. Brunt, Partner at Stoneman, Chandler & Miller LLP, and Jill Conrad, Chief of Systems Strategy

Dorothy Presser, Field Director Massachusetts Association of School Committees (MASC), presented information on the legal, policy, and budget roles and responsibilities of School Committee members. Members introduced themselves and shared their current roles and most important responsibilities. Ms. Presser talked about attributes, practices, School Committee effectiveness, teamwork, respect, and the importance of communication and trust. Ms. Presser introduced topics on the process of goal alignment, structures, and policy.

Ms. Presser spoke about what is needed to have a high impact on student achievement. Members participated in an exercise and worked on an operating protocols worksheet. Ms. Presser talked about effective meetings and priorities. Governance (School Committee roles) and Operations (Administration roles) work together for high impact student achievement goals. Ms. Presser talked about an agenda format. There was a consensus around the suggestion for protocols to be added in the packet to make the protocol a live document for easy view and to help serve as a reminder. Ms. Presser talked about helpful presentation guidelines for presenters, relative to goals, and gave a general discussion about priorities.

Colby C. Brunt, Partner at Stoneman, Chandler & Miller LLP, gave a refresher on Executive Sessions, the Open Meeting Law, and Public Records requests. The goal of the Open Meeting Law is transparency. Ms. Brunt talked about recent law changes and provided an overview of the Open Meeting Law (OML).

Adjournment

There being no further business to come before the School Committee of the Whole (COW) meeting this evening, Ms. Campbell motioned adjourn. Mr. Fleming seconded the motion. The motion carried. The meeting was adjourned at 12:04pm.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Salem School Committee
Meeting Minutes
Monday, September 16, 2019

A regular meeting of the Salem School Committee was held on Monday, September 16, 2019 at 7:01 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: None

Others Present: Kathleen Smith, Superintendent, Kate Carbone, Assistant Superintendent, Jill Conrad, Chief of Systems Strategy, and Kristin Shaver, Business Manager

Call of Meeting to Order

Mayor Driscoll called the regular meeting of the Salem School Committee to order at 7:01 p.m.

Consent Agenda

- a. Minutes of the Committee of the Whole meeting held August 29, 2019
- b. Minutes of the Regular School Committee meeting held September 3, 2019
- c. Deliberation and Vote on the Saltonstall School out-of-state Nature's Classroom field trip request to Ocean Park, Maine from Nov. 4 – Nov. 8, 2019
- d. Approval of Warrants: 8/29/19 in the amount of \$368,772.91, 9/12/19 in the amount of \$294,548.47, 9/19/19 in the amount of \$128,780.51

Discussion

Ms. Manning asked that the Consent Agenda's item b. Minutes of the Regular School Committee meeting held September 3, 2019, is removed and indicated the need to correct minor typos.

Mr. Fleming motioned to approve the Consent agenda with the exception of Item b. Ms. Campbell seconded the motion. The motion carried.

Ms. Campbell motioned to approve the minutes of the regular School Committee meeting held September 3, 2019, with the necessary corrections. Ms. Nuncio seconded the motion. The motion carried.

Approval of the Agenda

Ms. Campbell motioned to approve the agenda. Ms. Nuncio seconded the motion. The motion carried.

Public Comment #1: Questions and comments from the audience - None

Superintendent's Report – Kathleen Smith

Superintendent Smith provided an update on the Superintendent Search Committee, shared that the report on the progress of former Nathaniel Bowditch school students would be available for the October 21st School Committee meeting, and talked about the parking lot at Witchcraft Heights Elementary School. Dr. Smith talked about her visit to the House of Seven Gables for dinner and the School Committee retreat that was held at the Salem State University on Saturday, September 14, 2019.

Update on the Opening of School

Superintendent Smith shared her school bus ride experience, reported on the start of the first day of school and thanked all the teachers, staff, principals, and families for ensuring students were ready

for the school year.

Overview of New Accountability System

Jill Conrad gave an overview presentation of the new accountability system and talked about some of the changes to the accountability system in 2019 that are different from 2018.

Update on Preparations for Online Assessments

Superintendent Smith introduced Matthew Killen, Chief Information and Technology Office for the City of Salem and Salem Public Schools, to talk about some of the challenges as they continue to move forward with the 1 to 1 devices that are used by students when taking their online assessments and their day-to-day classrooms. Mr. Killen provided an update on preparations for online assessments along with a quick review on the Massachusetts's online test assessment. In response to Mayor Driscoll's request, Mr. Killen described the Chromebooks web-based laptops. Mr. Killen informed the School Committee that staff support is going to be essential with this infrastructure, funding may need to be prioritized and stated it is equally important to have adequate technology training as it is to have technology that would be used daily. Mr. Killen asked the School Committee to consider the application of classroom support over the course of the year. Ms. Manning commented that is an area they would need to focus more of with the current budget.

Innovation School Conversion Process and Timeline

Kate Carbone, Assistant Superintendent, talked about the Bentley Academy Charter School Innovation School conversion process and timeline. Ms. Carbone explained that on May 29, 2019, the Bentley Board of Trustees voted not to pursue the renewal of its school's charter and would instead seek a conversion to an innovation school, as a means for preserving the elements of the school's program, which contributed to rapid improvement in the school. The conversion process is on the way. Ms. Carbone shared details about that process and the associated timelines.

Action Items: Old Business - None

Action Items: New Business - None

Finance Report - None

Subcommittee Reports

Mr. Fleming reported that the Buildings and Grounds Subcommittee met today and discussed the status of school playgrounds, agreed on the need for services and new playground equipment, and talked about the Capital Projects update. Ms. Nuncio reported that the Policy Subcommittee will be meeting this Thursday, September 19, 2019 at 10am and will continue to review some academic policies.

School Committee Concerns and Resolutions

Ms. Wilson suggested student support on 9/11 by providing students with the opportunity of discussions on the topic and allowing them to hold a moment of silence for 9/11 victims. Superintendent Smith agreed and shared the option of directing from central office to remind principals and teachers. There are many resources available that help inform and remind others. Superintendent Smith said they have Fire Prevention month in October. They can look at Salem's Fire and Police Chiefs, strong partners and role models in the community, and ask what they provide for the community. Superintendent Smith continued to share her thoughts on taking a look at the schools individually to find a way to honor them such as inviting firefighters to visit schools, and doing projects that allow students to demonstrate their awareness of history and how important they are in the community. Superintendent Smith indicated she would work with the leadership team.

Public Comment #2: Questions and Comments from the Audience

Ann Berman, 1401 Crane Brook Way, Peabody, Salem Teachers Union, stated disappointment that no member of the Bentley teaching staff or Salem Teachers Union was included in the writing of the Bentley Academy Innovation School prospectus. They had asked for a seat at the table and had no representation.

Lori Marena, 175 North Street, Salem High School, addressed that J.R.O.T.C. recognized and held a moment of silence at Salem High School for first responders to 9/11. Ms. Marena explained she currently teaches the new junior history course called America and World Encounters II, and that 9/11 is taught to juniors during this time of year.

Adjournment

There being no further business to come before the School Committee this evening. Mr. Fleming motioned to adjourn the regular School Committee meeting. Ms. Manning seconded the motion. The meeting was adjourned at 8:38pm.

Respectfully submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

Meeting Materials and Reports

School Committee Consent agenda September 16, 2019

Minutes of the August 29, 2019 Committee of the Whole meeting

Minutes of the September 3, 2019 Regular School Committee meeting

Saltonstall School out-of-state field trip request

Information Technology: MCAS Computer Based Testing, Preparation & Challenges presentation

Innovation School Conversion Process Overview and Proposed Timeline

Salem School Committee
Committee of the Whole Meeting Minutes
Wednesday, September 18, 2019

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Wednesday, September 18, 2019 at 6:00 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: None

Others Present: Dr. Kathleen A. Smith, Superintendent, Kate Carbone, Assistant Superintendent, Jill Conrad, Chief of Systems Strategy, Kristin Shaver, Business Manager, David Rosenberg, Partner at Education Resource Strategies

Review and Discuss Findings From Resource Analysis by Education Resource Strategies (ERS)

Mr. David Rosenberg, Partner, Education Resource Strategies, reviewed context and goals used for the weeklong “budget blitz” data analysis that was conducted this past spring. The focus was to look deeper into some widely held beliefs about resource use in Salem Public Schools, discuss major opportunities to re-align resources in support of Salem Public Schools’ vision for all students, and outline potential next steps for Salem Public Schools.

Mr. Rosenberg provided an update on the work that was done, relative to the budget boot camp several months ago, and talked about structures on resources and priorities. Members thought about the budget process and upcoming negotiations and felt the need to ensure that Salem Public Schools has the resources needed, while leveraging those dollars to ensure it is driving their goals, particularly on student matters. There was general discussion around leveraging of assets. Members agreed to ensure priorities are being realized with the annual investments. Mr. Rosenberg shared a review of what they did over the course of the week, addressed and shared some widely held beliefs, and hypothesis heard from others, that lead to opportunities to rethink the way resources work.

Mr. Rosenberg explained what Education Resource Strategies (ERS) is and what they do. Mr. Rosenberg talked about the budget cost availability and expenditures, relative to what are seen around other districts in the state and country and presented on state and relevant comparison data, especially urban districts where ERS has worked. Mr. Rosenberg emphasized on the importance of strategic school design strategy, the system’s use of organized resources towards its goals and investments, and talked about finding readily accessible things that can make a difference: student-teacher ratios (how many students are assigned to teachers) at each schools and exact times teachers have (from grade to grade) to fully cooperate together. Mr. Rosenberg said this allowed to level-set on student performance and demographics as well as district, test conventional wisdom, and then focus on opportunities and shift resources evenly going forward.

Mayor Driscoll explained that the goal of this initial session is to share the information available today to help create a roadmap for potential questions and direction they may want to head in, as they think about upcoming priorities for items such as budget, collective bargaining, and shifting of resources, as needed. This is an opportunity to ensure that the work they are doing, as School Committee members, and the policies they are setting are being reflected in the budget. Mayor Driscoll talked about three key components: people, time, and money – to help ensure they are achieving their own vision statement around equity.

Mr. Rosenberg explained there are interesting and significant opportunities to rethink the use of resources to benefit students. Mr. Rosenberg presented on level setting and student achievement measures. High economic needs result in lower average performance in any given district. Mr. Rosenberg addressed transportation cost per pupil, central office size, shared services, and management functions. Mr. Rosenberg shared data and compared Salem with others on these elements. Key investment should be on transparency and flexibility for school leaders. Factors such as more time with high quality instruction - particularly for students who are far behind, the right curriculum, looking into whether teachers have the right supports, and having the right stability in school help lead to quality of

education for students. Mr. Rosenberg talked of the importance of teacher collaboration time with students and creative ways to support teacher collaboration.

Mr. Rosenberg presented on the rethinking of opportunities to shift resources, specifically on: time based on teacher and student collaboration, mix of roles on the assignment of school-based staff (number of full-time employees in schools based on number of students), how to use and invest in teachers in ways that line up with instructional improvement strategy, and what principals need in order to make decisions. Mr. Rosenberg spoke about the effectiveness on teacher assignment and job structure, as well as time and investment. There was general discussion on the rate of employee/staff turnover and teacher retention. Creating a great place to work and benefit offers help increase decisions to stay, in terms of the mathematical impact it has on students and contributes to the stability of schools.

There was a general discussion around investment, largely instruction, not in cost pay per person, other outside investments, nor time as well as the opportunity of lower class size in the early grades and advancement options for strong professional growth, and investments to have more supports in place. Teacher retention has an impact on what happens at schools. If non-renewal base were high, they would need to look into whether to help develop them well or think of how to recruit differently. Ms. Campbell spoke of research that shows identifying a potential teacher leader with potential school leaders versus verbally telling and actively developing them as teacher leaders and future school leaders the likelihood of retention declines. Mr. Rosenberg talked about high quality and alignment of support for principals. Mr. Rosenberg listed potential next steps.

Mayor Driscoll talked about staff time and retention and improvement on better test scores. Ms. Nuncio talked about looking into the Dual Language program. Ms. Wilson shared her thoughts on the compensation salary for teachers and suggested adding in extended years and time in schools. Mr. Fleming talked about the need for extended time at some schools and the need to stop short school days. Ms. Manning shared that it would benefit to involve parental community and everyone possible to understand the changes moving forward in order to work in accordance. Mr. Cruz shared said that is critically important for them to consider things they are doing with social emotional learning that other places are not doing and finding a way not to lose sight of that while they have a dialogue that impact deliberating instruction. Ms. Campbell talked about the achievement gap; in reference to the line of students in the four years of monitoring or that has never been identified as adults and suggested a closer look into this.

Members agreed to work on compiling a summary of expectations and frame a discussion on the theory of coherence as well as working to have an upcoming discussion with a community of internal staff and external community members. Ms. Manning talked about switching to a need allocation basis in terms of the budget and asked about a round table night, on leadership discussion, with principals. Ms. Carbone shared they have done one recently and thought to hold another round table with principals, possibly for October 21st. There was consensus to look into how to leverage the information from this evening, inform others, build coherence within and among the community, and have further engagement with the Equity subcommittee.

Adjournment

There being no further business to come before the School Committee of the Whole (COW) meeting this evening, Mr. Cruz motioned adjourn. Ms. Campbell seconded the motion. The motion carried. The meeting was adjourned at 8:30pm.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee



* NURSE WILL BE PROVIDED A LIST AFTER TRYOUTS

Memorandum

To: Dr. Kathleen Smith, Interim Superintendent of Schools

CC: file

From: Dr. Samantha Meier, Interim Salem High School Principal

Date: 9/10/2019

RE: December 2019 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 December 18-22, 2019. The team will compete in a tournament hosted by KSA Events and play 3 games. Additional information is available at ksaevents.net. The trip will give the student/athletes the opportunity to bond with their teammates, create lifelong memories, compete against teams from other states, and attend the theme parks. The trip will be chaperoned by Mr. Tom Doyle who is the varsity basketball coach as well as 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 tryouts. There will be at least 1 chaperone for every 4 students. The team traveled to the same event last year. All student/athlete will be required to check with their teachers before leaving to acquire any work missed and also upon return attend after school day backs to make up any work that might be missed. Fundraising went very well last year and there is some start up money and more opportunities will be available to all potential student/athletes and look forward to your official approval.

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.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information

Name of School	SALEM HIGH SCHOOL	Date of Request	Date of Field Trip	
Coordinator	TOM DOYLE	9-3-19	12/18/19 - 12/22/19	
Coordinator Contact Info	Phone: 978 836 8471 Email: tdoyle@salemki2.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	12-15	Am	Pm
Destination <small>Please identify the place AND the specific location and address for the trip.</small>	ORLANDO, FLORIDA KSA EVENTS BASKETBALL Tournament	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility

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

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

Has the school nurse been notified of this field trip? <input type="checkbox"/> Yes <input type="checkbox"/> No	Has the roster of students been shared and any medical concerns reviewed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Will an on-site nurse be needed for this field trip? <input type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date:

IV. Food Services

Has the school's cafeteria manager been notified of this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will the students be eating lunch at the school on the date(s) of the trip? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Are you requesting any bag lunches or other food for this trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many? <u>20</u>
Comments:		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip? BUS / AIRPLANE	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other:
If SPS Bus needed, please specify the following information:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

Will any parents or volunteers be participating in this trip? <input checked="" type="checkbox"/> Yes <input 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
--	--	--

VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature:	Date: 9/11/19
------------------------------------	----------------------



Salem High School
Field Trip Permission/Acknowledgement Form

**Please make copies for all students participating in the Field Trip*

Field Trip Title	
Field Trip Location	

Teacher's Name and Class			
Date of Trip		Departure Time	
		Return Time	

Administrator's Approval		Date of Approval	
--------------------------	--	------------------	--

Student Completes Below

I agree to make up all missed work as a result of this field trip/activity.

(Student Name)	(Student Signature)

Parent Completes Below

I give my son/daughter permission to attend and/or participate in this field trip/activity.

(Parent/Guardian Print)	(Parent/Guardian Signature)

 Teacher signature below indicates teacher is aware of student attendance at field trip

Red Day	White Day
A Block	E Block
Teacher's signature	Teacher's signature
B Block	F Block
Teacher's signature	Teacher's signature
C Block	G Block
Teacher's signature	Teacher's signature
D Block	H Block
Teacher's signature	Teacher's signature

Saltonstall School

Michael Lister Principal
Elizabeth Rogers, Assistant Principal



Dear School Committee Members:

I am writing to request your approval of our out-of-state 5th-6th grade field trip to New York on June 3-5, 2020.

Attached you will find supporting documents. Please let me know if you require any additional information.

We look forward to your approval so we may move forward with additional planning/fundraising.

Sincerely,

October 1, 2019

Dear Parents,

Fantastic News! We are going to NEW YORK CITY (pending school committee approval)!!! This year's 5/6 overnight field trip is scheduled for June 3-5, 2020. We are in the midst of planning an exciting educational trip. Enclosed is an itinerary showing the many important sites the students will have a chance to visit including the United Nations and the Statue of Liberty. We will be staying over two nights at the Hampton Inn in Carlstadt, NJ. The trip will be fully chaperoned by the staff at Saltonstall.

The basic cost of the trip will be \$270 per child (based on 4 children in a room) and will include transportation, 2 nights hotel accommodations, 2 breakfasts, and all entrance fees. Each student will have the opportunity to earn part or all of the cost of the trip by selling items at various times throughout the year (Citrus is starting soon!). Whatever profit the child makes goes into his/her own trip account at school.

We will also hold additional fundraisers to help lower the total cost and to create a scholarship fund. Your help will be needed to plan and organize events such as movie nights, pasta dinners, car wash, fun nights. Another way you can help is to reach out to organizations within the community for their support of our scholarship fund. If you can be of any assistance in these endeavors, **please** contact Mr. Huntington. (dhuntington@salemk12.org)

As space allows, parents will also have the opportunity to accompany the students and staff on this trip. The cost per parent is \$400 (based on double occupancy). This also includes all adult entrance fees, transportation and 2 breakfasts. If you wish to take advantage of this opportunity, you may do so **after the students** have had the opportunity to sign up, starting on **December 16, 2019**. A notice will go home to parents explaining the process. **Please do not send money in now for parent deposits.**

We realize that you may have a number of questions and concerns. Later in the year there will be a meeting for all those parents whose children will be taking the trip so that you will be fully aware of the logistics. If you have any immediate questions please contact Mr. Huntington.

As a school, we value hands-on site based learning. We are thrilled to be able to offer this special opportunity to our 5/6 students. To sign **your child** up for this trip, **please send in a nonrefundable deposit of \$50.00 by December 15, 2019.**

Sincerely,

Michael Lister, Principal

.....
Date _____

Name of student _____

Homeroom teacher _____ Deposit amount enclosed \$ _____

Parent/Guardian name _____

Contact phone number: _____

Signature _____

New York Itinerary- 6/3/2020-6/5/20 Draft

Wednesday- June 3, 2020

5:45- Arrive at Saltonstall

6:00- Depart Saltonstall School **Yankee Line** (brief restroom only stop)

11:00-lunch on road (or bring from home)

2:00- Tour of the **United Nations** - Bus 1 & 2 see schedule of times.

4:00-Board busses for drop-off at Battery park-(see map) -**911 Memorial**(walk 2 blocks to Memorial)

5:30-Pick up at Battery Park-Depart 911- stop for dinner in Times Square(5 Guys/McDonald's)

7:30-Busses arrive at Hotel - **Hampton Inn**, Carlstadt, NJ

Thursday, June 4, 2020

7:00- Bus#1 to breakfast-included

7:20- Bus#2 to breakfast

8:00- Depart for **Statue of Liberty & Ellis Island** - We will depart from **Liberty Park** on the New Jersey side. Spend the entire day on the 2 islands. Lunch may be purchased on either island.

4:30- Take the **RETURN** ferry to **Liberty Park-NJ** (5:00 pm Depart on busses)

5:30- -Dinner-(Food court near Liberty Park)

6:30- Return to Hotel- project time

Friday, June 5, 2020

7:00- Bus #2- Breakfast- (included)

7:20- Bus #1- Breakfast

8:00-Board Busses for **Connecticut Science Center**

11:00- Stop for lunch on highway

1:00-Arrive at Science Center

4:00-Depart for home

6:30 (estimate) - Arrive Salem- **SCC** (1st stop) **Saltonstall** (2nd stop)

Field Trip Request Form 1 Salem Public Schools

Last Updated June 7, 2017

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

I. General Information

Name of School	Saltanstall	Date of Request	Date of Field Trip	
Coordinator	Susan J. Brown	10/2/19	6/3 - 6/5	
Coordinator Contact Info	Phone: 978-740-1297 Email: sbrown@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	5/6	80	6 AM	7:00 PM
Destination (Please identify the specific location and address for the trip.)	New York	Location and Duration		
<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip				

II. Learning and Accessibility

Instructional Alignment	Accessibility and Inclusion for All Students
Alignment: The trip is aligned to standards Preparation Plan: Students will be prepared for trip Post-Trip Plan: Students will synthesize learning Comments:	<input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip 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 and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date: 10.2.19 unless a parent notification

IV. Food Services

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

V. Transportation (Please fax all SPS bus transportation requests to 978 1825 6542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
Yankee Bus Lines	Pick Up Time: 6 AM Pick Up Location: Saltanstall	Return Time: 7 PM Return Location: Saltanstall
SPS Bus needed, please specify the following information:		

VI. Parent Involvement & Background Checks (Call 978 1740 1115 with questions)

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	COI required for ALL parents & volunteers (please submit forms 12 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:	Date: 10/1/19
-----------------------------	---------------

Dr. Samantha Meier
Principal



Salem High School

To: Ms. Kathleen Smith, Superintendent Salem Public Schools
Cc: File
From: Dr. Samantha Meier, Salem High School Interim Principal
Date: September 24, 2019
RE: Out of State Band Trips for the 2019-2020 School Year

RECEIVED

SEP 25 2019

S.P.S.
Supt.'s Office

Dear Ms. Smith:

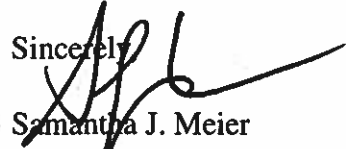
This memorandum is to recommend that the Salem High Band be given permission to travel to four out of state locations, as summarized below and detailed in the attached letter from Ms. Napierkowski, the Salem Public School Coordinator of Music.

Date(s)	Student Group	Location	Mode of Travel
10/26/2019	Marching Band	New Britain, CT	BRS Transportation Coach Busses
3/7/2020	Colorguard and Percussion	Salem, NH	SPS Busses
4/1/2020-4/3/2020	Concert Band and Wind Ensemble	New York, NY	BRS Transportation Coach Busses
6/12/2020	Music Department	Canobie Lake Park, NH	SPS Busses

The chaperones for these trips will be Ms. Napierkowski in addition to volunteer parents (TBD, varies by trip and subject to successful CORI completion). The student to chaperone ratio for each trip shall not exceed ten. Three of the four trips do not require overnight accommodations. The fourth, to New York City, entails two overnights. The hotel will be determined upon approval of this trip.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Please feel free to call me if you have any questions or concerns. Thank you for your support in showcasing, celebrating, and building community in this talented and hard-working group of students.

Sincerely,


Samantha J. Meier
Interim Principal, Salem High School

The Salem Public Schools City of Salem

Salem High School
Cynthia Napierkowski, Coordinator of Music

77 Willson St., Salem, MA 01970
(978) 740-1136 Fax (978) 740-1110

September 24, 2019

Dr. Samantha Meier, Interim Principal
77 Willson St.
Salem, MA 01970

Dear Dr. Meier,

I am writing on behalf of the music department students to respectfully request permission to attend the following out of state trips during the 2019-2020 school year:

1. The USBands New England "A" class Marching Band Championships in New Britain, CT on Saturday, October 26th. While times are still to be finalized, the group will depart Salem High School in the morning and return in the evening on the same day (no overnight accommodations required.) BRS Transportation Coach busses have been contracted for this event. There are 72 students in the marching band and more than 10 adults planning to chaperone. All chaperones have been or will be completing CORI checks. The marching band will be adjudicated by outstanding professionals in the marching arts and will attend performances of other high school ensembles from around New England. Students bring their own lunch and dinner is provided.
2. Saturday, March 7, 2020 - New England Scholastic Band Association Winter Colorguard and Percussion Ensemble Competition at Salem High School in Salem, NH. This is a regular season competition for the colorguard and percussion ensemble and the students will miss no school in order to participate in this one day event. Transportation will be by Salem Public Schools bus.
3. Wednesday, April 1-Friday, April 3, 2020 Concert Band and Wind Ensemble performance at Carnegie Hall and cultural trip to NYC. 72 students and at least 10 adults plan to participate in this three day event traveling by BRS Transportation busses to and from New York City. The groups were selected to perform in a high school music festival sponsored by Four Winds Travel. This is the same company that we have utilized for many years including last year's trip to Washington, DC and performance at the Jefferson Memorial. The groups will also hear performances from several other high school bands from around the United States. While the definite itinerary is still to be finalized, other highlights of the trip include a tour of the USS Intrepid Museum, a Broadway musical to be determined, a tour of Radio City Music Hall, the 911 Memorial and the American Museum of Natural History. Hotel, transportation, admissions, performance at Carnegie Hall and all meals are included in the overall cost of the trip which is estimated at \$600 per person.
4. Friday, June 12 or 19, 2020 - Music Dept. annual trip to Canobie Lake Park in New Hampshire. The students will depart after school and will therefore miss no school in order to attend this event (no overnight.) There will be at least one chaperone for every ten students attending this trip. Travel will be by Salem Public Schools' busses. The cost is \$30 per person and participants bring their own money for dinner in the park.

All chaperones have been or will be completing CORI checks. The organizations have already begun raising the necessary funds to attend these events and are anxious to obtain official approval to attend. These are truly marvelous opportunities for our students to participate in unique educational, musical, social, cultural and recreational activities.

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

Sincerely yours



Cynthia Napierkowski

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	Cynthia Napierkowski	9-24-19	SAT 10-24-19	
Coordinator Contact Info	Phone: 978-790-1511 Email: cnapierkowski@salemksps.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	8-12	72	6:30 AM	11:00 AM
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	New England State M.B. 635 Championship S. Main St. New Britain, CT	Location and Duration <input type="checkbox"/> Local trip within Salem/Norfolk <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

RECEIVED

OCT 01 2019

S.P.S.
Supt.'s Office

II. Learning and Accessibility	
Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input type="checkbox"/> Post-Trip Plan: Students will synthesize learning Comments:	Accessibility and Inclusion for All Students <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip 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 and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Karyn Ann, RN</i>		Date: 9/30/19

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other:
If SPS Bus needed, please specify the following information:	Pick Up Time: 6:30 AM Pick Up Location: SHS	Return Time: 11:00 PM Return Location: SHS

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 10-1-19

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information

Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	Cynthia Napierkowski	9-24-19	MARCH 7, 2020	
Coordinator Contact Info	Phone: 978-990-1511 Email: cnapierkowski@salemki2.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	8-12	25 +/-	NOON	9 PM
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Salem High School Glenbury Dr. Salem, NH	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

RECEIVED

OCT 01 2019

S.P.S.

II. Learning and Accessibility

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

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

Has the school nurse been notified of this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Has the roster of students been shared and any medical concerns reviewed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will an on-site nurse be needed for this field trip? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Karen Brown, RN</i>		Date: 9/30/19

IV. Food Services

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip? <i>SPS Buses</i>	<input checked="" type="checkbox"/> SPS Bus (local destinations only) <input type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other:
If SPS Bus needed, please specify the following information:	Pick Up Time: <i>TBD</i> Pick Up Location: <i>SHS</i>	Return Time: <i>TBD</i> Return Location: <i>SHS</i>

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

Will any parents or volunteers be participating in this trip? <input checked="" type="checkbox"/> Yes <input 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
--	--	--

VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: <i>[Signature]</i>	Date: 10-1-19
--	---------------

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	Cynthia Napierkowski	9-24-19	April 1-3, 2020	
Coordinator Contact Info	Phone: 978-790-1511 Email: cnapierkowski@salem.k12.ma.us	Total Number of Students	Departure Time	Return Time
Grade Level(s)	8-12	72	6:30 AM	9:00 pm
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Performances at Carnegie Hall + NYC Cultural trip	Location and Duration <input type="checkbox"/> Local trip within Salem/No. Mass <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

RECEIVED

OCT 01 2019

S.P.S.
Supt's Office

II. Learning and Accessibility	
Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input type="checkbox"/> Post-Trip Plan: Students will synthesize learning Comments:	Accessibility and Inclusion for All Students <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip 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 and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Kimberly Ann Kw...</i>		Date: 9/30/19

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other:
BRS Coach Bus	Pick Up Time: 6:30 AM Pick Up Location: SHS	Return Time: 9:00 PM Return Location: SHS

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 10-1-19

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information

Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	Cynthia Napierkowski	9-24-19	June 12 or 19 2019	
Coordinator Contact Info	Phone: 978-790-1811	Total Number of Students	Departure Time	Return Time
	Email: cnapierkowski@salemki2.edu			
Grade Level(s)	8-12	Location and Duration		
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Carroll Lake Park 85 N. Policy St Salem NH	<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

RECEIVED

OCT 01 2019

S.P.S.
Supt.'s Office

II. Learning and Accessibility

Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input type="checkbox"/> Post-Trip Plan: Students will synthesize learning Comments:	Accessibility and Inclusion for All Students <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip 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 and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Karyn Munn RN</i>		Date: 9/30/19

IV. Food Services

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

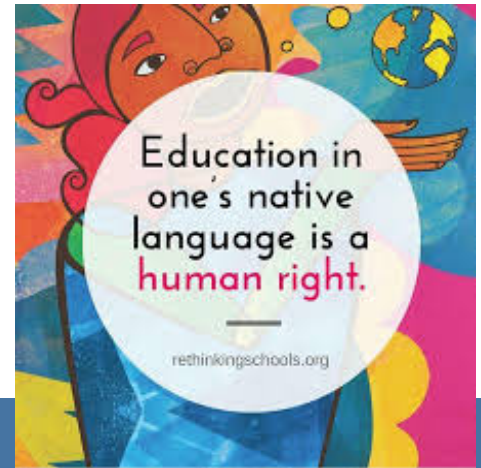
What is the means of transportation you will need for this trip?	<input checked="" type="checkbox"/> SPS Bus (local destinations only) <input type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other:
If SPS Bus needed, please specify the following information:	Pick Up Time: 4PM Pick Up Location: SPS	Return Time: 11PM Return Location: SPS

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

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

VII. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: <i>[Signature]</i>	Date: 10-1-19
--	---------------



Dual Language Update

October 7, 2019

ELL and Bilingual Education Department

Task Force Updates



Boston College: Bilingualism Course

- 21 participants from Salem (teachers, coaches, admin)
- 4 additional Bentley staff joined

Focus on Recruitment and Outreach

- Analysis of Kindergarten Dual Language interest
- Plan for November Community Forum
- Informational Materials for Kindergarten Expo



Dual Language Fall

October Dual Language Overview (DLO)

- 3-day retreat in Lynn with 15-person planning team
- Led by Alexandra Guilamo
- Focus on Budget, Curriculum, Assessment, Outreach, Hiring, Communication: Comprehensive Plan

November Community Forum

- Focus on Spanish-speaking pre-K families
- Explain literacy model and research

La Cosecha Conference

- National Dual Language Conference, New Mexico



Upcoming Work

Recruitment and Outreach

- Planning for Kindergarten Expo

Foro Comunitario del Programa de Dos Idiomas en Salem



Planning

- Enrollment process: two-way balance
- Curriculum maps and materials
- Budget and hiring
- DESE Grant and New ELE Program Proposal

PD and Collaboration with Bentley Staff

- Sociocultural Competence
- Developing a strand within a school



2019 District-Level Accountability & MCAS Results

SALEM PUBLIC SCHOOLS

SCHOOL COMMITTEE MEETING

OCTOBER 7, 2019

Kathleen Smith, Interim Superintendent

SALEM PUBLIC SCHOOLS | 29 HIGHLAND AVENUE, SALEM, MA 01970

Table of Contents

Table of Contents	1
About the 2019 MA District and School Accountability System	4
Components of the Accountability System	4
Indicators and Targets	4
Table 1: Accountability Indicator Weightings – Non-High Schools	4
Table 2: Accountability Indicator Weightings – High Schools & Middle-High/K-12 Schools.....	5
Target Setting.....	5
Two Categories of Students.....	5
Classification of Schools.....	5
Table 3: School Accountability Classifications Based on % Progress Toward Targets	6
Classification of Districts.....	6
Table 4: District Accountability Classifications Based on % Progress Toward Targets	6
Overview of 2019 Performance Measures	7
2018-19 Assessments	7
Salem Public Schools Enrollment & Demographics	9
Enrollment in the Salem Public Schools, Oct 2011-Oct 2018	9
Enrollment by School, 2011-2018.....	9
Demographics of Salem Public School Students, SY 2015-16 – SY 2018-19	10
Salem Public Schools Demographics Compared with the State.....	10
2019 District-Level Accountability Results	11
Overall Classification and Reason for Classification.....	11
Table 5: 2019 Overall Progress Toward Improvement Targets for the Salem Public Schools.....	11
Annual Percentage Progress Toward Targets by Grade Span, 2018 to 2019.....	11
Table 6: Percentage Progress Toward Targets for Non-High School and High School Grades, 2018 to 2019.....	11
Progress Toward Targets by Student Category (All Students and Lowest Performing Students)	11
Table 7: Percentage Progress Toward Targets for “All” and “Lowest Performing” Students, 2018 to 2019 ..	11
Progress Toward Targets for Subgroups: 2018, 2019, and Cumulative Progress on Targets.....	11
Table 8: Percentage Progress Toward Targets for Subgroups, 2018, 2019, and Cumulative	12
Table 9: Percentage Progress Toward Targets for Subgroups, Non-HS and HS Grades, 2018 to 2019	12
Results on Accountability Indicators, 2018 and 2019 (Non-High School Grades).....	12
Table 10: Total Points Earned by Non-HS Grades on all Indicators and Student Categories, 2018 to 2019..	13
Results on Accountability Indicators, 2018 and 2019 (High School Grades)	13
Table 11: Total Points Earned by HS Grades on all Indicators and Student Categories, 2018 to 2019.....	13
2019 District-Level Achievement and Growth	14
Comparisons with the State as well as Peer Districts’ Average	14
Table 12: Peer Districts Identified by DESE for Salem with Enrollment and Demographics	14
Grade 3-8 Achievement Levels (All Students)	14
Grade 3-8 Achievement Levels, 2017 to 2019 with State and Peer District Comparisons.....	15
Grade 10 Achievement Levels (All Students).....	15
Grade 10 Achievement Levels (All Students, 2019 Comparison with State)	16
Gr 3-8 Average Scaled Scores	17
Gr 3-8 - Avg. Scaled Scores, 2017 through 2019 with Peer and State Comparison.....	17

Gr 3-8 2019 Student Growth with Peer and State Comparisons	17
Highlights from the Content Areas - ELA	18
2019 ELA Achievement Levels by Grade Level	18
ELA Achievement Levels by Grade, 2017 to 2019 Comparison (All Students)	18
Gr 10 2019 ELA, Math, and Science Achievement Levels with Peer and State Comparisons	19
ELA - Avg. Scaled Scores by Grade Level, Change from 2017 to 2019	19
ELA Achievement Levels by Subgroup, Grades 3-8	20
ELA Achievement Levels by Subgroup, 2017 to 2019 Comparison	21
Grade 10 ELA Achievement Levels by Subgroup.....	21
ELA – Gr 3-8 Avg. Scaled Score by Subgroup, 2017 to 2019	22
ELA Gr 3-8 Growth by Subgroup, 2018 to 2019	23
Highlights from the Content Areas – Math	24
2019 Math Achievement Levels by Grade (All Students).....	24
Math Achievement Levels by Grade, 2017 to 2019 Comparison (All Students).....	24
Math – Avg. Scaled Scores by Grade Level, Change from 2017 to 2019.....	25
Math Achievement Levels by Subgroup, Grades 3-8.....	25
Math Achievement Levels by Subgroup, Grade 10	26
Gr 3-8 Math Achievement Levels by Subgroup, 2017 to 2019 Comparison	27
Gr 3-8 Math – Avg. Scaled Score by Subgroup, 2017 to 2019.....	28
Gr 3-8 Math Growth by Subgroup, 2018 to 2019.....	28
Highlights from the Content Areas - Science	29
Science Achievement Levels by Grade	29
Science – Avg. CPI by Grade Level, Change from 2017 to 2019	30
Gr 3-8 Science Achievement Levels by Subgroup.....	30
Science – CPI by Subgroup, 2017 to 2019.....	31
Science, Grade 10 Legacy MCAS Assessment	31
2019 Accountability Results for Schools	33
Normative Component – School Accountability Percentiles, 2018 to 2019	33
Criterion-Referenced Component – Progress Toward Targets	34
2019 Cumulative Percentage Progress Toward Targets by School.....	34
Annual Percentage Progress Toward Targets by School, 2018 to 2019.....	34
Percentage Progress for the All Students Category	35
Percentage Progress for the Lowest Performing Students Category	35
Progress on Accountability Indicators by School	36
2019 Points Earned for Each Indicator – All Students Category	36
2019 Points Earned for Each Indicator – Lowest Performing Students Category	36
2019 ELA, Math, and Science MCAS Results: School Comparisons	37
ELA Student Achievement and Growth by School	37
ELA Achievement Level by School, 2017 through 2019.....	37
ELA Achievement Percentile by School, 2017 through 2019	37
ELA Scaled Score by School, 2017 to 2019.....	38
ELA Student Growth by School, 2017 to 2019	38
Math Student Achievement and Growth by School	39
Math Achievement Level by School, 2017 through 2019	39
Math Achievement Percentile by School, 2017 through 2019.....	39
Math Average Scaled Scores by School, 2017 to 2019	40
Math Student Growth by School, 2017 to 2019.....	40
Science Student Achievement and Growth by School	41
2019 Gr 3-8 Science Achievement Levels by School (School v State Avg.)	41
SHS Science CPI, 2012 through 2019 (SHS v. State Avg.)	41
2019 Science – Average Scaled Scores by School with District and State Comparison	42
2019 Science Achievement Percentile by School.....	42

About the 2019 MA District and School Accountability System

The new MA District and School Accountability system is based on multiple measures that together, aim to answer two key questions for the state:

1. How is the school/district doing?
2. What kind of support does the school/district need?

The purpose of the accountability system is to provide clear, actionable information to families, community members, and the public about district and school performance. Additionally, the accountability system helps DESE to direct resources and assistance. The framework for the accountability system allows DESE to identify schools that require assistance or intervention, as well as schools that are demonstrating success. It maintains a single statewide accountability system that aligns with the Commonwealth's priorities while meeting federal education requirements. Highlights of the system include:

- The inclusion of accountability indicators that provide information about school performance and student opportunities beyond test scores;
- A focus on raising the performance of each district's or school's lowest performing students in addition to the performance of the district or school as a whole; and
- The use of accountability categories that define the progress that districts and schools are making and the type of support or assistance they may receive from DESE.

Components of the Accountability System

When results for all measures are calculated schools receive an overall classification as well as a reason for the classification. The results are based on two ways of measuring progress:

1. How much progress each school or district makes toward meeting its targets (criterion-referenced component) and
2. How that progress compares with the progress made by other schools across the state (norm-referenced component)

Indicators and Targets

An indicator is a value that gives us an idea of how well a school or district is doing in a particular area. There are four indicators used for the category of schools that are non-high schools (that is, schools with grades 3 through 8) and there are five indicators used for high schools (schools with grades 9-12). Targets are set for each measure. Schools and districts must make progress on those targets in order to receive points in the system. Results for multiple measures are used to determine progress on each indicator and weights, reflecting the priorities within the system, are then applied to those results to get the overall percentage of progress toward meeting targets. Tables 1 and 2 below provide an overview of the indicators, measures, and weights for both non-high schools and high schools.

Table 1: Accountability Indicator Weightings – Non-High Schools

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	<ul style="list-style-type: none"> • ELA, math, & science achievement 	60%	67.5%
Student Growth	<ul style="list-style-type: none"> • ELA & math SGP 	20%	22.5%
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency 	10%	--
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism 	10%	10%

Table 2: Accountability Indicator Weightings – High Schools & Middle-High/K-12 Schools

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	<ul style="list-style-type: none"> • ELA, math, & science achievement 	40%	47.5%
Student Growth	<ul style="list-style-type: none"> • ELA & math SGP 	20%	22.5%
High School Completion	<ul style="list-style-type: none"> • Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate 	20%	20%
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency 	10%	--
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism • Advanced coursework completion 	10%	10%

Target Setting

In 2019, achievement targets have been set only for one year, using 2018 data as the baseline. By grouping schools together based on historical school percentile ranges (e.g., schools with 2018 accountability percentiles 1-25) and looking at changes made by only those schools in the group that demonstrated improvement, DESE used a statistical approach to apply the same expectation of improvement when setting 2019 targets for all schools within the group. Long-term targets will be set in the future, once there are multiple years of Next-Generation MCAS data in all tested grades to analyze.

Targets for the non-assessment indicators are set by analyzing past trends using data that DESE has been collecting and reporting for several years.

Two Categories of Students

The indicators and targets are applied equally to two categories of students: 1) All Students; and 2) the Lowest Performing Group of Students within a school or district. Half (50%) of the overall results is based on the “All Students” group and 50% is based on the “Lowest Performing Students” group. To identify the lowest performing student group, DESE identifies those students who have been enrolled in the same school or district for two consecutive years and of looks at those who scored in the bottom 25% on the previous year’s assessment. If a district or school does not have test results for enough students to establish a reportable lowest performing student group, the district’s or school’s accountability determination is based on the performance of all students.

Classification of Schools

Ultimately, schools receive an overall classification and a reason for that classification. The reason for classification is based on the extent to which the school or district made progress toward meeting targets. In 2019 the state identified additional categories to classify schools that would have been classified as “Partially Meeting Expectations” in the 2018 accountability system. Table 3 below portrays the classifications used in 2019.

Table 3: School Accountability Classifications Based on % Progress Toward Targets

Schools without required assistance or intervention (approximately 85%)					Schools requiring assistance or intervention (approximately 15%)	
Schools of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Schools demonstrating high achievement, significant improvement, or high growth	Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 50-74	Criterion-referenced target percentage 25-49	Criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> Schools with percentiles 1-10 not already identified for broad/comprehensive support Schools with low graduation rate Schools with low performing subgroups Schools with low participation 	<ul style="list-style-type: none"> Underperforming schools Chronically underperforming schools

Classification of Districts

Each district is classified based on the results of the district as a whole and its lowest performing students, essentially treating the district like one large school. Overall district results are reported in two categories: districts requiring assistance or intervention, and districts not requiring assistance or intervention. Table 4 below shows how districts are placed into accountability categories.

Table 4: District Accountability Classifications Based on % Progress Toward Targets

Districts without required assistance or intervention				Districts requiring assistance or intervention	
Meeting or exceeding targets	Substantial progress towards targets	Moderate progress towards targets	Limited or no progress towards targets	Focused/targeted support	Broad/comprehensive support
Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 50-74	Criterion-referenced target percentage 25-49	Criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> Districts with low graduation rate Districts with low participation 	<ul style="list-style-type: none"> Underperforming districts Chronically underperforming districts

Overview of 2019 Performance Measures

2018-19 Assessments

- Students in Grades 3-8 took the Next Generation ELA and Math MCAS tests.
- Students in Grade 10 took the Next Generation ELA and Math tests.
- Students in Grades 5 and 8 took the Next Generation Science tests.
- Students in Grade 10 took the Legacy MCAS Science test.

Multiple measures are used to look at different dimensions of student, school and district performance. Each measure answers a different question:

- **Achievement Level:** How did students fare relative to grade level standards in a given year?
 - *Legacy MCAS Achievement Levels:* Advanced, Proficient, Needs Improvement, Warning/Failing
 - *MCAS 2.0 Achievement Levels:* Exceeds Expectations, Meets Expectations, Partially Meets Expectations, Not Meeting Expectations

The below slides define each achievement level for the Legacy and MCAS 2.0

SALEM PUBLIC SCHOOLS

MCAS Achievement Levels

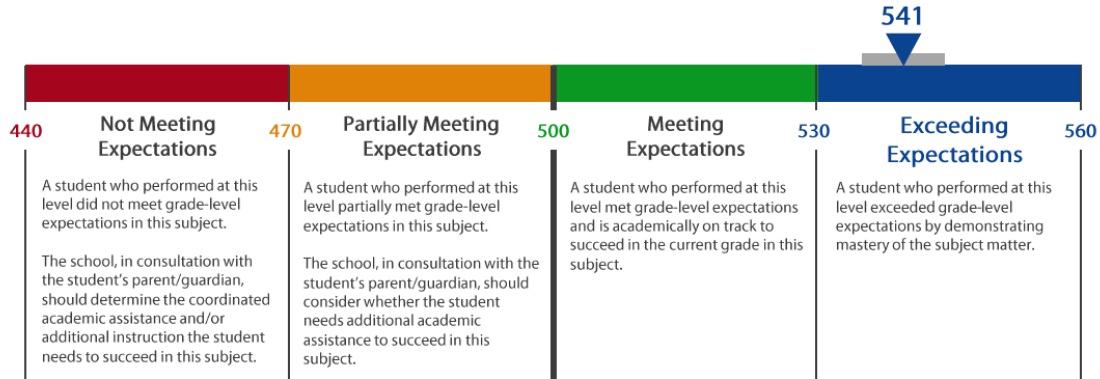
★ Legacy	★ Next-generation
Advanced Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.	Exceeding Expectations A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Proficient Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.	Meeting Expectations A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Needs Improvement Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.	Partially Meeting Expectations A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
Warning Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.	Not Meeting Expectations A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Mathematics Results

Computer-based test

Your Child's Achievement Level: **Exceeding Expectations**

Your Child's Score: **541**



In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

How your child performed compared to the school, district, and state

Your Child's Score	Average Score		
	School	District	State
541	485	502	515

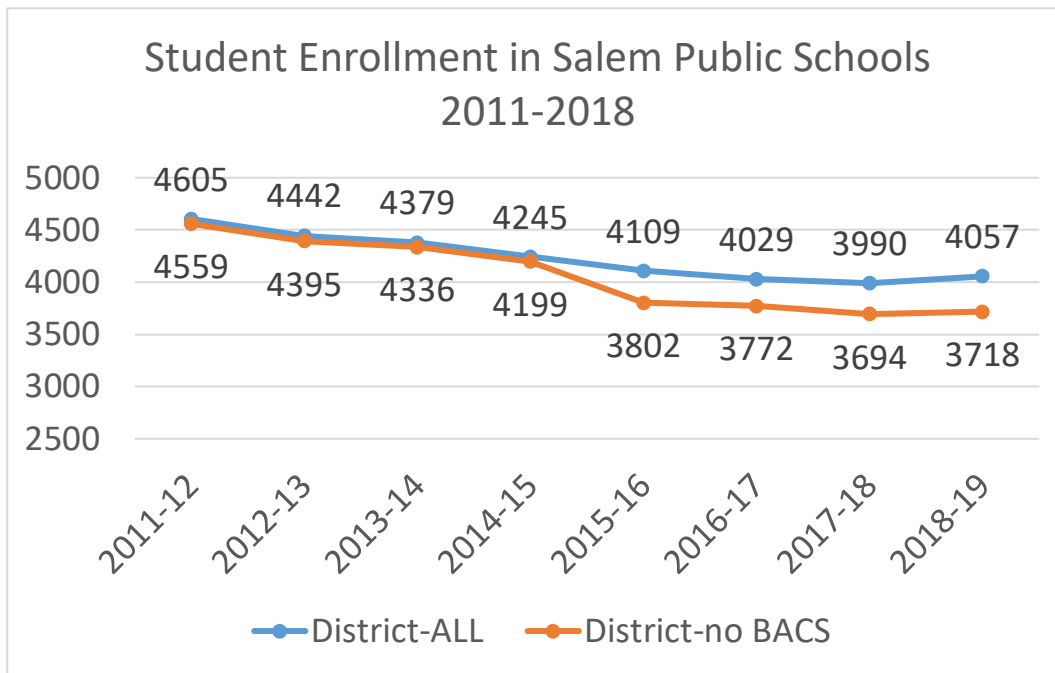
In general, the new standards for Meeting Expectations are more rigorous than the standards for reaching the Proficient level on the legacy MCAS. Massachusetts educators set the new standards to help signal students' readiness for the next grade level.

- **Composite Performance Index (CPI):** How close is a school or district to having all students be Proficient/Advanced in a given year?
 - There is no CPI calculated for the MCAS 2.0. In 2019 the Legacy MCAS was given only in Science in Grades 5, 8, and 10 and received a CPI score.
- **Student Growth Percentile (SGP):** How did students change from one year to the next relative to other students with similar test score histories?
- **Achievement Percentile (1-99):** How did students in the school perform relative to other schools in the state (reported for schools only)?
 - Compares each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 20 students do not receive percentiles.

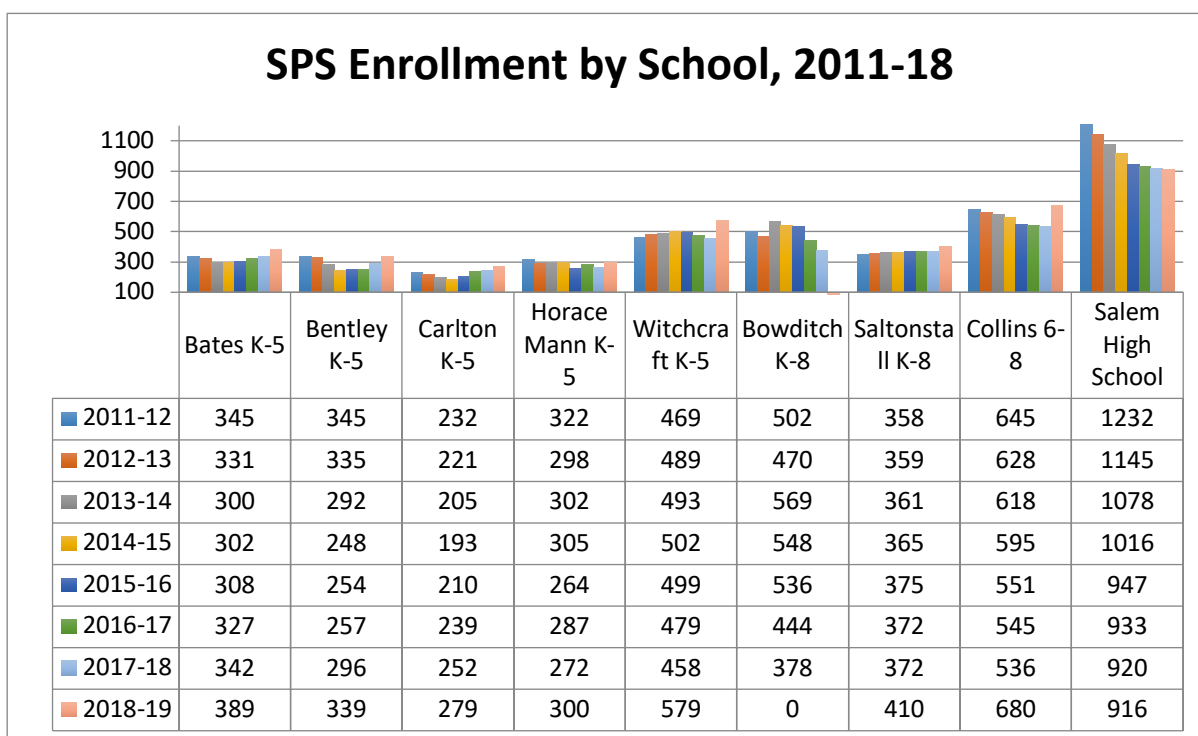
Salem Public Schools Enrollment & Demographics

Enrollment in the Salem Public Schools, Oct 2011-Oct 2018

The slides below are based on data from October 1, 2011 through October 1, 2018 as reported to the MA Department of Elementary and Secondary Education. There are two lines – the red line represents enrollment for all Salem Public Schools, but not including the Bentley Academy Charter School (BACS), which began as a charter school in 2014-15. The blue line represents total enrollment in the district, including the BACS.

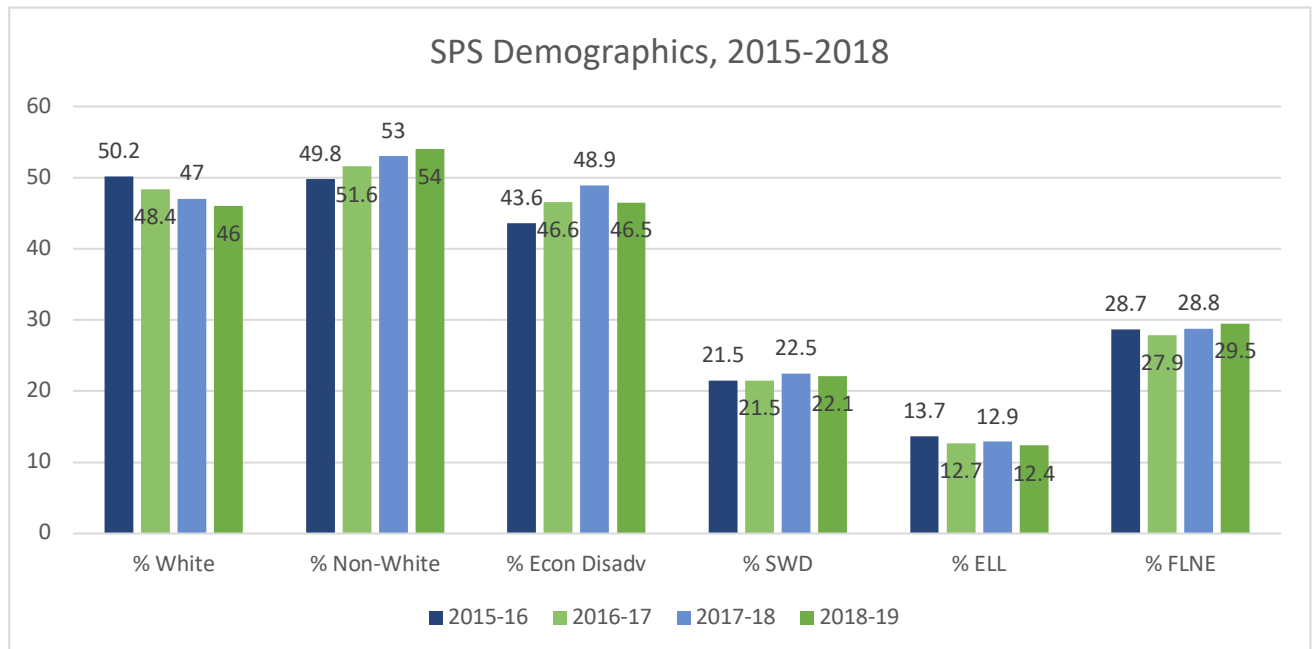


Enrollment by School, 2011-2018



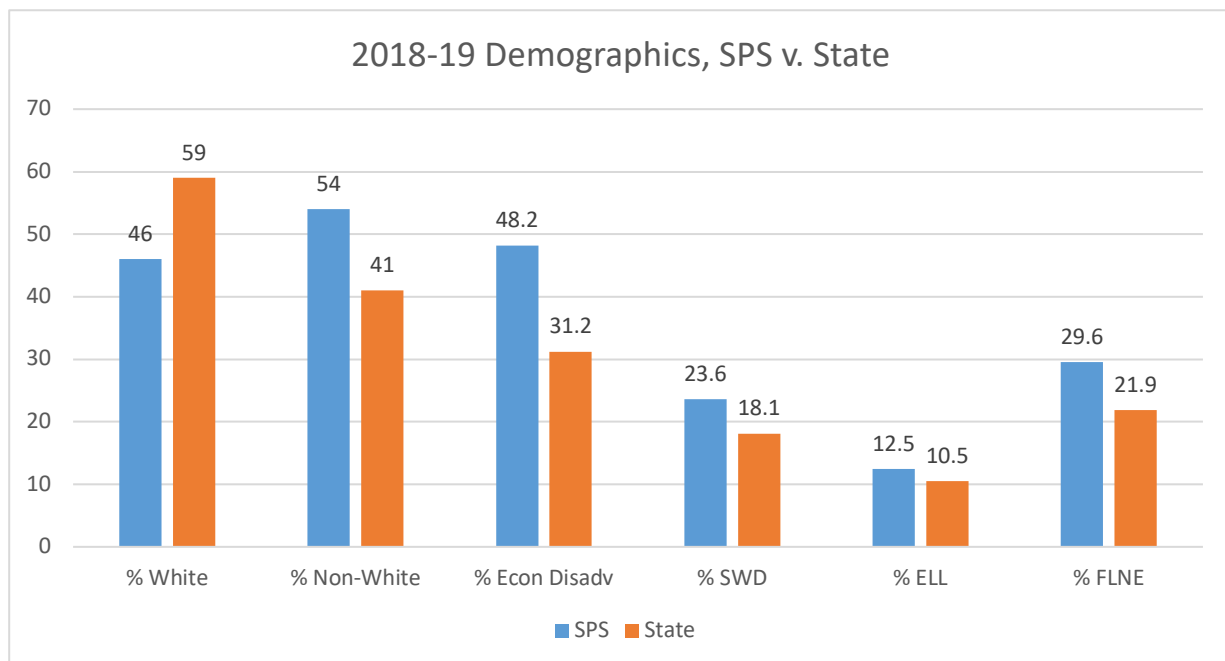
Demographics of Salem Public School Students, SY 2015-16 – SY 2018-19

All demographic data presented is based on the October 1 state reported data for each year listed (October 1, 2015 through October 1, 2018).



Salem Public Schools Demographics Compared with the State

The below graph compares the 2018-19 SPS demographics with that of the statewide averages for each category.



2019 District-Level Accountability Results

Overall Classification and Reason for Classification

In 2019, Salem Public Schools (SPS) increased its progress in meeting targets by four points compared to the previous year (from 59% in 2018 to 63% in 2019). The 2019 cumulative criterion-referenced target percentage, which is the aggregate of the 2018 annual target percentage (weighted at 40%) and the 2019 annual target percentage (weighted at 60%) was 61% overall. As a result, SPS was classified as “not requiring assistance or intervention” by the state with the reason stated that SPS made “substantial progress toward targets.” According to the state, districts that achieve over 50% in their progress toward targets are considered to be making “substantial progress.” A snapshot of the 2019 overall accountability results appears in Table 5, below.

Table 5: 2019 Overall Progress Toward Improvement Targets for the Salem Public Schools

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	59%	63%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	61%	
	Substantial progress toward targets	

Annual Percentage Progress Toward Targets by Grade Span, 2018 to 2019

While the overall results (in terms of progress toward the 2019 targets set within the accountability system) for non-high schools declined by 4 points in 2019 (from 69% to 65%), the percentage progress toward targets for the high school level increased significantly from the previous year (a 21-point increase, from 38% in 2018 to 59% in 2019). Table 6 presents the percentage progress toward targets for both the high school and non-high school grades for 2018 and 2019.

Table 6: Percentage Progress Toward Targets for Non-High School and High School Grades, 2018 to 2019

% Progress Toward Targets (Non-HS Grades)		% Progress Toward Targets (HS Grades)	
2018	2019	2018	2019
69.0%	65.0%	38.0%	59.0%

Progress Toward Targets by Student Category (All Students and Lowest Performing Students)

Salem’s elementary, K-8, and middle school grades improved results in the “All Students” category (up 10 points from 48% in 2018 to 58% in 2019) but declined in the “Lowest Performing Students” category. At the high school level, significant gains were made in both the “All Students” and the “Lowest Performing Student” category. Table 7 summarizes the percentage progress toward targets for non-high school and high school grades and gives the breakdown of both students categories for 2018 to 2019.

Table 7: Percentage Progress Toward Targets for “All” and “Lowest Performing” Students, 2018 to 2019

% Progress Toward Targets (Non HS)				% Progress Toward Targets (HS)			
All Students		Lowest Perf		All Students		Lowest Perf	
2018	2019	2018	2019	2018	2019	2018	2019
48.0%	58.0%	89.0%	71.0%	25.0%	41.0%	50.0%	78.0%

Progress Toward Targets for Subgroups: 2018, 2019, and Cumulative Progress on Targets

SPS improved progress toward targets for four out of six subgroups in 2019 including students who are economically disadvantaged (up 3 points, from 45% to 48%), students with disabilities (a 5 point increase from 41% to 46%), White (up 7 points from 44% to 51%), and Hispanic students (a 15 point increase from

42% in 2018 to 57% in 2019). Results declined for the district’s high needs subgroup as well as for its English Language Learners. Table 8 outlines these results.

Table 8: Percentage Progress Toward Targets for Subgroups, 2018, 2019, and Cumulative

Subgroups Overall Progress	2018	2019	Cumulative Progress on Targets (2018 + 2019)
High Needs	55%	42%	47%
EcoDis	45%	48%	47%
EL and Former EL	43%	36%	38%
SWD	41%	46%	44%
Hispanic	42%	57%	51%
White	44%	51%	48%

Looking a little more closely at the results for subgroups within different grade spans, the district’s non-high school grades showed tremendous progress with its students with disabilities and Hispanic students (and moderate progress for its white students). Results for the district’s English learners, high needs, and economically disadvantaged students were less positive for the non-high school grades.

In the high school grades, increases in the percentage progress toward targets were seen across all subgroups, except for students with disabilities, which saw a 9-point decline. Table 9 shows the results.

Table 9: Percentage Progress Toward Targets for Subgroups, Non-HS and HS Grades, 2018 to 2019

Subgroup Breakdowns by Grade Span	Non-HS Grades		HS Grades	
	2018	2019	2018	2019
High Needs	66.0%	44.0%	29.0%	38.0%
Eco Dis	52.0%	51.0%	29.0%	41.0%
SWD	42.0%	52.0%	39.0%	30.0%
ELL	48.0%	37.0%	30.0%	33.0%
White	46.0%	47.0%	39.0%	61.0%
Hispanic	46.0%	63.0%	32.0%	44.0%

Results on Accountability Indicators, 2018 and 2019 (Non-High School Grades)

Salem’s non-high school grades demonstrated increased achievement in the “all students” category (increased from 5 points earned in 2018 to 7 points earned in 2019) as well as significant improvement in the “additional indicator” which is chronic absenteeism, for both the all students and lowest performing student groups. The district earned two fewer points for achievement and student growth in the lowest performing students category as well as a 2 point dip in growth in the all students category. English language proficiency also decreased by 1 point. Table 10 summarizes the points earned by the non-high school grades for each accountability indicator and student category in 2018 and 2019.

Table 10: Total Points Earned by Non-HS Grades on all Indicators and Student Categories, 2018 to 2019

Accountability Indicators	Total Points Earned (Non-HS Grades)			
	All Students		Lowest Perf	
	2018	2019	2018	2019
Achievement	5 (out of 12)	7 (out of 12)	8 (out of 8)	6 (out of 8)
Growth	6 (out of 8)	4 (out of 8)	6 (out of 8)	4 (out of 8)
Attaining Eng. Lang. Prof	4 (out of 4)	3 (out of 8)	n/a	n/a
Additional Indicators	0 (out of 8)	3 (out of 8)	0 (out of 8)	4 (out of 8)
Weighted total	4.6 (out of 9.6)	5.6 (out of 9.6)	6.8 (out of 7.6)	5.4 (out of 7.6)
% Possible Pts	48%	58%	89%	71%

Results on Accountability Indicators, 2018 and 2019 (High School Grades)

The high school grades demonstrated increases in achievement in both the all students and lowest performing groups, with a 3-point gain for the lowest performing student category. Growth also increased significantly for the lowest performing student group in 2019 with a more modest gain for all students. High school completion rates also improved significantly in 2019. Attainment of English language proficiency declined in 2019 and results on the additional indicators (chronic absenteeism and enrollment in advanced coursework) declined for the lowest performing group and stayed the same for the all student group. Table 11 summarizes the points earned by the high school grades for each accountability indicator and student category in 2018 and 2019.

Table 11: Total Points Earned by HS Grades on all Indicators and Student Categories, 2018 to 2019

Accountability Indicators	Total Points Earned (HS Grades)			
	All Students		Lowest Perf	
	2018	2019	2018	2019
Achievement	4 (out of 12)	5 (out of 12)	5 (out of 12)	8 (out of 12)
Growth	3 (out of 8)	5 (out of 8)	0 (out of 8)	8 (out of 8)
HS Completion	0 (out of 12)	5 (out of 12)	n/a	n/a
Attaining Eng. Lang. Prof	2 (out of 4)	0 (out of 4)	n/a	n/a
Additional Indicators	1 (out of 4)	1 (out of 4)	4 (out of 4)	0 (out of 4)
Weighted total	2.5 (out of 10)	4.1 (out of 10)	3.8 (out of 7.6)	5.9 (out of 7.6)
Percentage Possible Pts	25%	41%	50%	78%

2019 District-Level Achievement and Growth

The next section summarizes the 2019 district-level results on the Next Generation and Legacy MCAS assessments for the Salem Public Schools.

Comparisons with the State as well as Peer Districts' Average

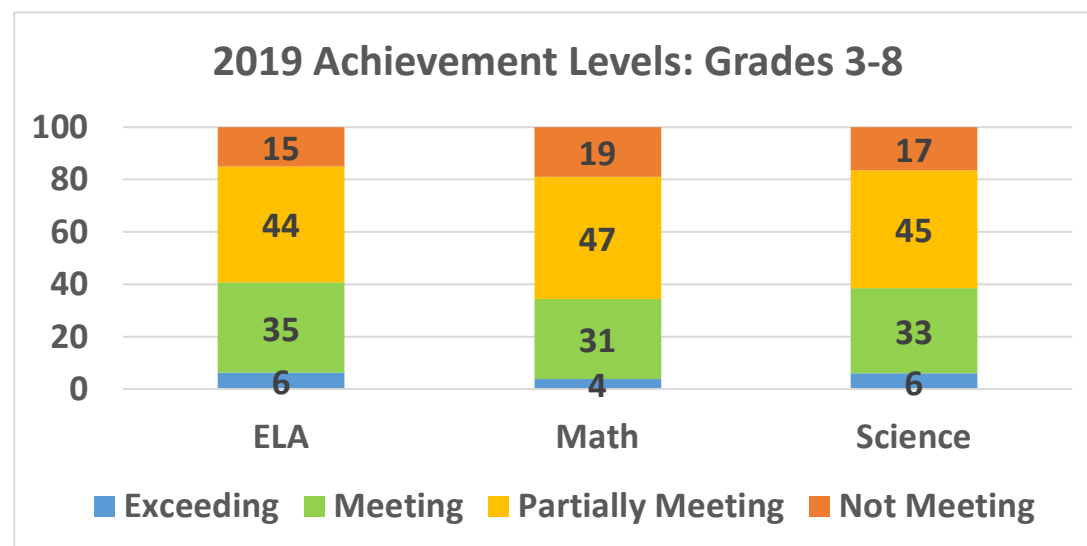
Where possible, comparisons with the state's average performance as well as the average for Salem's "peer districts" are included. The data used for the state average were obtained from the state profile on the DESE website. The data used for the peer districts average were comprised from the set of districts that DESE identifies as most similar to Salem in terms of grade span, total enrollment, and special populations. Results for each of these districts can be compared to Salem's results via the DART tab of the Salem profile. Table 12 below outlines the peer districts that are included in the calculation of peer district average.

Table 12: Peer Districts Identified by DESE for Salem with Enrollment and Demographics

District Name	Total			
	Enrollment #	Eco. Dis. %	SWD %	ELL %
Dennis-Yarmouth	3025	39.9	19.5	9.5
Fitchburg	5362	60.9	24.2	15.6
Gloucester	2886	35.3	26.4	6.2
Haverhill	8047	45.5	22.9	9.5
Holyoke	5241	77.8	24.8	22.4
Leominster	6027	38.6	22.7	11.9
Pittsfield	5429	51.2	21.9	4.4
Randolph	2737	44.6	23.5	15.3
Salem	3718	48.2	23.6	12.5
Somerville	4909	39.2	20.9	20.5
West Springfield	4113	44.5	18.5	11.2

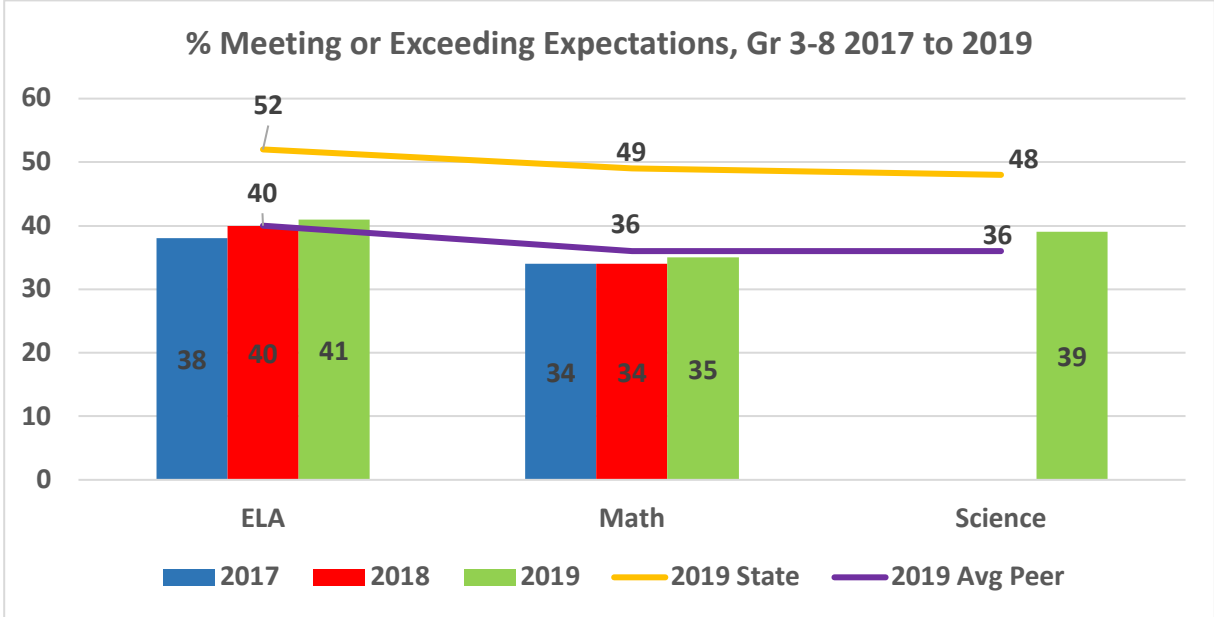
Grade 3-8 Achievement Levels (All Students)

In 2019, 41% of all Salem Public Schools in Grades 3-8 are meeting or exceeding expectations on the ELA MCAS, 35% in Math, and 39% in Science. The chart below portrays the achievement levels for all three subjects.



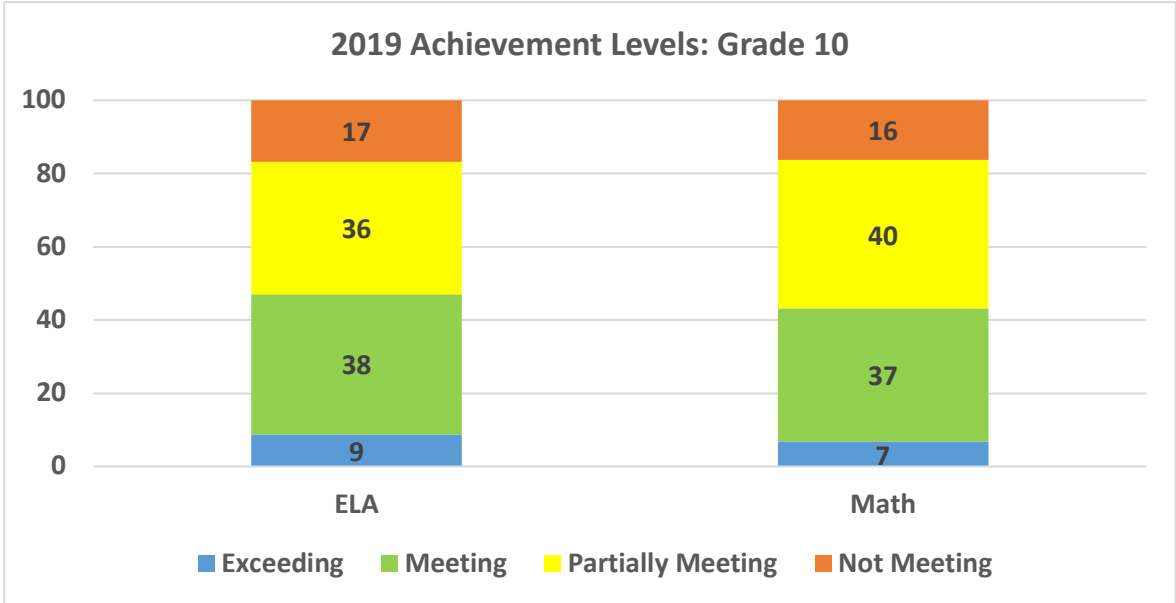
Grade 3-8 Achievement Levels, 2017 to 2019 with State and Peer District Comparisons

Looking back over the last three years, the district has seen steady improvement in English Language Arts and a slight increase in Math over this past year. In Science, 2019 was the first year that grade 5 and 8 took the Next Generation Science assessment and results should not be compared with the previous assessment. Although Salem has increased the % of students who are meeting or exceeding expectations in ELA and by one point in Math in recent years, we have not yet reached the state average. We are performing at or above average among our peer districts in ELA and Science and very close in Math (a one-point difference).

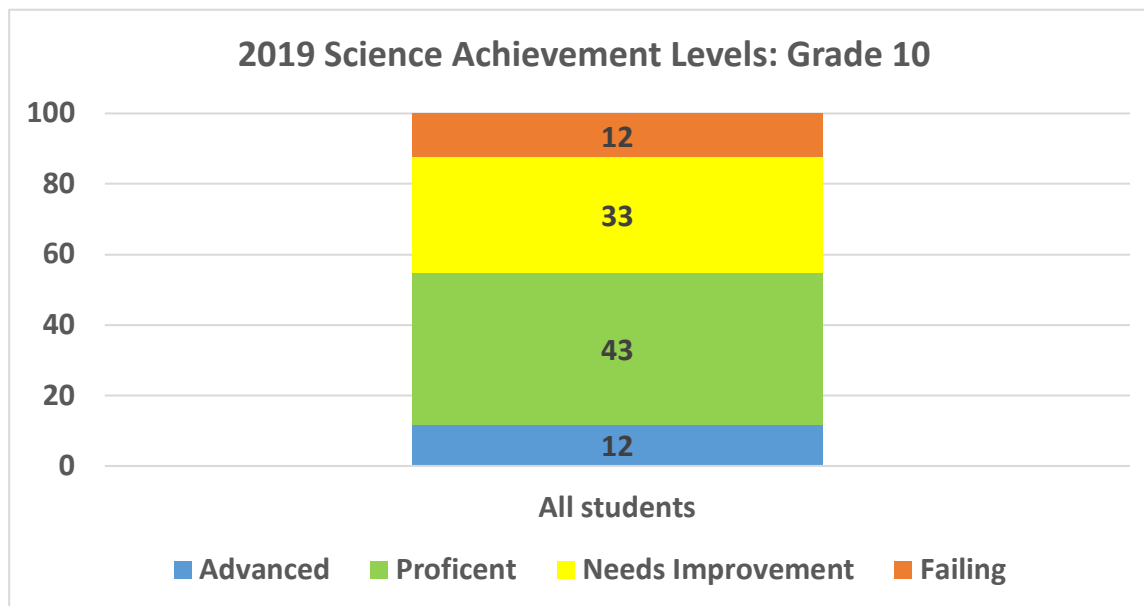


Grade 10 Achievement Levels (All Students)

In Grade 10, 47% are meeting or exceeding expectations in ELA and 44% are in Math.

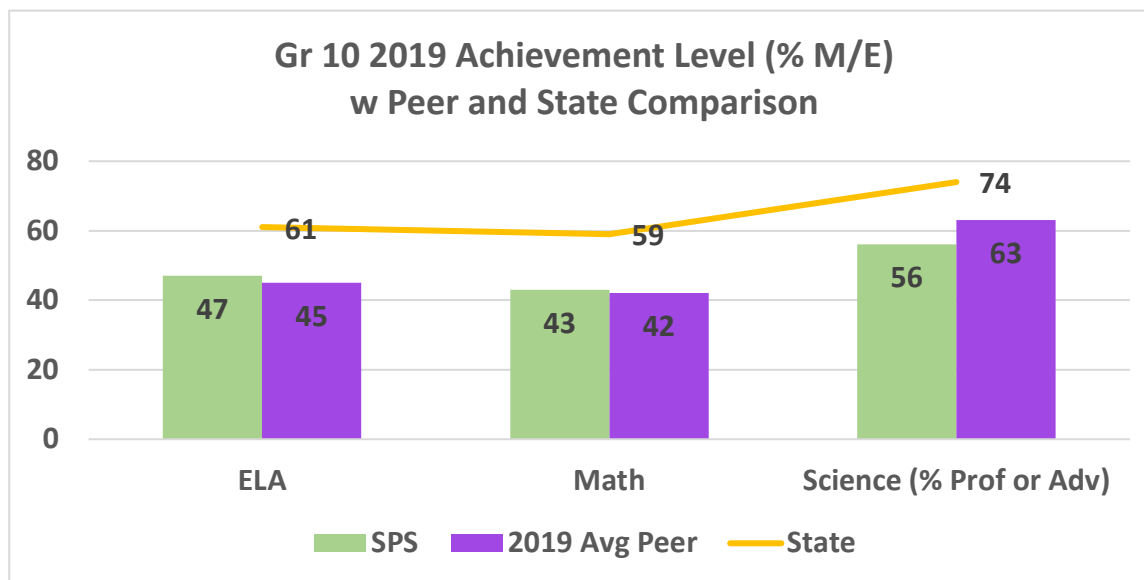


In Grade 10, 55% of all students scored proficient or advanced on the Legacy science MCAS assessment.



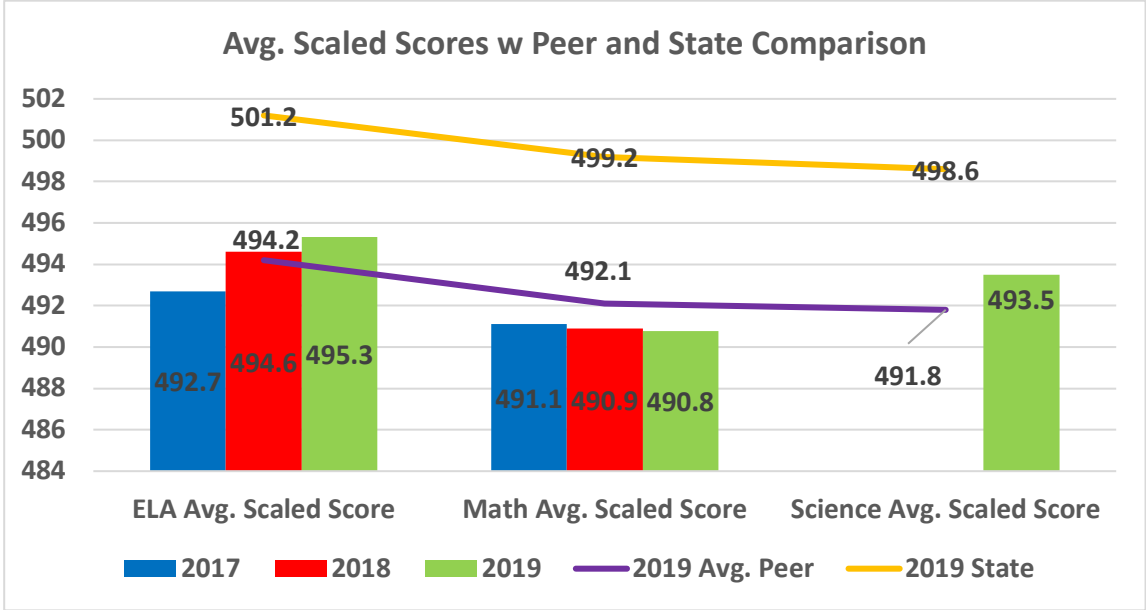
Grade 10 Achievement Levels (All Students, 2019 Comparison with State)

2019 was the first year that the Next Generation MCAS assessment was taken for Grade 10 in ELA and Math (students in grade 10 took the Legacy MCAS for Science). Based on the 2019 results, a higher percentage of Salem’s Grade 10 students are meeting or exceeding expectations in both ELA (by 2 points) and Math (by 1 point) than the average of Salem’s peer districts. In Science, Salem’s peer districts have, on average, more grade 10 students who scored proficient or advanced on the Legacy Science MCAS. Neither Salem nor its peer districts scored as well as the statewide average in 2019.



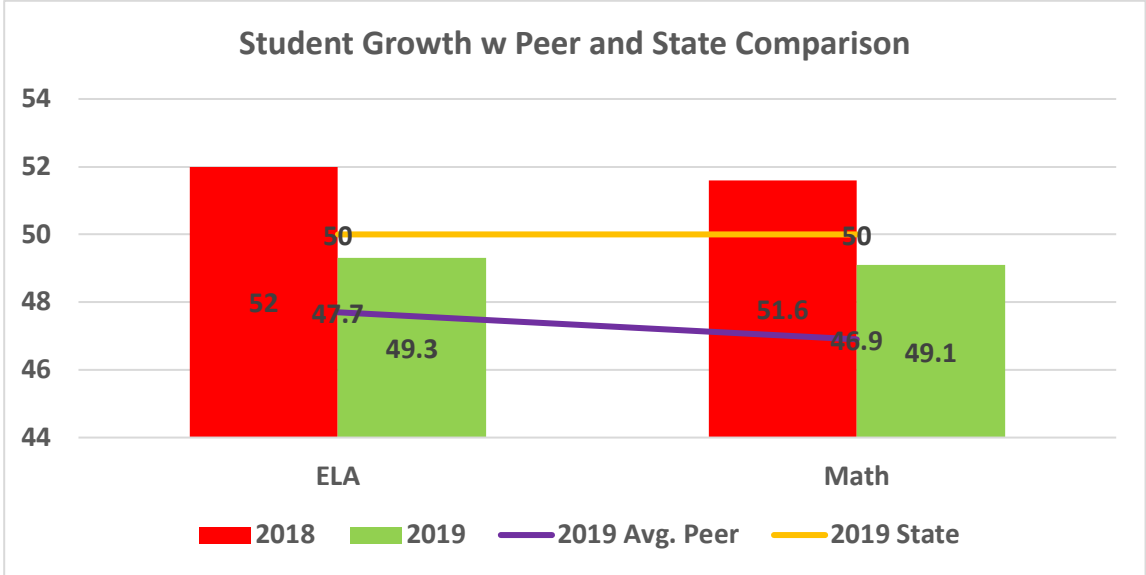
Gr 3-8 Average Scaled Scores

Gr 3-8 - Avg. Scaled Scores, 2017 through 2019 with Peer and State Comparison
 Salem has increased its average scaled score in ELA by almost three points over the last three years. In both ELA and Science, Salem is outperforming its peer districts with Salem earning an average scaled score of 495.3 in ELA (peer districts earned 494.3) and 493.5 for Science (peer districts earned 491.3). The average scaled score for Math has remained relatively flat over the last three years, however, and Salem is not currently scoring as high as its peer districts in Math.



Gr 3-8 2019 Student Growth with Peer and State Comparisons

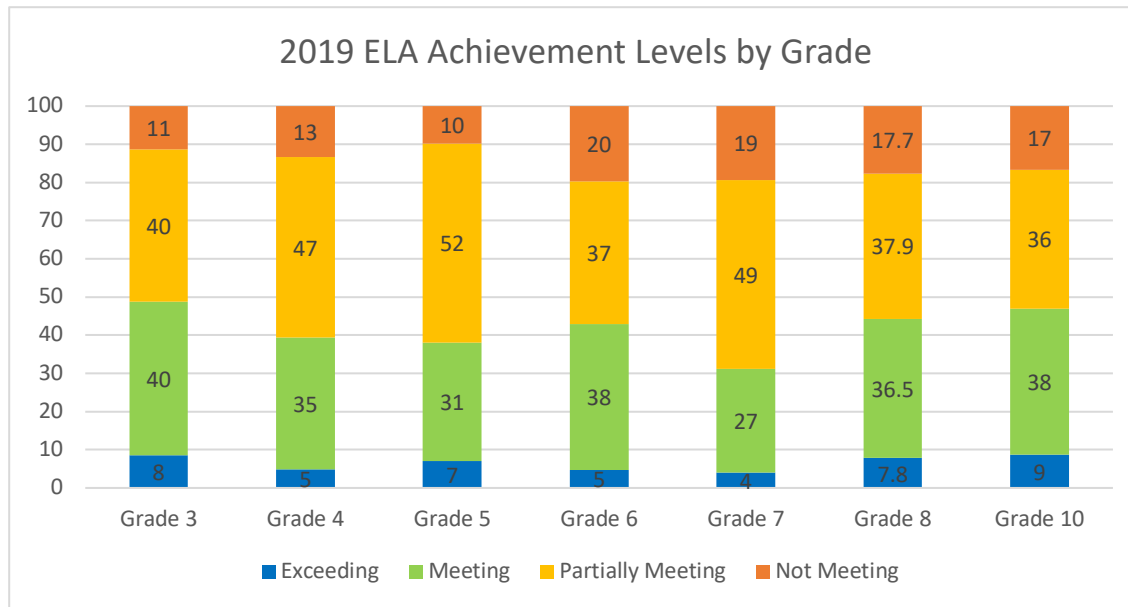
2019 student growth rates as measured by the mean Student Growth Percentile (SGP) in Grades 3-8 fell slightly from where they were in 2018. Both still remain in the “moderate growth” category, however. The below chart summarizes the growth rates for both ELA and Math for 2018 and 2019.



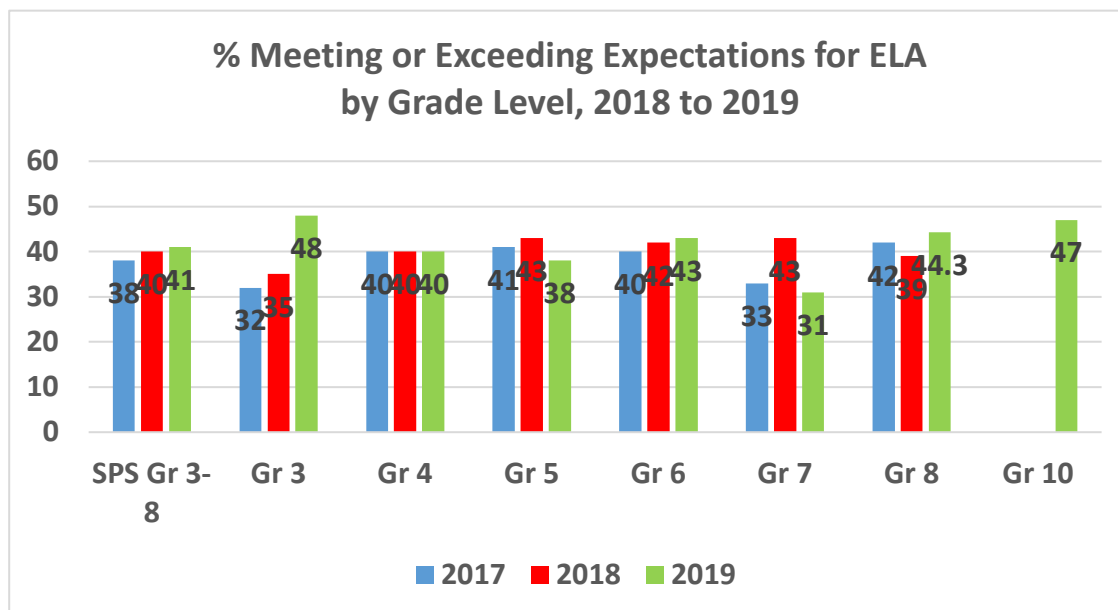
Highlights from the Content Areas - ELA

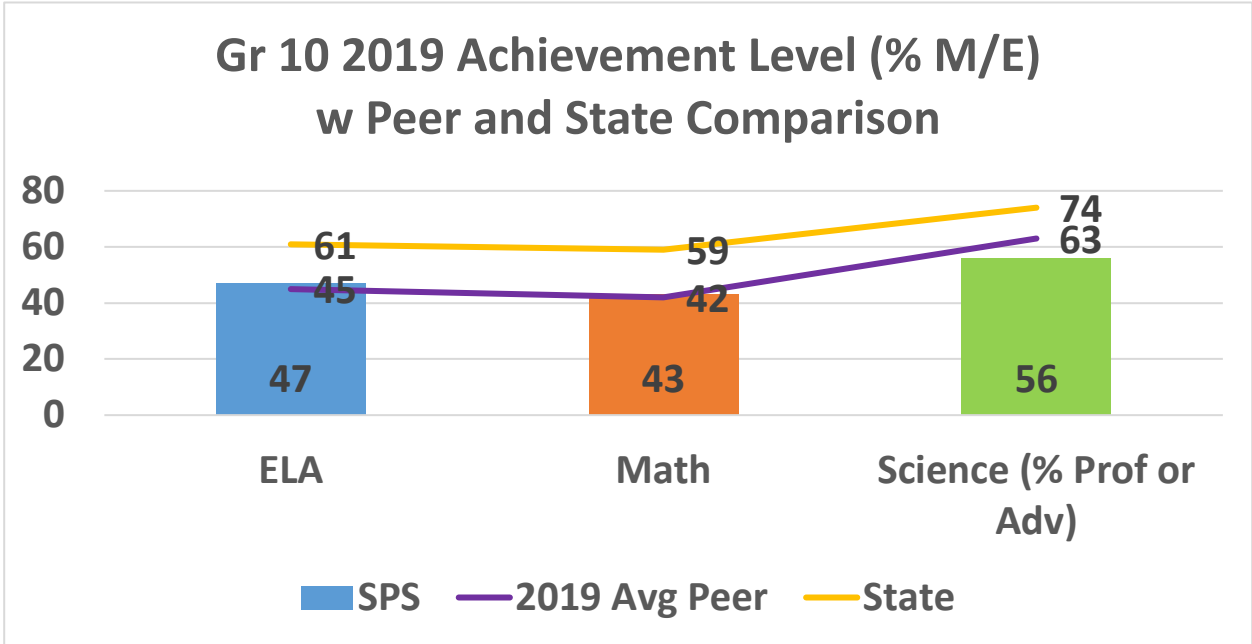
2019 ELA Achievement Levels by Grade Level

The below chart depicts the achievement levels for each grade level on the 2019 ELA MCAS. In grade 3, 48% of students are meeting or exceeding expectations, 40% in grade 4, 38% in grade 5, 43% in grade 6, 31% in grade 7, 44.3% in grade 8, and 47% in grade 10.



ELA Achievement Levels by Grade, 2017 to 2019 Comparison (All Students)





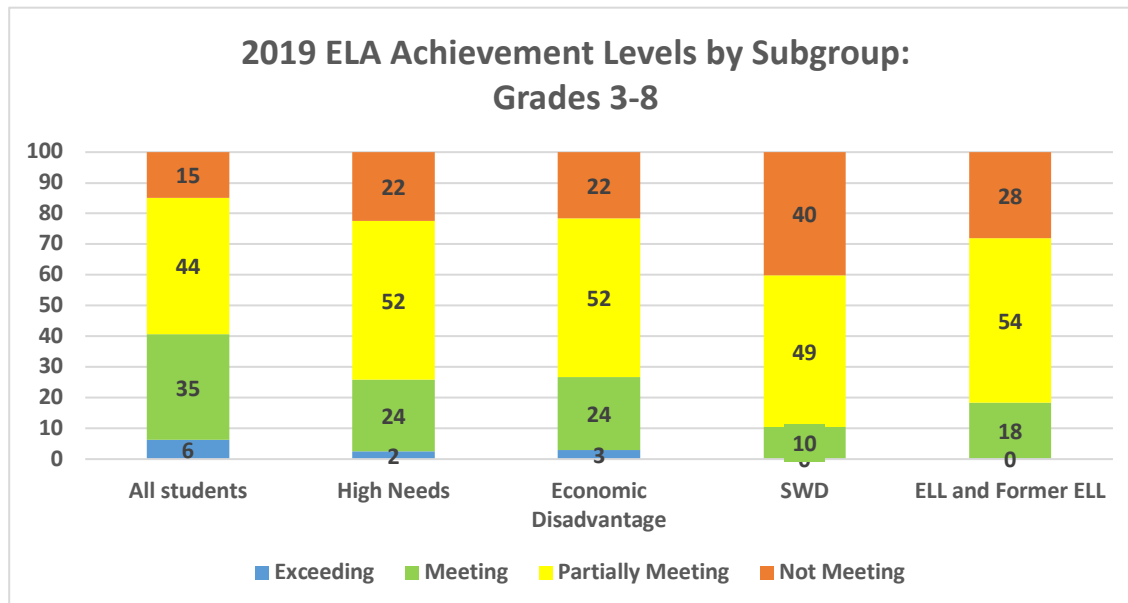
ELA - Avg. Scaled Scores by Grade Level, Change from 2017 to 2019

The table below depicts the ELA average scaled scores for each grade level from 2017 to 2019 as well as the amount of change, over time. Scaled scores increased for all grade levels except for grade 6. The largest increase was in Grade 3 which gained 8.6 points over the three year time span. Grades 8, 7, 5, and 4 all saw modest increases over time and grade six dipped slightly in the past year.

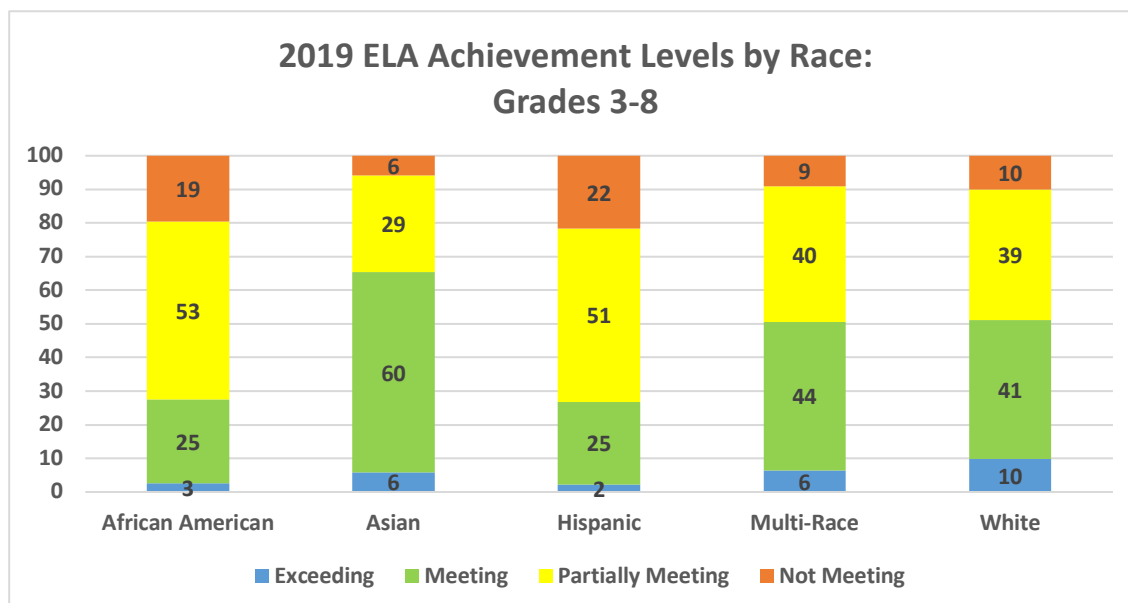
Grade	2017	2018	2019	Change, 2017 to 2019
Grade 3	490.8	493.5	499.4	8.6
Grade 4	493.4	497.0	495.0	1.6
Grade 5	494.8	496.9	496.2	1.4
Grade 6	494.0	495.4	493.6	-0.4
Grade 7	489.3	494.3	491.1	1.8
Grade 8	494.2	490.2	496.0	1.8

ELA Achievement Levels by Subgroup, Grades 3-8

In 2019, the 26% of the high needs subgroup is meeting or exceeding expectations in ELA as are 27% of students who are economically disadvantaged, 10% of students with disabilities, and 18% of English learners and former English learners. These results compare with the 41% of all students who are meeting or exceeding expectations.

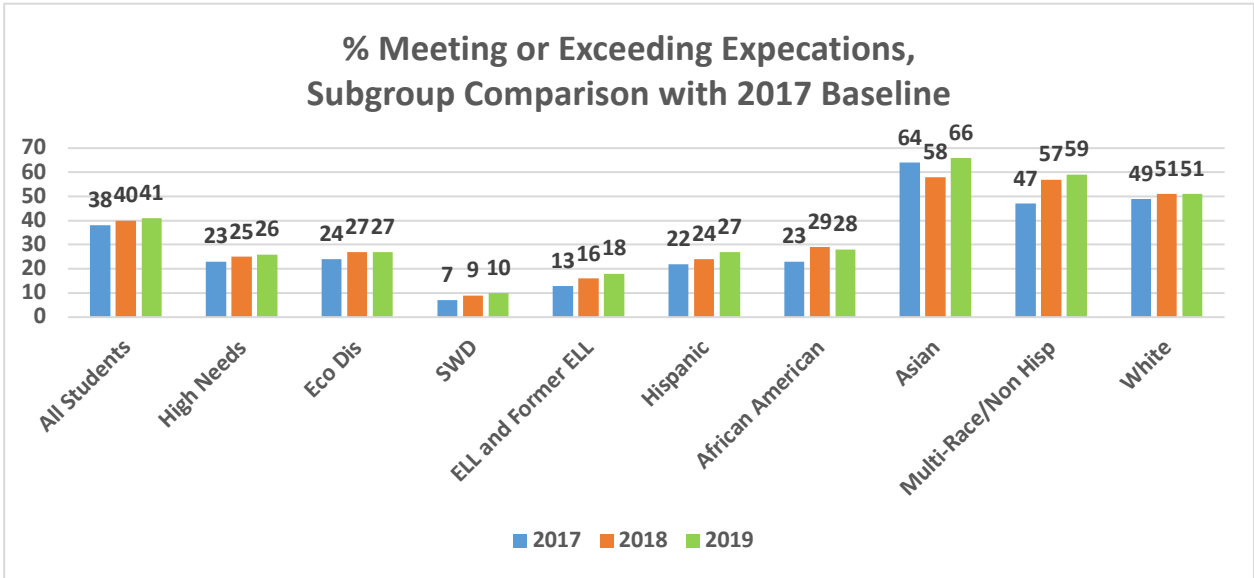


When disaggregating the results by race and ethnicity 66% of Asian students are meeting or exceeding expectations as are 51% of white students, 50% of students who are multi-racial, 28% of African American, and 27% of students who are of Hispanic origin.



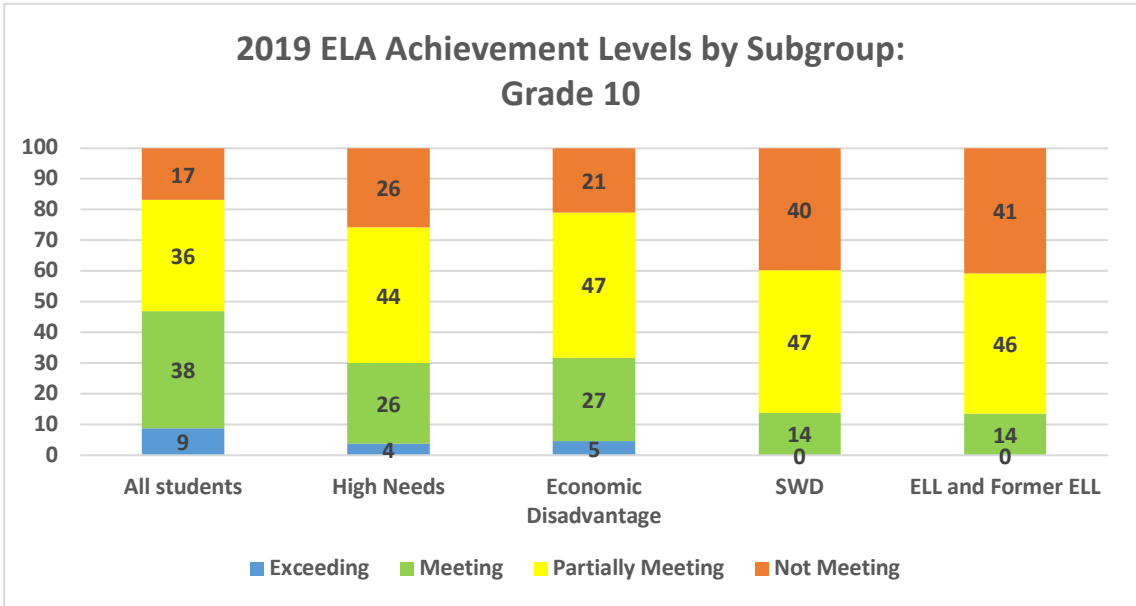
ELA Achievement Levels by Subgroup, 2017 to 2019 Comparison

Salem Public Schools has increased ELA performance for all subgroups since 2017.

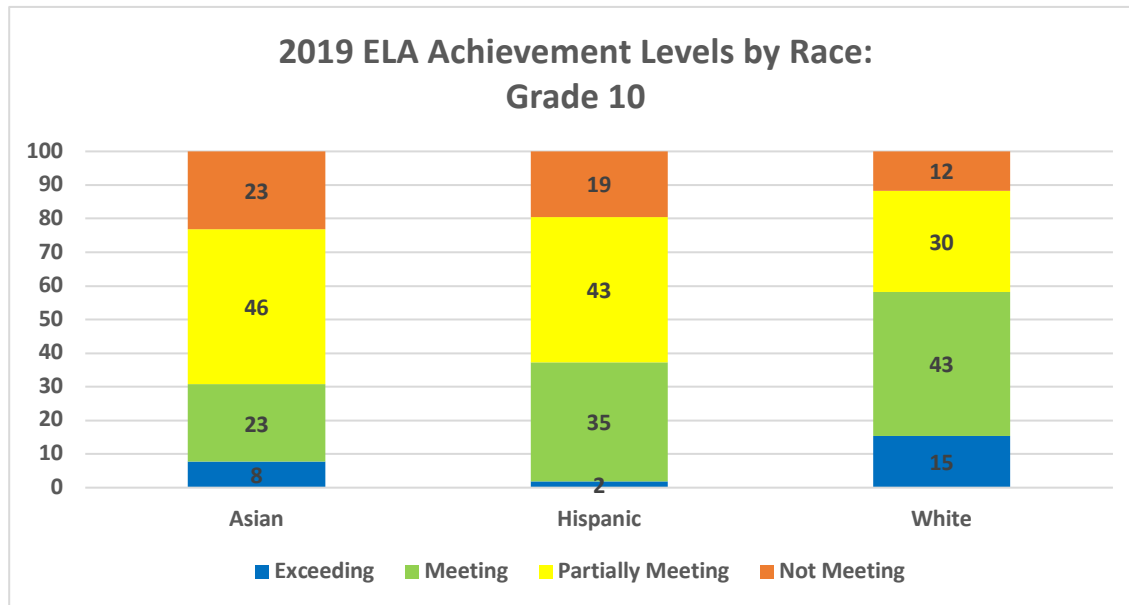


Grade 10 ELA Achievement Levels by Subgroup

In grade 10, 32% of students who are economically disadvantaged are meeting or exceeding expectations as are 30% of those who are high needs, and 14% each of students with disabilities and EL and former ELs. This is compared with 47% of all students who are meeting or exceeding expectations for ELA in grade 10.



Among the district’s racial and ethnic groups in grade 10 (with enough students to report), 68% of white students are meeting or exceeding expectations in ELA as 37% of students who are Hispanic, and 31% of those who are Asian.



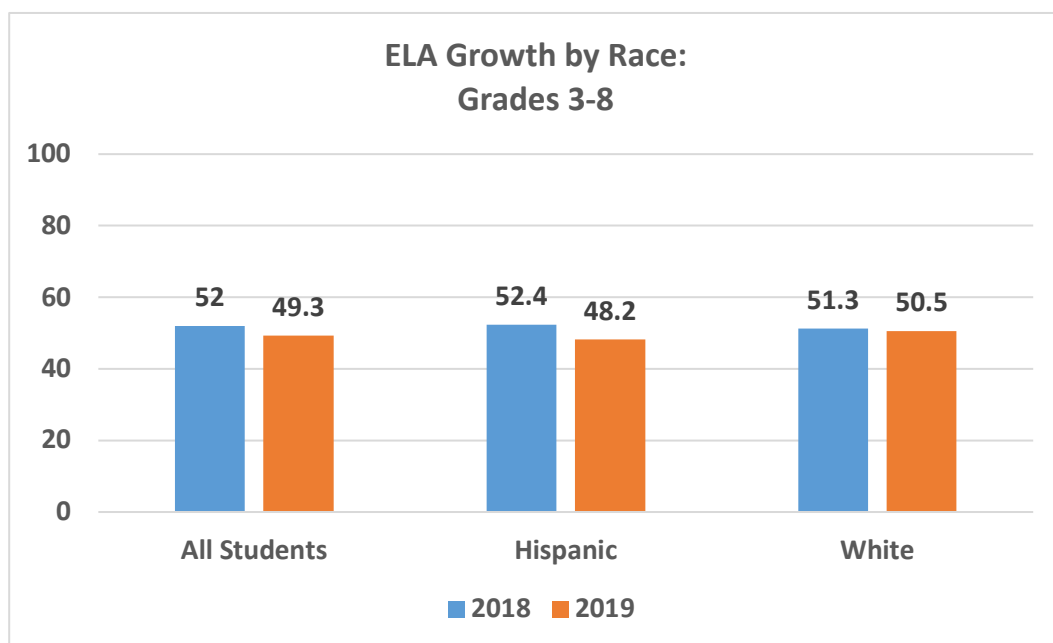
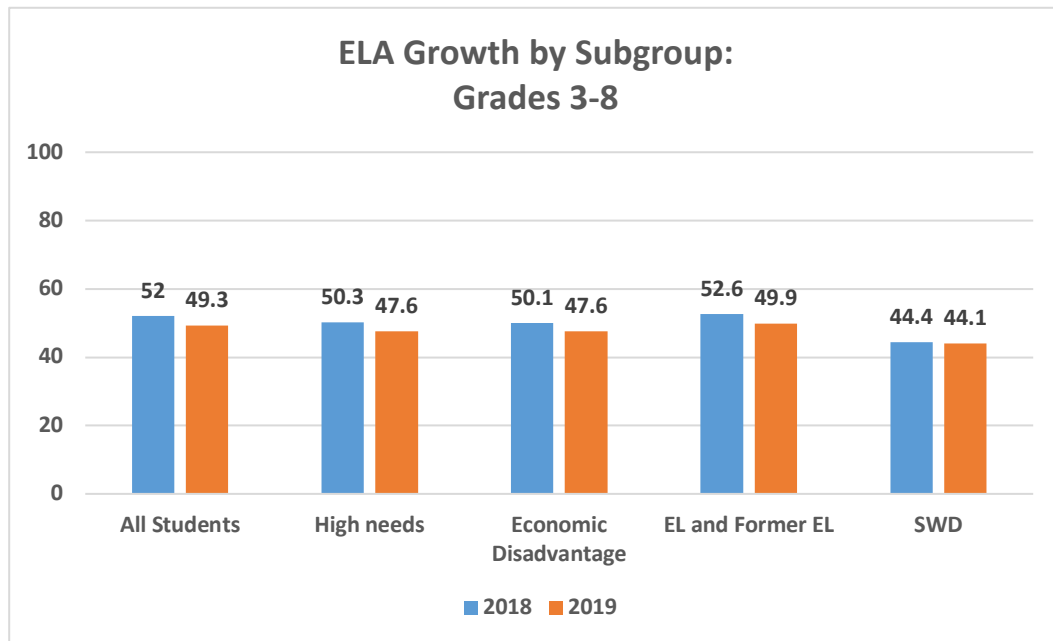
ELA – Gr 3-8 Avg. Scaled Score by Subgroup, 2017 to 2019

The average scaled scores in ELA for all subgroups increased over the last three years for all grades, 3-8.

Subgroup	2017	2018	2019	Change, 2017 to 2019
High Needs	484.8	487.2	487.7	2.9
Economic Disadvantage	485.8	487.7	488.4	2.6
SWD	475.5	477.4	477.8	2.3
EL and Former EL	477.5	481.3	482.1	4.6
Hispanic	484.7	486.5	488	3.3
White	498.3	500.1	501.1	2.8

ELA Gr 3-8 Growth by Subgroup, 2018 to 2019

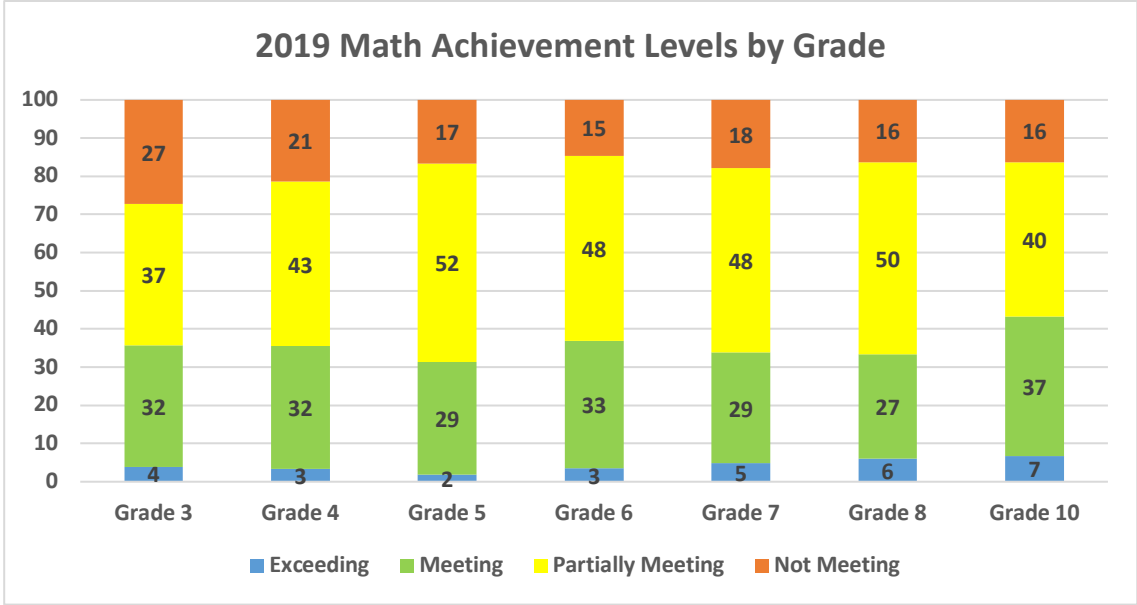
Student growth declined slightly for all subgroups over the last year.



Highlights from the Content Areas – Math

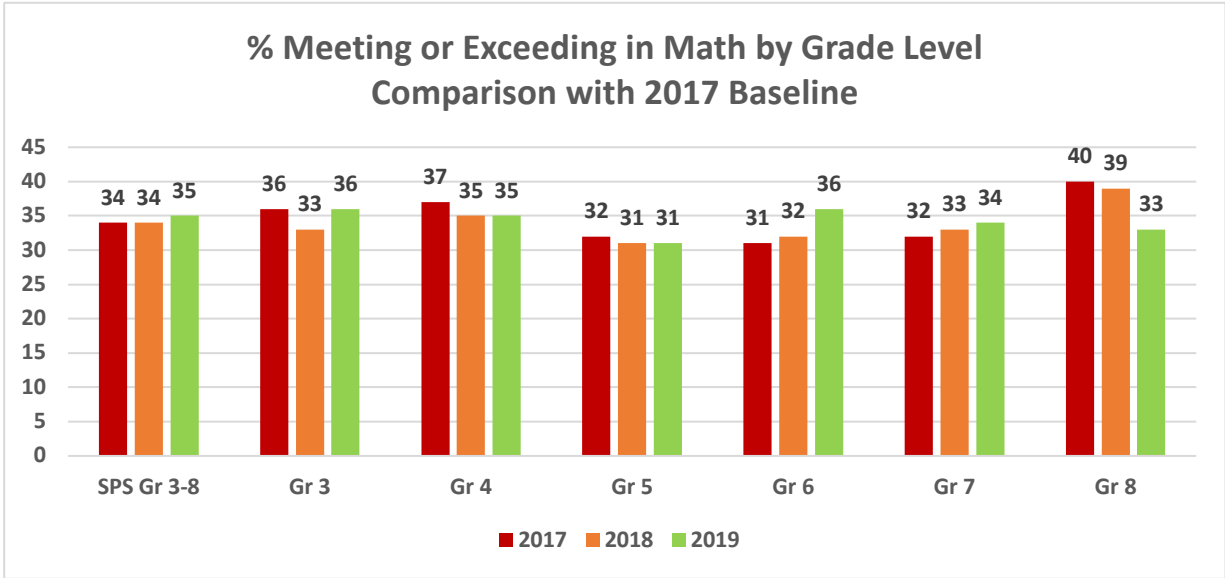
2019 Math Achievement Levels by Grade (All Students)

On the 2019 Math MCAS, 36% are meeting or exceeding expectations in grade 3, 35% in grade 4, 31% in grade 5, 36% in grade 6, 34% in grade 7, 33% in grade 8, and 44% in grade 10.



Math Achievement Levels by Grade, 2017 to 2019 Comparison (All Students)

SPS saw modest increases in the percentage of students meeting or exceeding expectations in Math for grades 6 and 7.



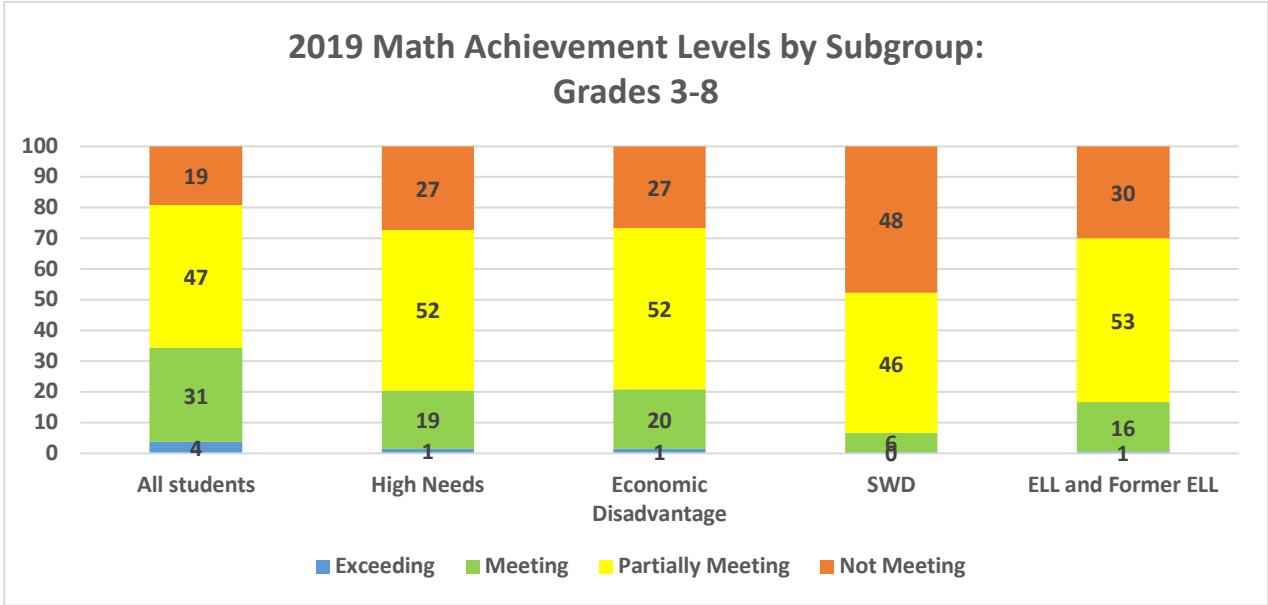
Math – Avg. Scaled Scores by Grade Level, Change from 2017 to 2019

Average scaled scores for Math also increased in grades 6 and 7.

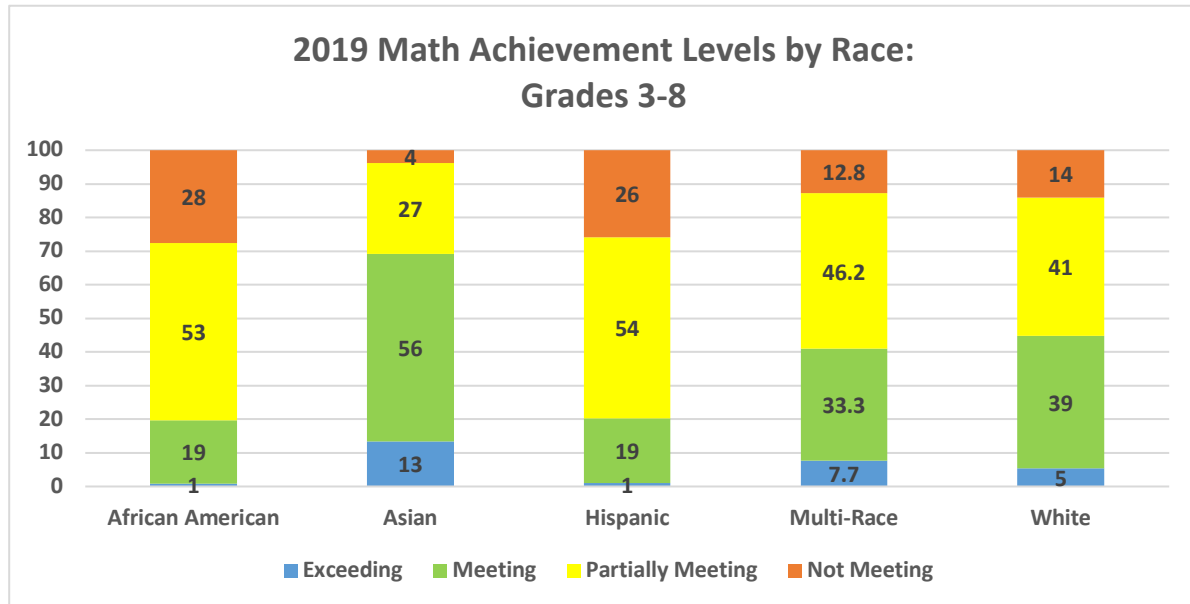
Grade	2017	2018	2019	Change, 2017 to 2019
Grade 3	489.8	488.5	488.2	-1.6
Grade 4	490.4	491.7	490.4	0.0
Grade 5	491.6	489.6	489.6	-2.0
Grade 6	491.1	490.8	492.5	1.4
Grade 7	488.4	492.1	491.7	3.3
Grade 8	495.6	493.4	492.6	-3.0

Math Achievement Levels by Subgroup, Grades 3-8

In Math, 21% of students who are economically disadvantaged are meeting or exceeding expectations on the 2019 MCAS test as are 20% of high needs students, 17% of EL and former EL, and 6% of students with disabilities, and 18% of English learners and former English learners. These results can be compared with the 35% of all students who are meeting or exceeding expectations on the MCAS.

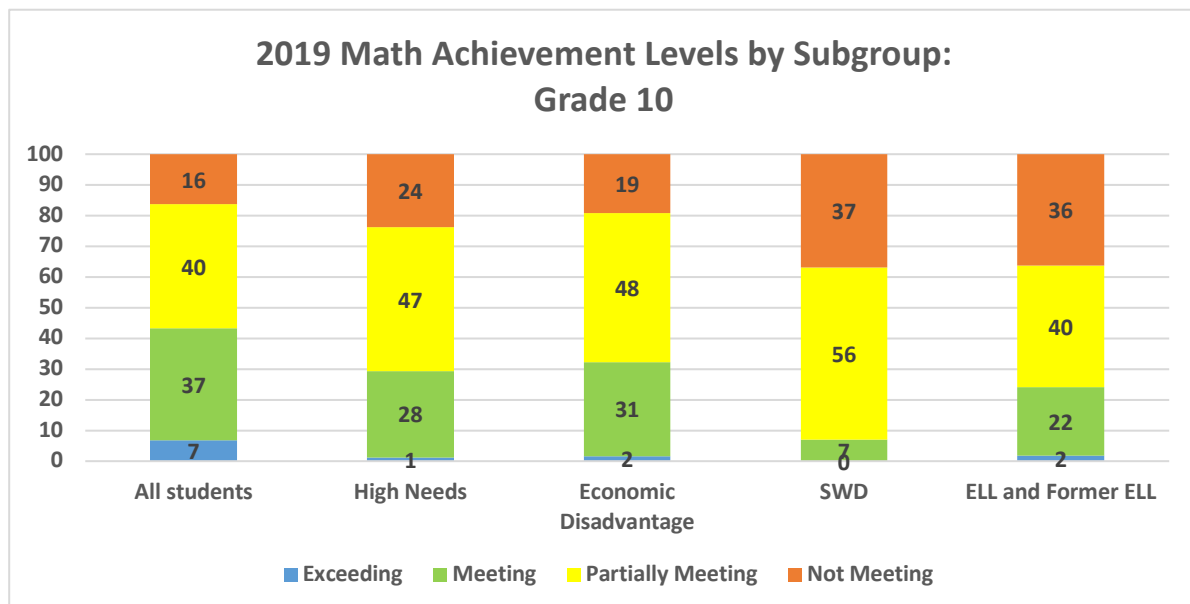


When looking at the results by race and ethnicity, 69% of Asian students are meeting or exceeding expectations in Math, 44% of white students, and 20% of students who are African American and Hispanic.

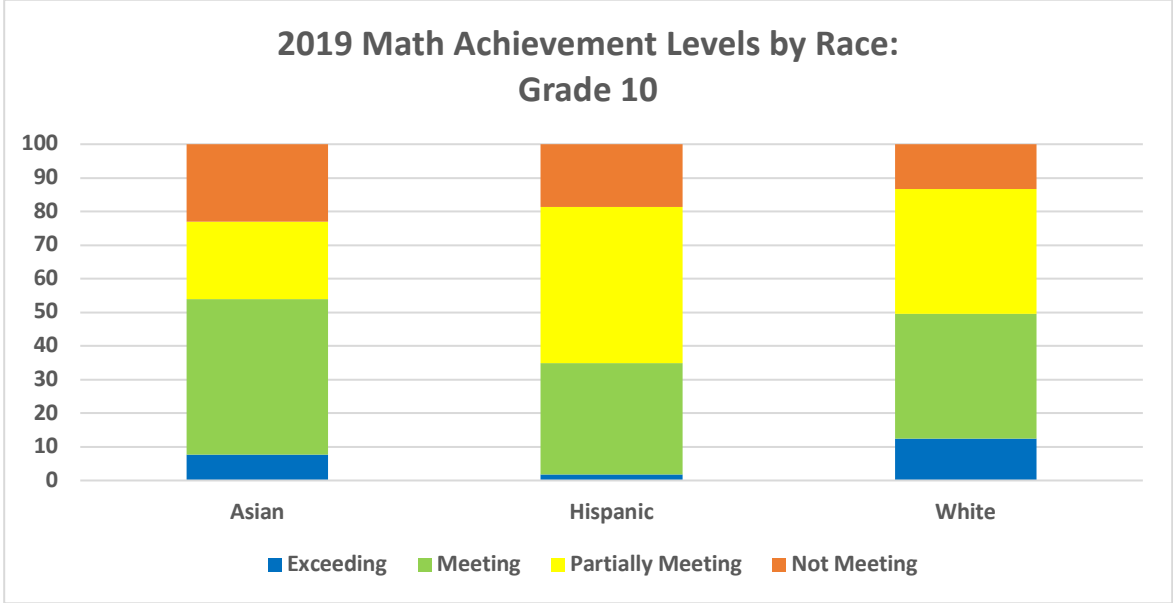


Math Achievement Levels by Subgroup, Grade 10

Thirty-three percent (33%) of students who are economically disadvantaged are meeting or exceeding expectations of the Math MCAS, 29% of high needs students, 24% of EL and former EL students, and 7% of students with disabilities. These results compare with 44% of all students who are meeting or exceeding expectations on the MCAS.

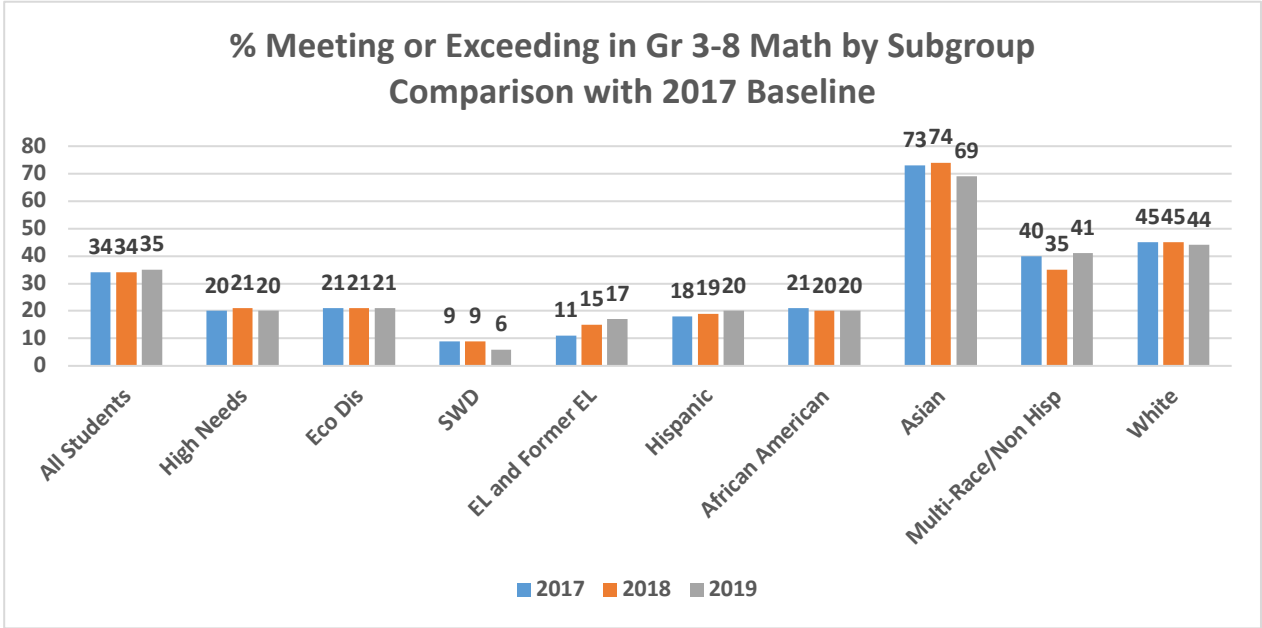


When looking at the results by race and ethnicity 54% of Asian students are meeting or exceeding expectations in Math, 49.6% of White students, and 35% of Hispanic students.



Gr 3-8 Math Achievement Levels by Subgroup, 2017 to 2019 Comparison

Results for Math over the past three years has been mixed, however, some gains have been made among the English learner and former English learner (EL and Former EL) subgroup as well as among students who are Hispanic.



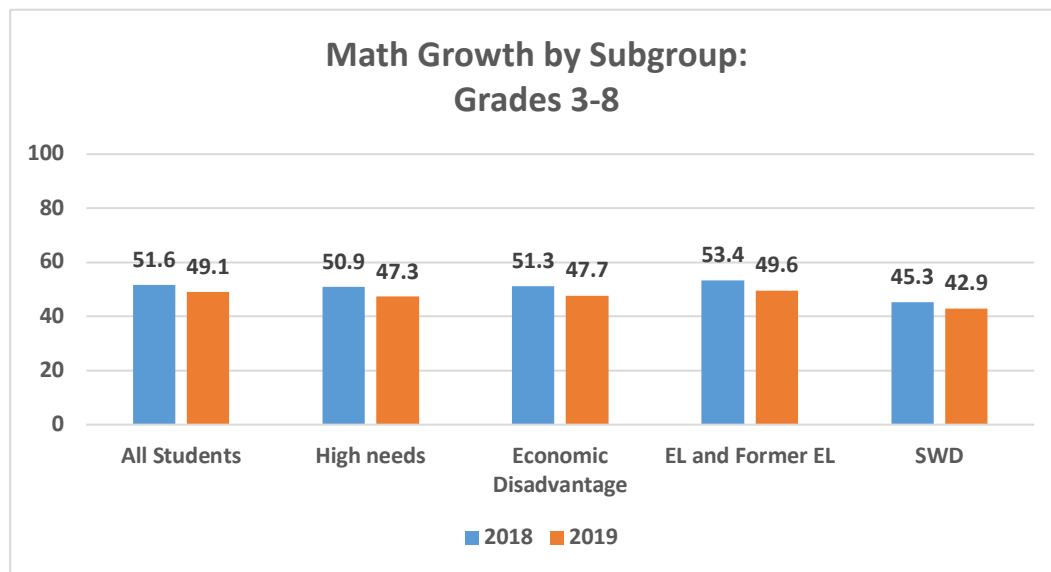
Gr 3-8 Math – Avg. Scaled Score by Subgroup, 2017 to 2019

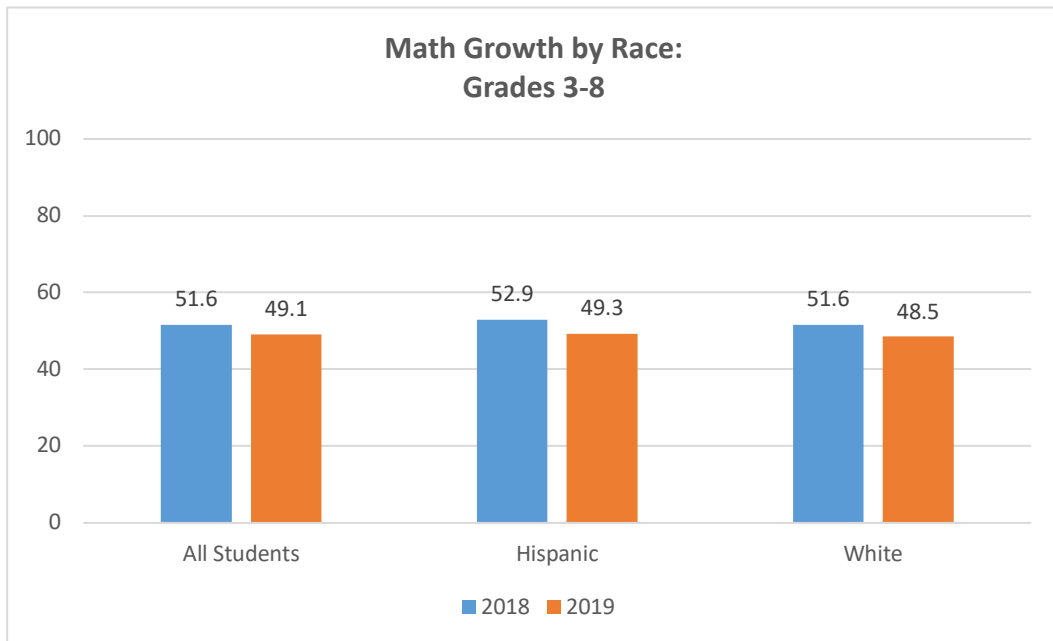
Average scaled scores in Math also increased for two subgroups over the last few years: EL and Former EL as well as for students who are Hispanic. The high needs and students with disabilities subgroups also increased slightly.

Subgroup	2017	2018	2019	Change, 2017 to 2019
High Needs	482.9	484.2	483.5	0.6
Economic Disadvantage	483.7	484.1	483.5	-0.2
SWD	474.2	475.4	474.4	0.2
EL and Former EL	475.8	479.9	479.7	3.9
Hispanic	481.9	483	483	1.1
White	497.3	496.7	496.5	-0.8

Gr 3-8 Math Growth by Subgroup, 2018 to 2019

Student growth rates in Math declined slightly for all subgroups over the past year.

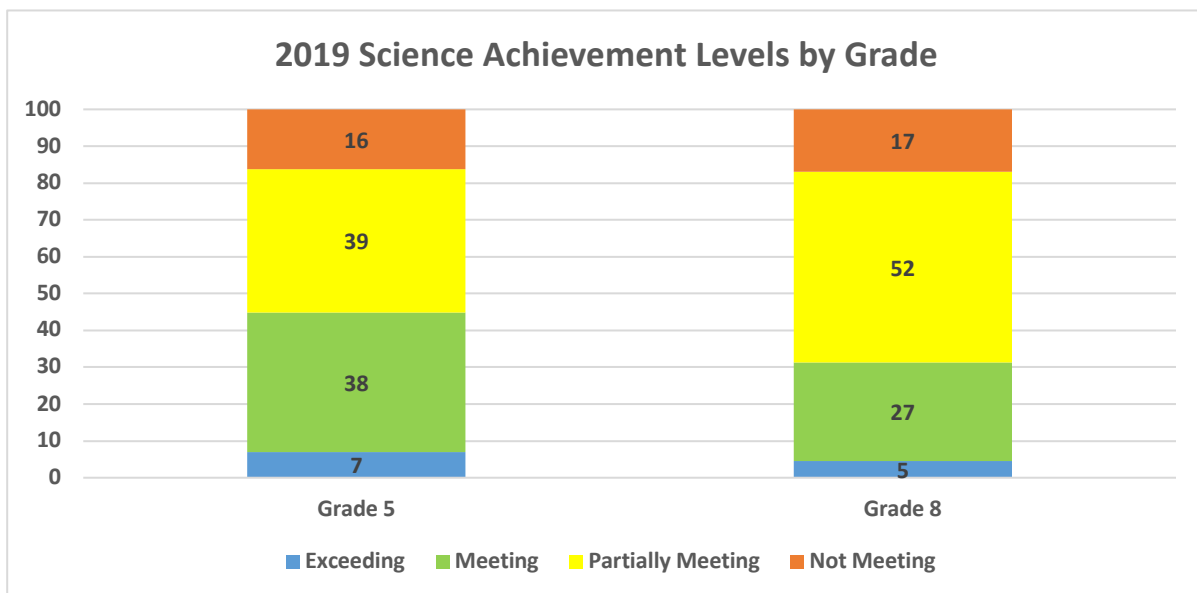




Highlights from the Content Areas - Science

Science Achievement Levels by Grade

In science, 45% are meeting or exceeding expectations in grade 5 and 32% in grade 8.



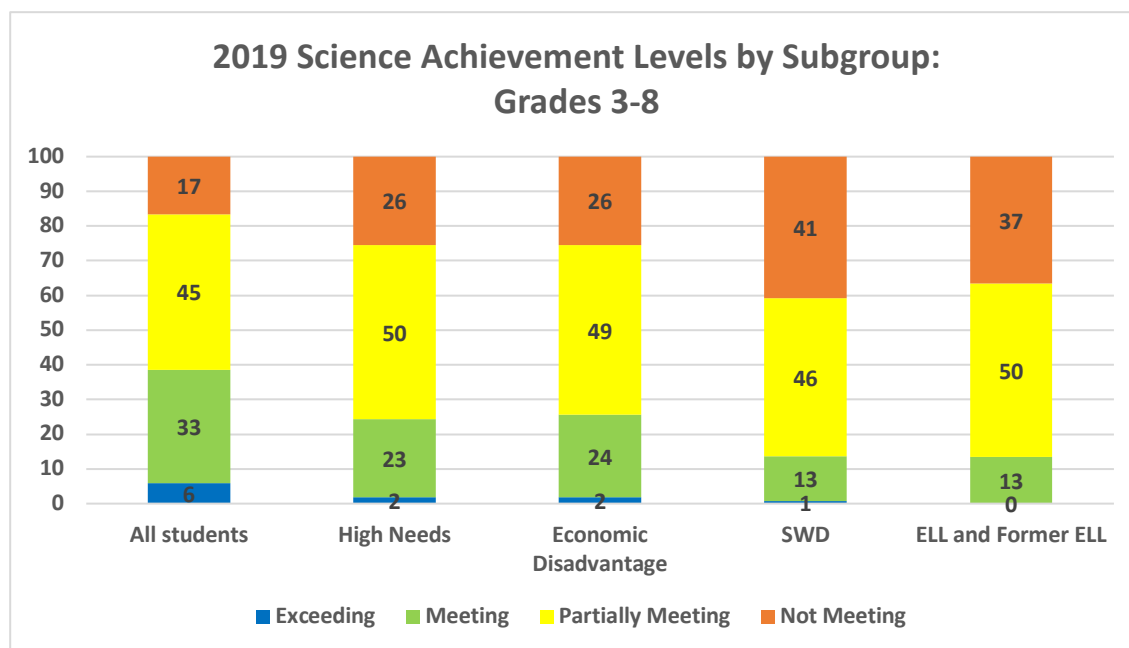
Science – Avg. CPI by Grade Level, Change from 2017 to 2019

Students in grade 5 increased their science CPI (Composite Performance Index) by 5.1 points over the last three years. While the CPI for students in the 8th grade declined from its original high in 2017, scores did increase by nearly six points over the last year. Note: While the DESE state website is not reporting CPI for Science in Grades 5 and 8, we were able to calculate it using the raw data provided from the state, thereby allowing a comparison with results from previous years.

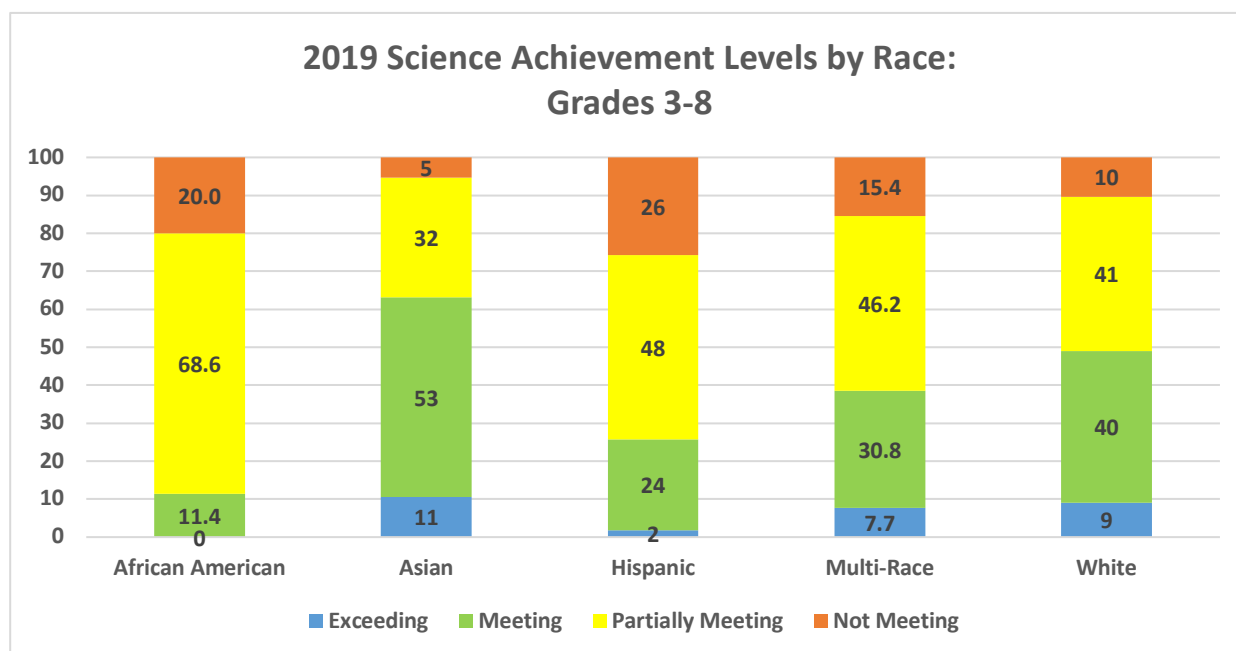
Grade	2017	2018	2019	Change, 2017 to 2019
Grade 5	67.8	73.2	72.9	5.1
Grade 8	64.8	52.9	58.2	-6.6

Gr 3-8 Science Achievement Levels by Subgroup

Twenty six percent (26%) of grade 3-8 students who are economically disadvantaged are meeting or exceeding expectations in science as are 25% of high needs students, 14% of students with disabilities, and 13% of EL and former EL students. These results compare with 39% of all grade 3-8 students who are meeting or exceeding expectations in science.



For the race and ethnicity subgroups, 64% of Asian students are meeting or exceeding expectations, 49% of white students, 38.5% of students who are multi-racial, 26% of Hispanic, and 11.4% of those who are African American.



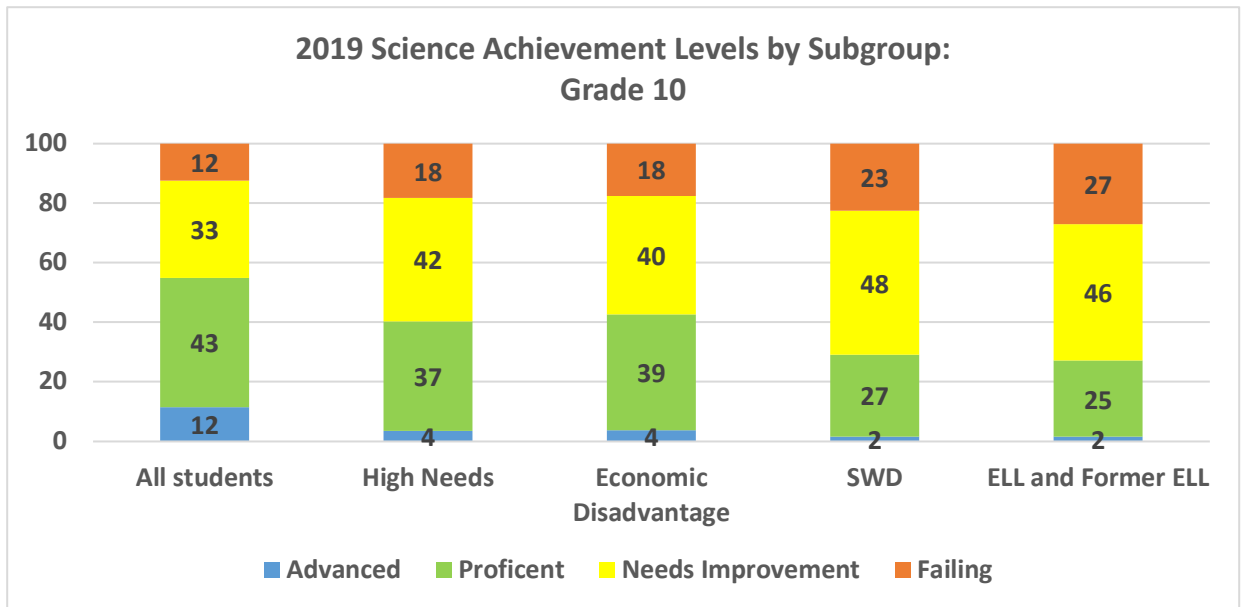
Science – CPI by Subgroup, 2017 to 2019

Science performance increased in all but two subgroups since the previous year with students with disabilities seeing the largest increase of 6.3 points. Hispanic students also increased their science CPI by 5.9 points. High needs students and economically disadvantaged students increased their science CPI scores by 2.5 and 1.8 respectively.

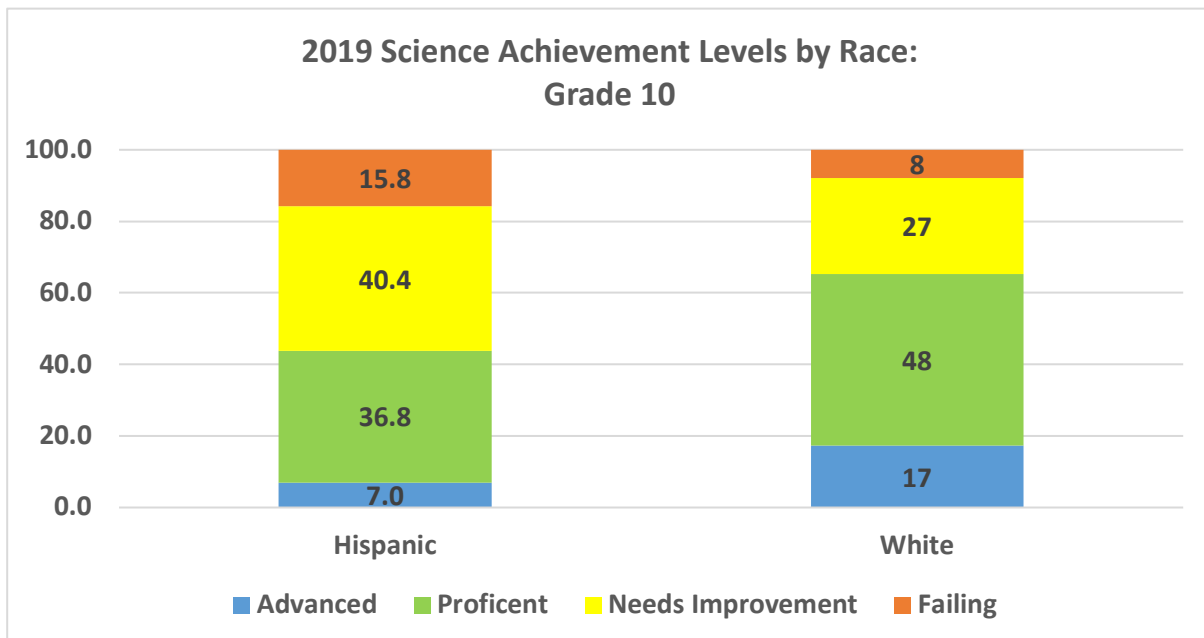
Subgroup	2017	2018	2019	Change, 2018 to 2019
High Needs		54.5	57	2.5
Economic Disadvantage		55.8	57.6	1.8
SWD		43	49.3	6.3
EL and Former EL		46.3	44.6	-1.7
Hispanic		50.7	56.6	5.9
White		74.2	73.5	-0.7

Science, Grade 10 Legacy MCAS Assessment

Forty-three (43%) of students who are economically disadvantaged scored proficient or advanced on the 2019 science legacy MCAS as did 41% of high needs students, 29% of students with disabilities, and 27% of EL and former EL students. These results compare with 55% of all students who are proficient or advanced on the 2019 science MCAS assessment.



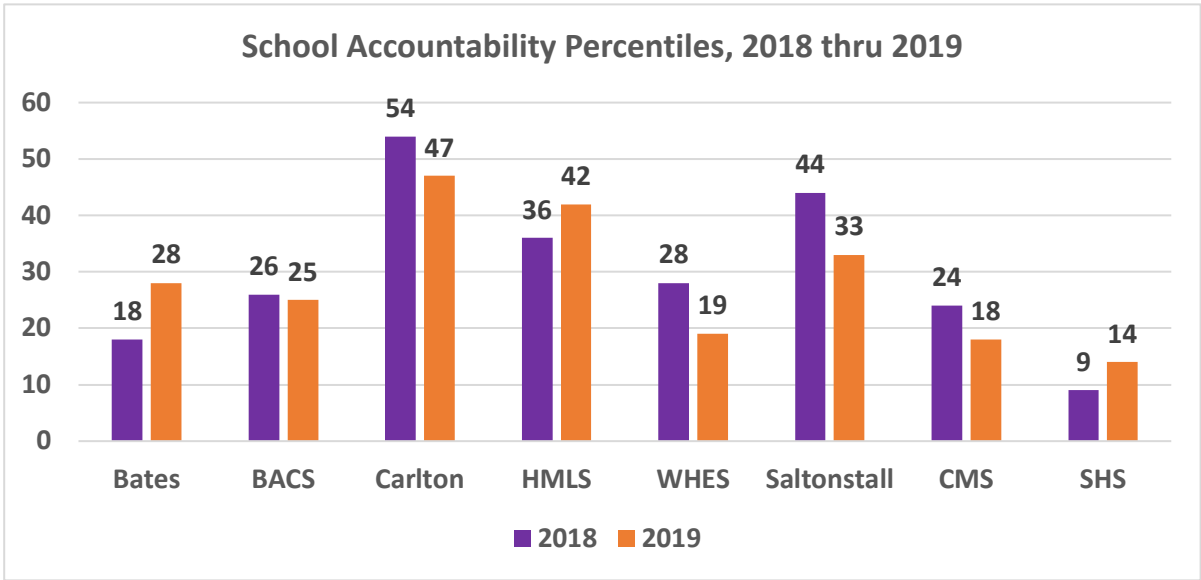
65% of white students scored proficient or advanced on the 2019 Legacy MCAS while 43.8% of Hispanic students did.



2019 Accountability Results for Schools

Normative Component – School Accountability Percentiles, 2018 to 2019

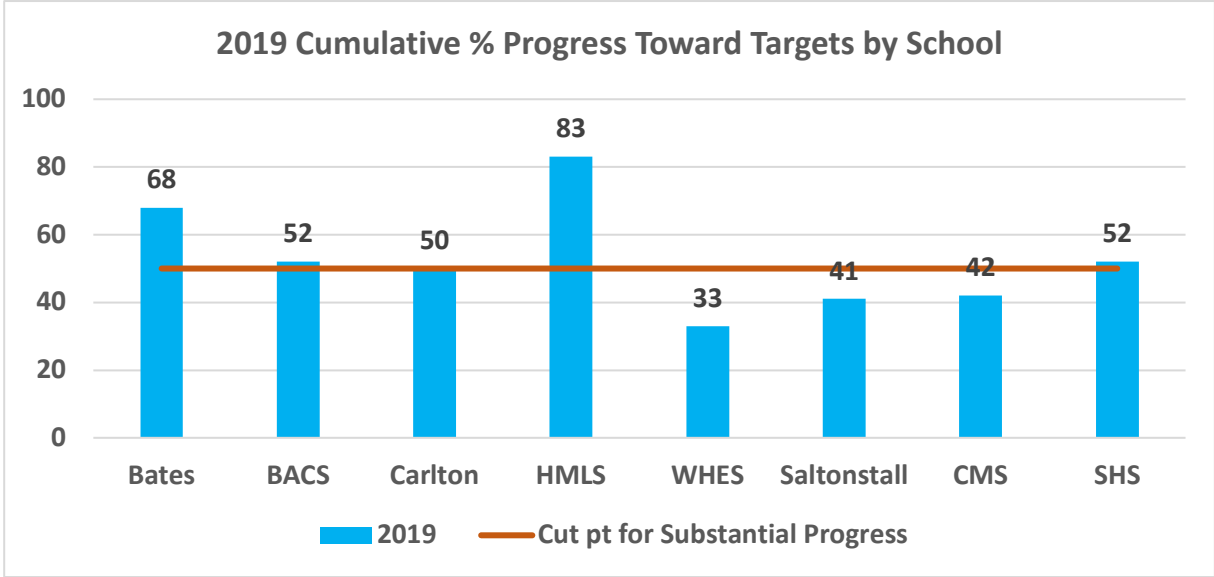
Performance in three schools increased in 2019 relative to comparison schools across the state. Three schools saw an increase in their school accountability percentiles. At Bates Elementary School, the school accountability percentile increased from 18 to 28, for Horace Mann it increased from 36 to 42 and for SHS it increased from 9 to 14 points. The 2019 accountability percentile decreased for five schools: BACS, Carlton, WHES, Saltonstall, and CMS. Comparisons on this measure should be made with caution as the 2019 accountability percentile is based on more than one year’s worth of data and given more weight than the 2018 percentile.



Criterion-Referenced Component – Progress Toward Targets

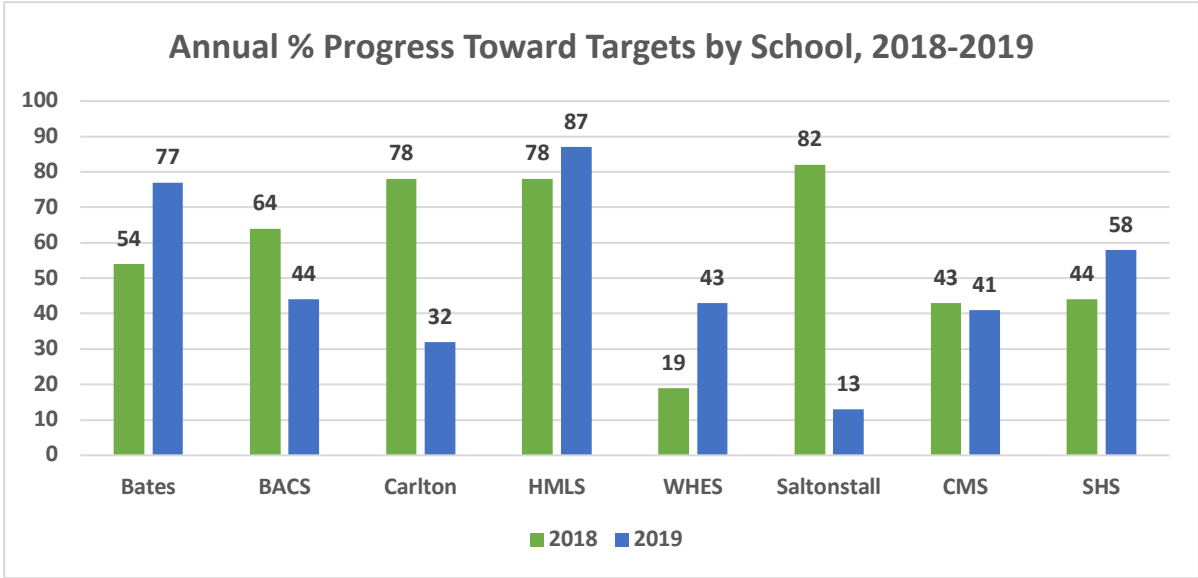
2019 Cumulative Percentage Progress Toward Targets by School

Four of the district’s 8 schools earned a cumulative percentage progress toward targets of 50% or higher, which corresponds with the state accountability determination of making substantial progress toward targets. One school, Horace Mann Laboratory School achieved a cumulative percentage progress of 83% which corresponds to the state determination of “meeting or exceeding targets.” The cumulative percentage progress toward targets represents the combined percentage that includes the 2018 annual percentage progress toward targets (weighted at 40% of the total) together with the 2019 annual percentage progress toward targets (weighted at 60% of the total).



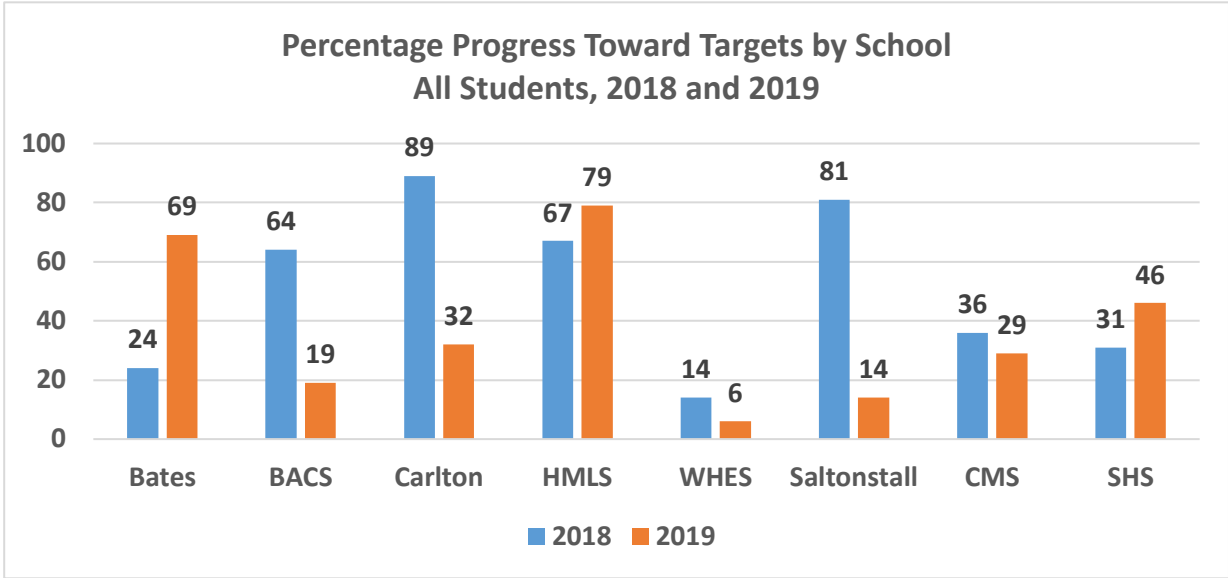
Annual Percentage Progress Toward Targets by School, 2018 to 2019

Four of the 8 schools increased their annual progress toward targets between 2018 and 2019: Bates, HMLS, WHES, and SHS. In these schools, their 2019 annual percentage progress toward targets was higher than the percentage progress they achieved in 2018, which means that they came closer or met more of their targets this year than they did last year.



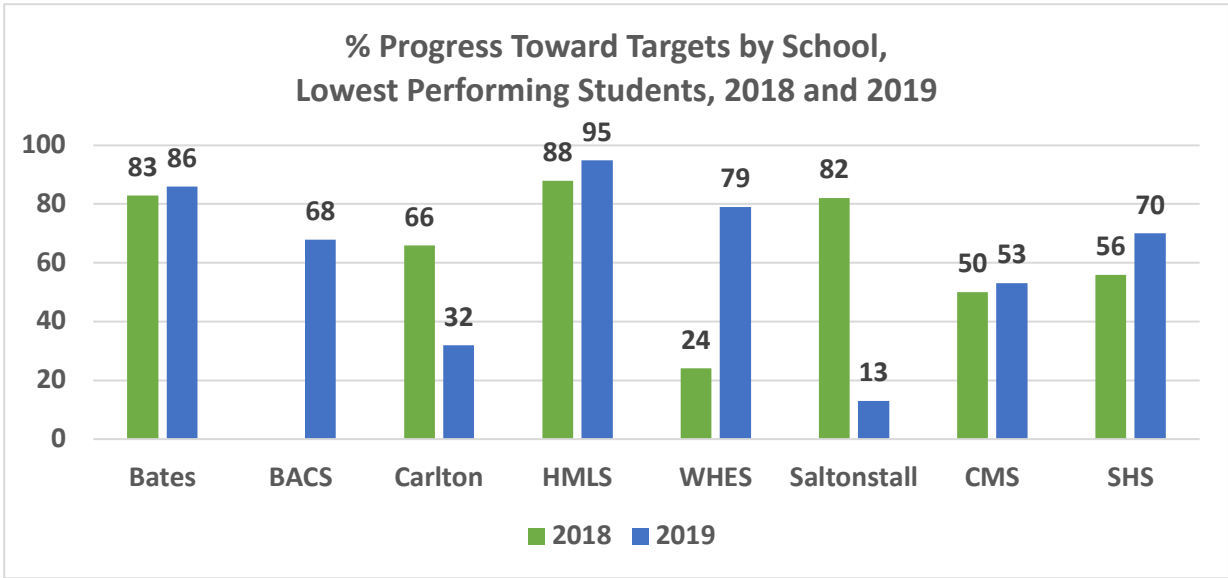
Percentage Progress for the All Students Category

The accountability system applies the indicator targets equally across two categories of students: all students and lowest performing students. The slide below depicts the results for all schools in the all students category. Three schools increased their percentage progress toward targets for the all student category: Bates, HMLS, and SHS.



Percentage Progress for the Lowest Performing Students Category

The chart below describes the percentage progress toward targets earned for each school for the lowest performing students category. Four schools increased their percentage progress toward targets for this group of students. WHES saw the largest increase jumping up to 79% for 2019 from only 24% in 2018. Salem High School increased their percentage progress for lowest performing student group by 14 points, HMLS by 7 points, and Bates and CMS by 3 points each. Note: BACS did not have enough eligible students to report a lowest performing student category in 2018 (all results for 2018 were based on the all students category).



Progress on Accountability Indicators by School

2019 Points Earned for Each Indicator – All Students Category

The below table outlines the points earned by each school for each of the accountability indicators for the all students category. Horace Mann was the only school to earn points across all four applicable categories. Schools that earned higher points for achievement include Bates, HMLS, and SHS. For growth, HMLS, Bates, Saltonstall, CMS, and SHS all earned relatively high points on the scale. In EL proficiency, BACS and HMLS each earned the total possible amount of points (4 points each). Carlton and HMLS both earned the total possible amount of points for the additional indicator (which is chronic attendance for non-high schools) and Saltonstall earned 3 points for chronic attendance.

2019 Points Earned for Each Indicator-All Students					
	Achievement (12 possible)	Growth (8 possible)	HS Completion (12 possible)	EL Proficiency (4 possible)	Additional Indicators (4 possible)
Bates	9	6	n/a	0	0
BACS	1	4	n/a	4	0
Carlton	3	4	n/a	n/a	4
HMLS	9	7	n/a	4	4
WHES	0	3	n/a	0	0
Saltonstall	0	5	n/a	0	3
CMS	3	5	n/a	0	0
SHS	6	5	6	0	0

2019 Points Earned for Each Indicator – Lowest Performing Students Category

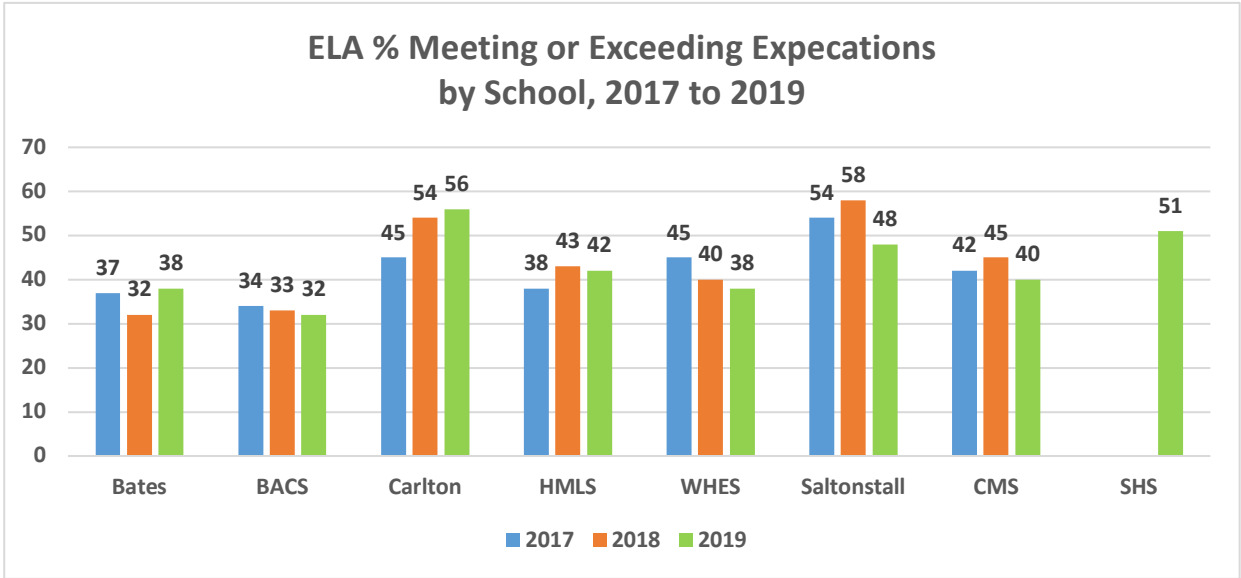
The below table outlines the points earned by each school for each of the accountability indicators for the lowest performing students category. For achievement, SHS, Bates, HMLS, and WHES earned more than half of the total possible points for this indicator. For growth, HMLS, BACS, Bates, and CMS all earned a majority of points for this indicator. Carlton, HMLS, and WHES each earned the total possible points (4 points each) for chronic attendance and Saltonstall earned 3 points for this indicator.

2019 Points Earned for Each Indicator-Lowest Performing Students					
	Achievement (12 possible)	Growth (8 possible)	HS Completion (12 possible)	EL Proficiency (4 possible)	Additional Indicators (4 possible)
Bates	8	5	n/a	0	0
BACS	6	5	n/a	n/a	0
Carlton	2	3	n/a	n/a	4
HMLS	8	6	n/a	n/a	4
WHES	7	4	n/a	n/a	4
Saltonstall	0	3	n/a	n/a	3
CMS	4	5	n/a	n/a	2
SHS	10	2	n/a	n/a	0

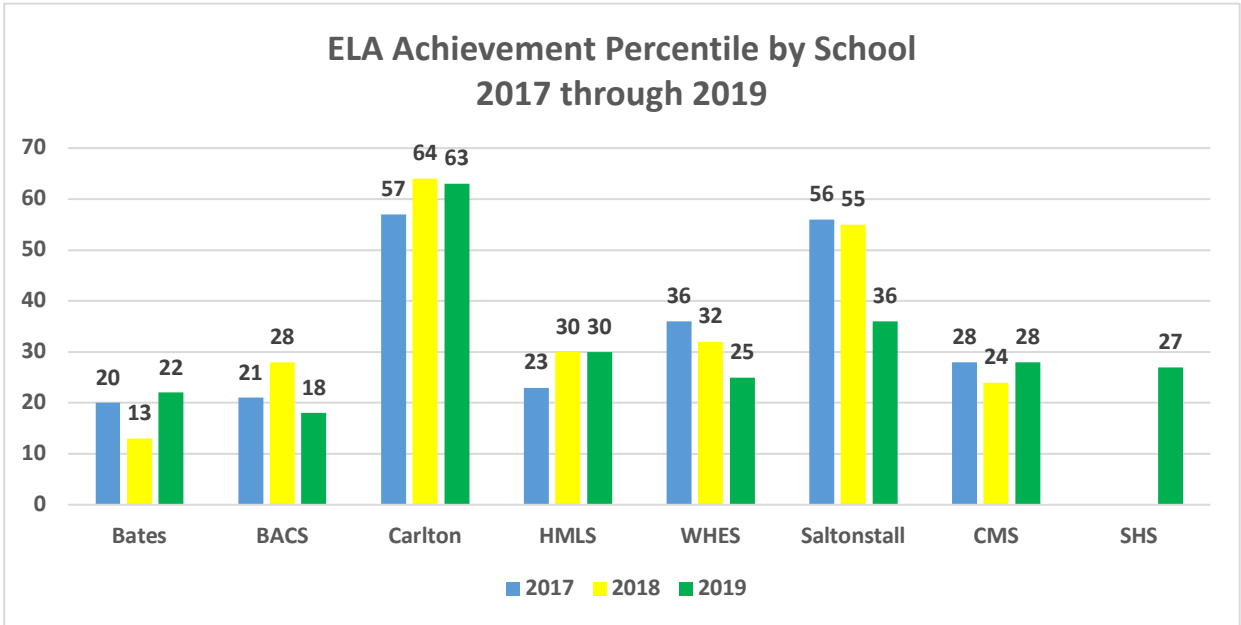
2019 ELA, Math, and Science MCAS Results: School Comparisons

ELA Student Achievement and Growth by School

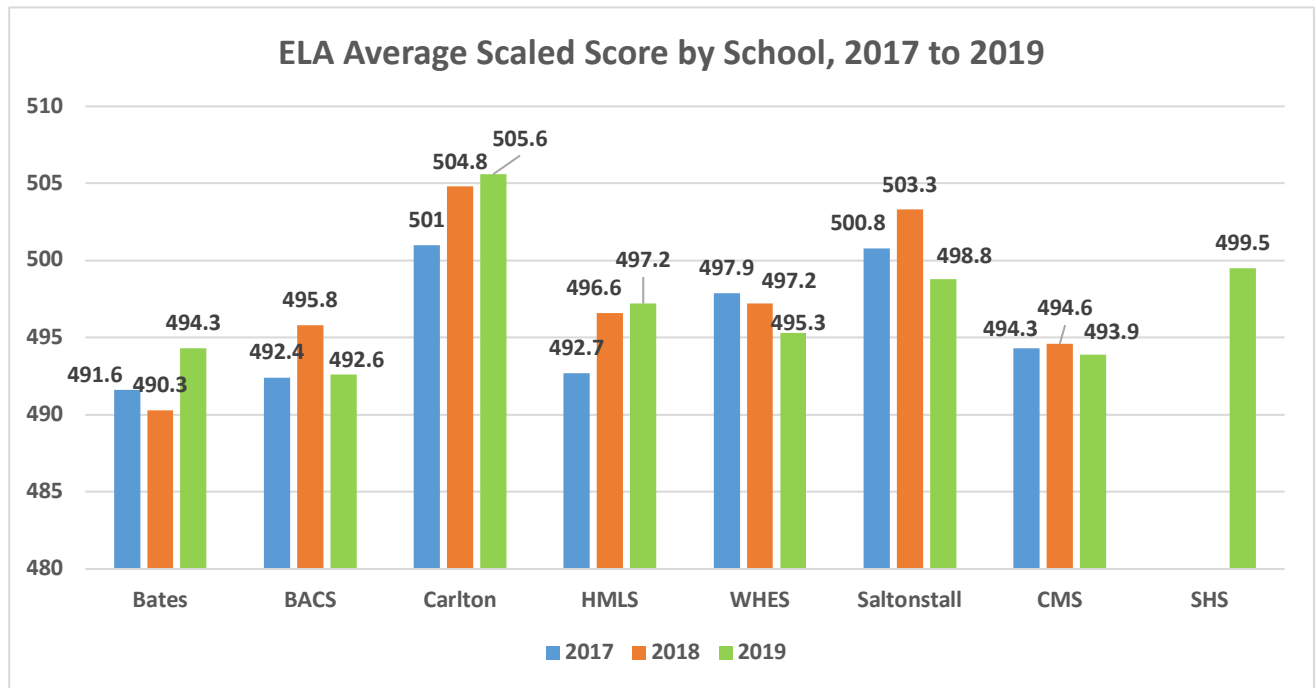
ELA Achievement Level by School, 2017 through 2019



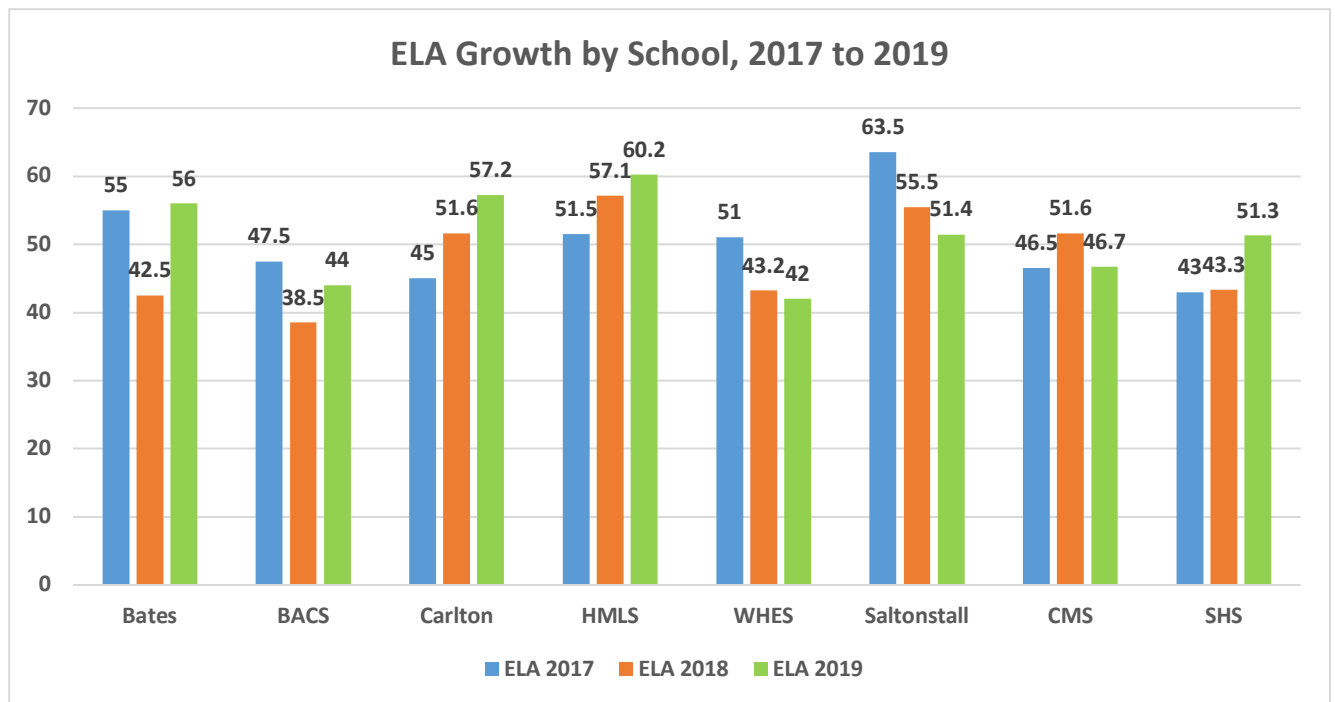
ELA Achievement Percentile by School, 2017 through 2019



ELA Scaled Score by School, 2017 to 2019

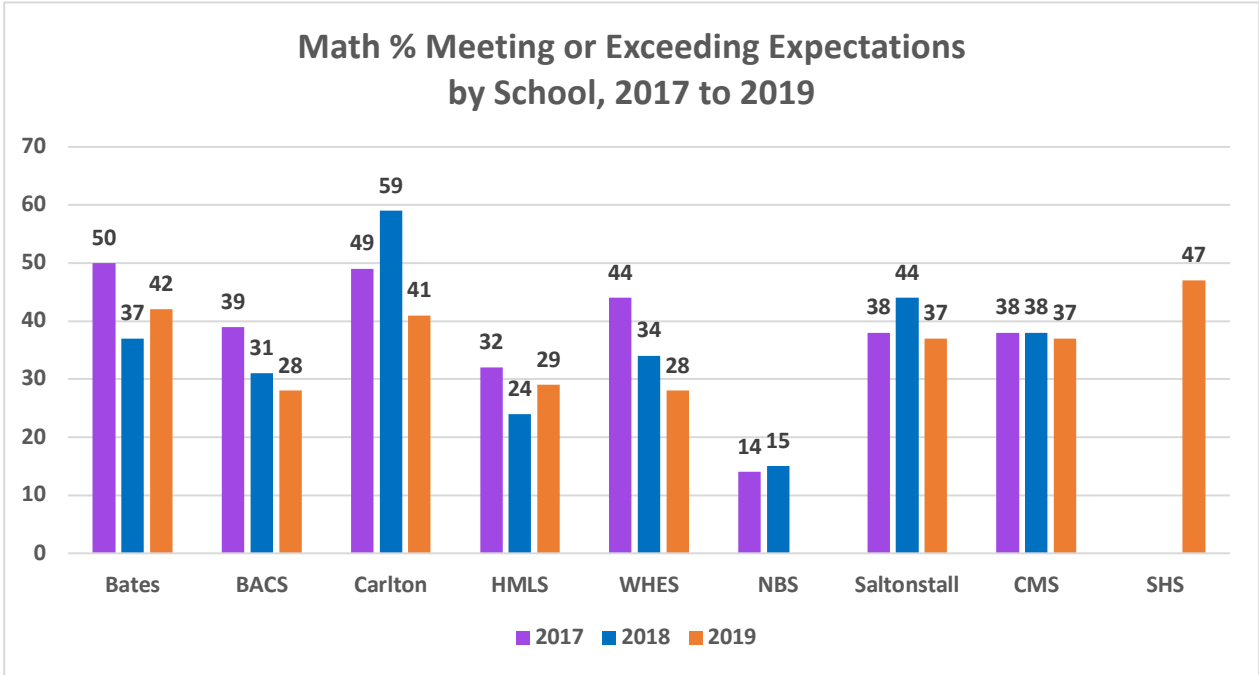


ELA Student Growth by School, 2017 to 2019

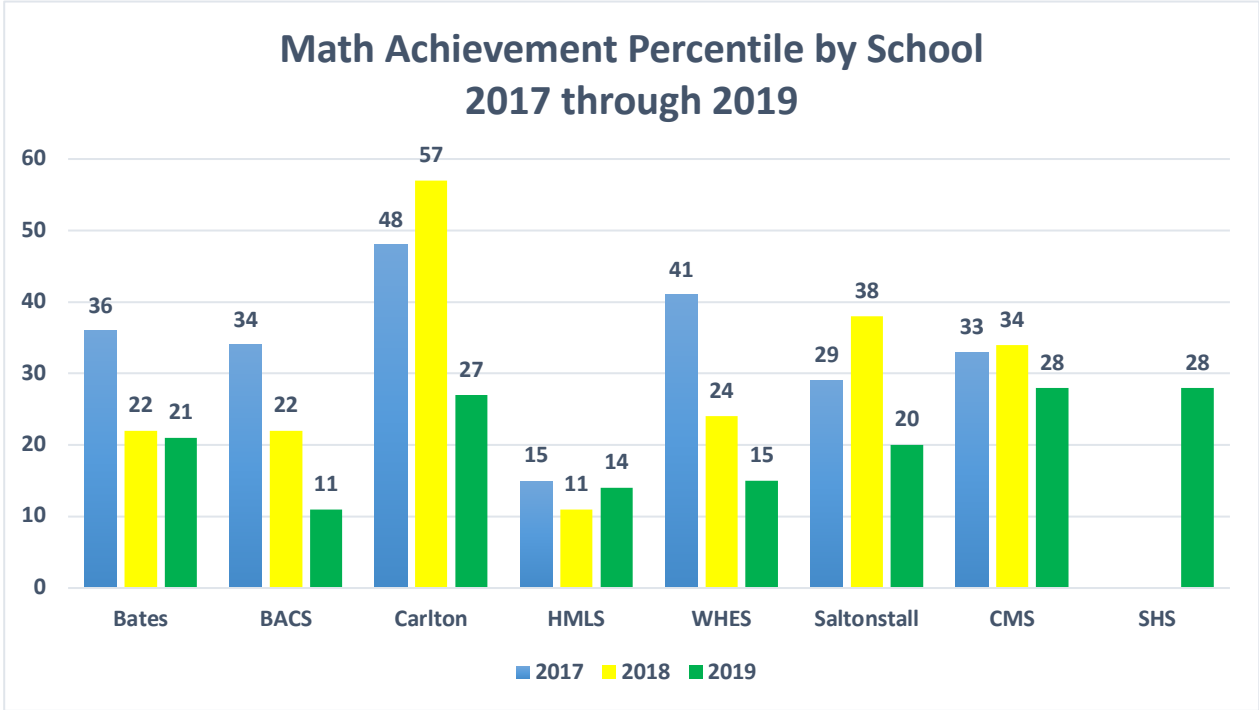


Math Student Achievement and Growth by School

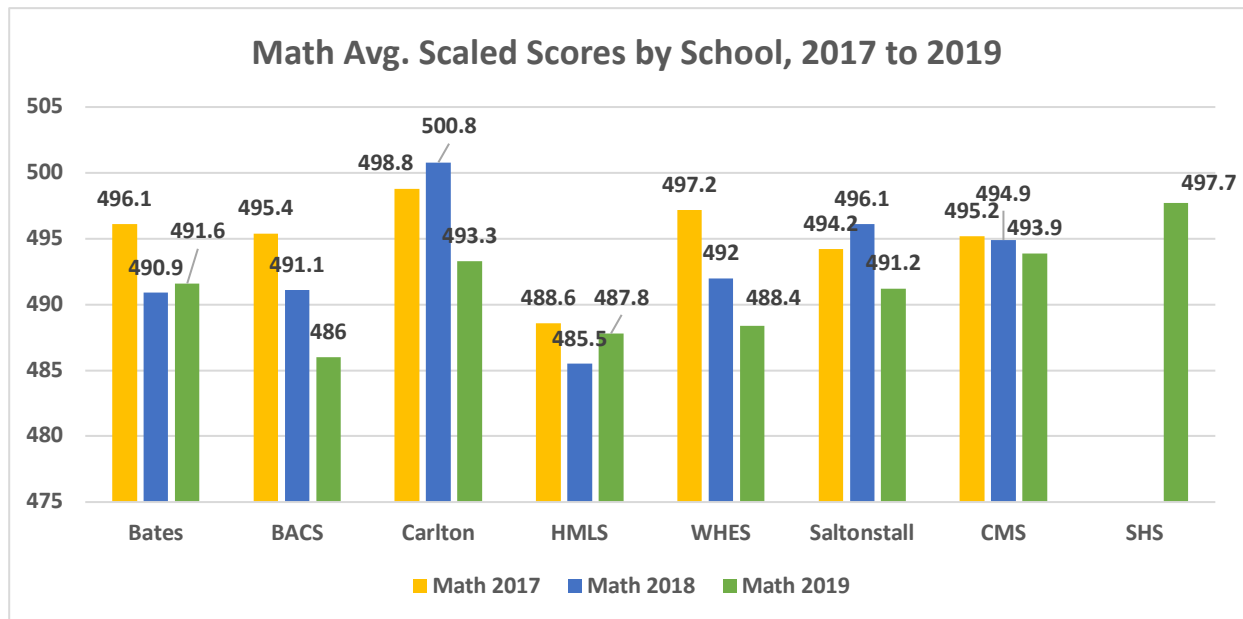
Math Achievement Level by School, 2017 through 2019



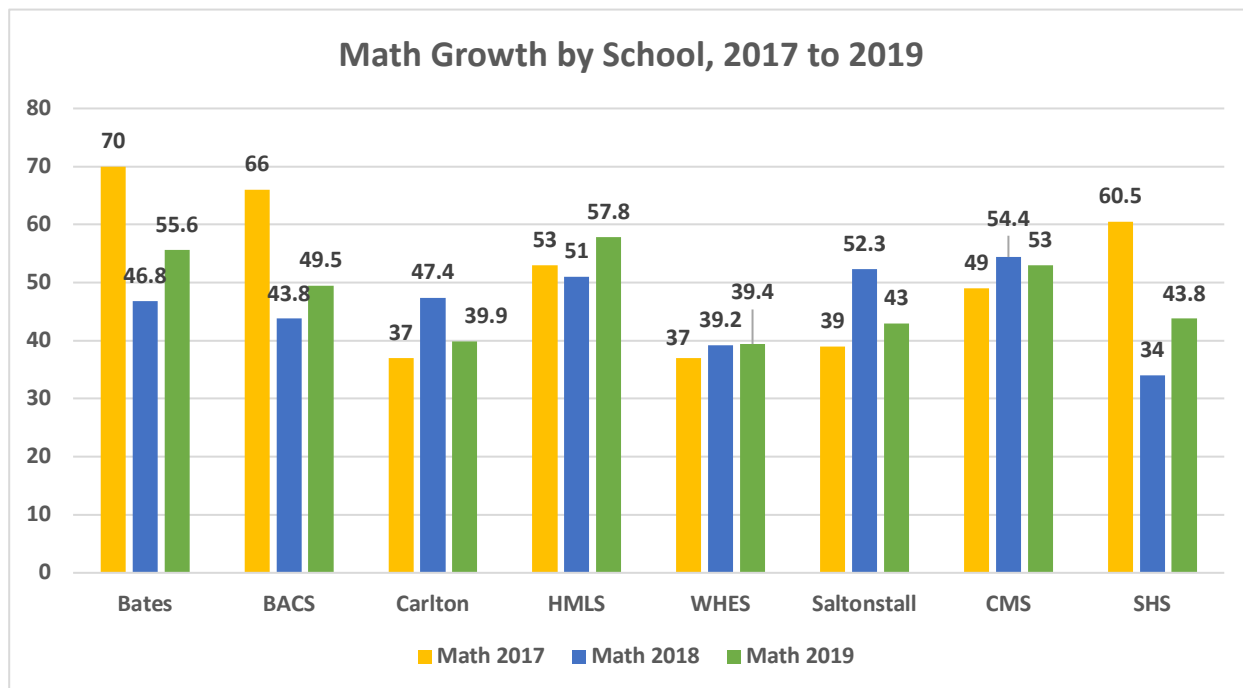
Math Achievement Percentile by School, 2017 through 2019



Math Average Scaled Scores by School, 2017 to 2019

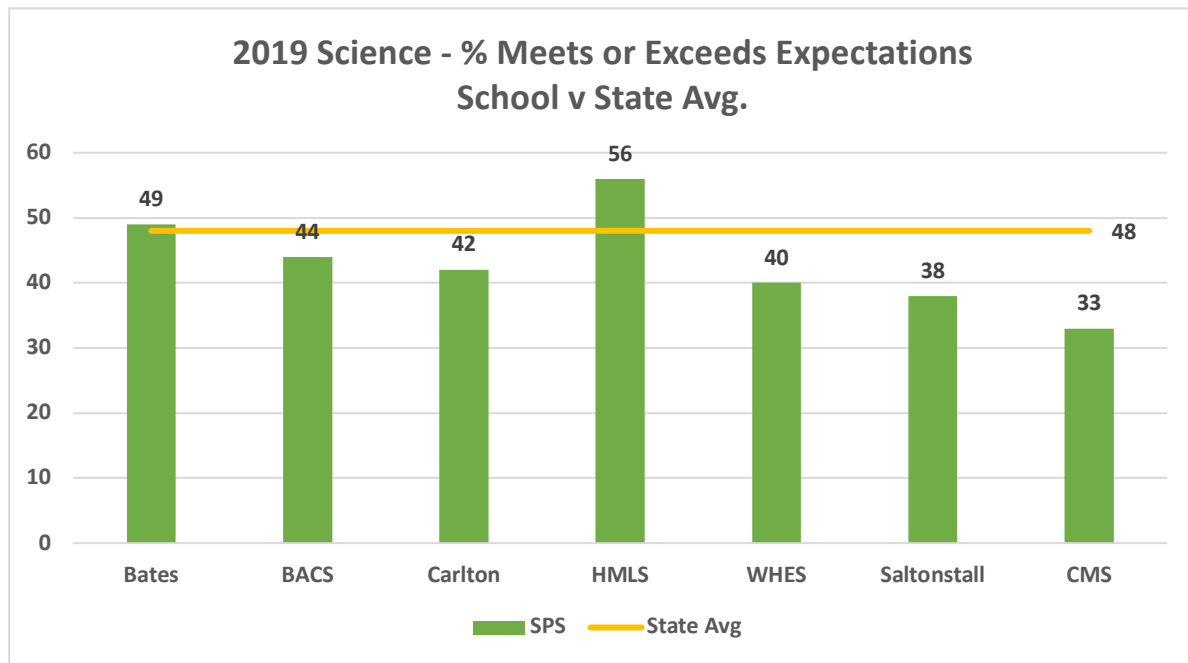


Math Student Growth by School, 2017 to 2019

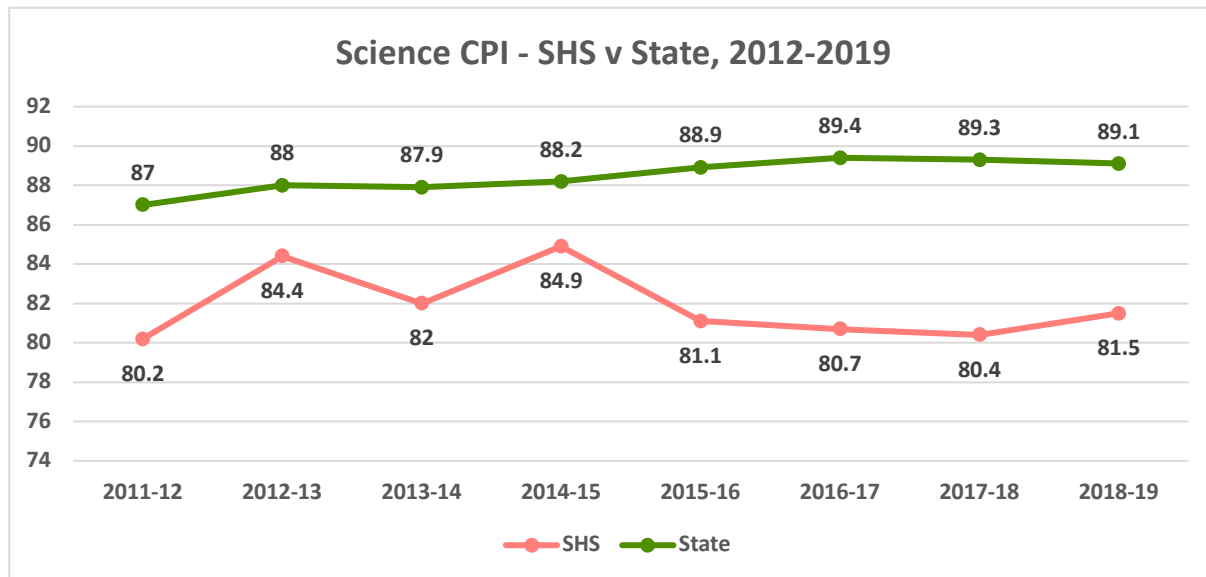


Science Student Achievement and Growth by School

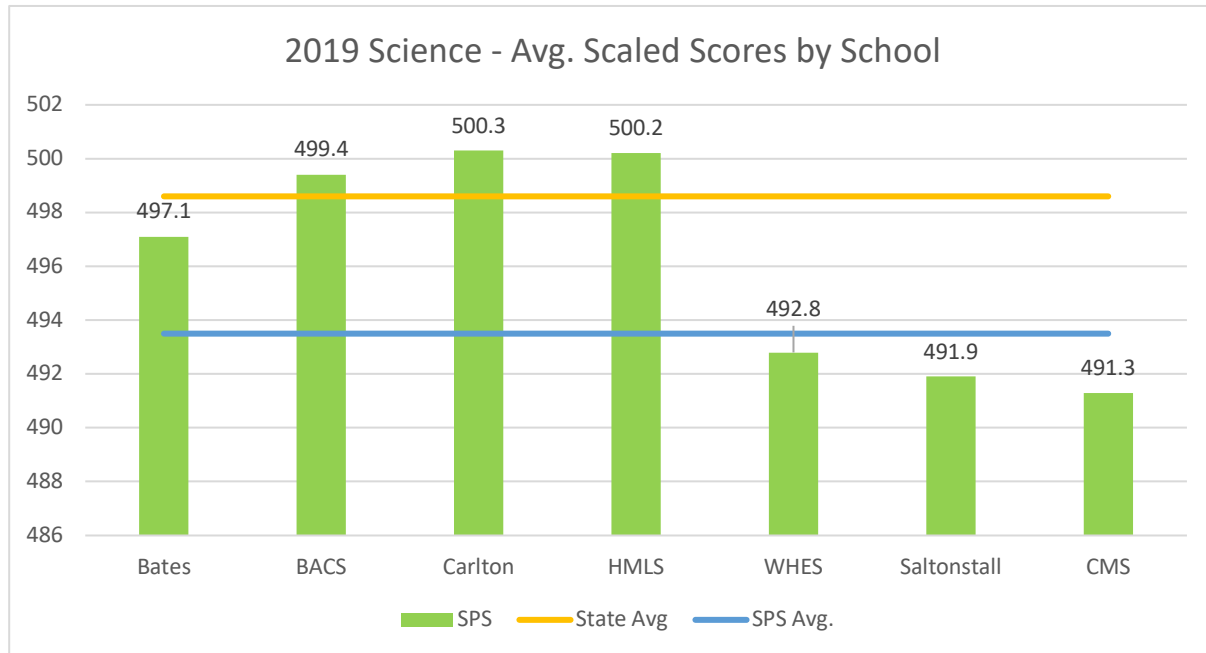
2019 Gr 3-8 Science Achievement Levels by School (School v State Avg.)



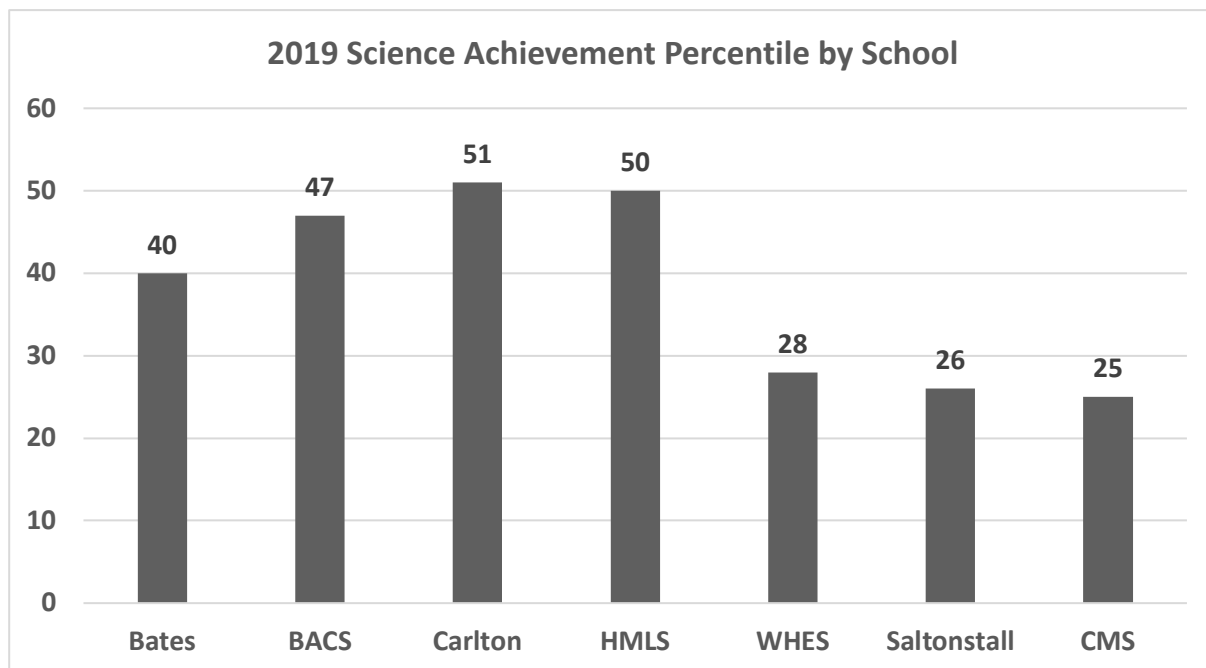
SHS Science CPI, 2012 through 2019 (SHS v. State Avg.)



2019 Science – Average Scaled Scores by School with District and State Comparison



2019 Science Achievement Percentile by School





Lisa Bisson

Co-President Carlton Innovation PTO
Salem, MA
(978) 766-0403
lis7713@hotmail.com

23rd September 2019

Dear School Committee,

I am formally writing on behalf of the Carlton Innovation PTO to request the use of our parking lot during the month of October for fundraising opportunities.

We would like to begin using the parking lot the weekend of Oct 12th, 13th and Monday the 14th. Our hours would be 11am start and a 6pm finish. I would like to include in this request the additional dates of Sat the 19th and 26th, Sun the 20th and 27th, additionally 12 pm until 10pm the 31st. We will be staffing these dates with volunteer parents and teachers. The fundraising monies generated will be applied to but not limited to bus and transportation for field trips, field trip opportunities, and community enrichment activities at our school.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Lisa Bisson

Hi,

I work for Bates elementary school. I put in a request to use the gym to run a basketball skills for the kids of Salem. We are a non profit so we don't have the money to pay for the gym. And the kids we have can't really afford it. The point of this is to get the kids off the street and give them something to do. I have been running my organization Northeast Burn Basketball for 5 yrs now and is successful. We have helped kids make transitions out of gang life , helped families and have even been abroad to Africa where we donated shoes and uniforms to kids. So we help our community and others. And with this gym time you will be helping our community , helping us help others . Thanks.

You can follow us on
Facebook Northeast Burn
Instagram Burn_Basketball

Thank You
Loren Green



2019100215275...



THE SALEM PUBLIC SCHOOLS
Request for Use of School Facilities

Date: 9/30/19

FACILITY: Bates school (Gym)
 EVENT DATE: 10/3, 10, 17, 21 RENTAL TIME: 7-8:30
 PERFORMANCE TIME: _____ HEAT REQUIRED A/C REQUIRED -2 RECD
 PROGRAM DESCRIPTION: Basketball
 APPROXIMATE AUDIENCE SIZE: 10 Kids ADMISSION CHARGE: None
 SUBMITTED BY: Loren Green (Contact Person)
 TELEPHONE: (781) 346 1924 (Day/Evening)
 REPRESENTING: Burn Basketball (Agency/Group)
 ADDRESS: _____
 CITY: SALEM STATE: Ma ZIP CODE: 0
 FAX NO.: _____ CELL PHONE NO.: (781) 346 1924
 EMAIL: Nolimittraining2010@yahoo.com

EQUIPMENT OR SPECIAL NEEDS REQUIRED:

Bleachers, seating, allow ample time between events for set-up/break-down. All requests for the use of school department equipment must be listed on this rental application form, example: sound system, chairs, etc. (Additional charges may apply.)

The basketball Hoops should be down

USAGE FEES:

FACILITY FEE:

Base Charge (4 Hour Minimum): 225 x 4
 Hourly Charge (\$30.00 Per Hour): _____
 Additional Hours Required: _____
 Total Rental Fee: \$900.00

CUSTODIAL FEE:

Number of Custodians Required: 0
 Hourly Rate: \$41.13
 Total Approximate Man Hours: _____
 Total Custodial Fee: 0

Please issue a payment check made payable to the Salem School Department Facility Rental.

1. Facility Usage Fee: \$ 900.00
2. Custodial Service Fee: \$ 0
3. Total Amount Due: \$ 900.00

NOTE: Due to unforeseen circumstances, the rescheduling of non-school rental activities may be necessary. School sponsored activities shall take precedence over any and all non-school functions.

I affirm that the group I represent will abide by the letter and spirit of the rules and regulations governing the use of school facilities including all vehicle parking and traffic regulations at each facility.

Signature of Applicant: _____ Date: 9/30/19
 Approval of Building Principal: _____ Date: _____
 Approval Building Services: _____ Date: _____

Cc: Principal: 10-8-19 - Karen Read on cc'd
 Sr. Custodian: 10-2-19
 Originator: 10-2-19
 File: _____

Please submit request form by facsimile transmission to: 978-740-1117

