

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Mayor Dominick Pangallo, Chair

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

DATE POSTED: April 4, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on April 8, 2024 at 7:00p.m.** This meeting will take place in person at 29 Highland Ave., Rm. 227, Salem, MA. You can also join via Zoom using the link below.

Zoom Link to participate:

https://us06web.zoom.us/j/81659161283?pwd=zqr5WS4z8sVDhVeulR22lpF-H_v82w.5o1iOQeyOfVFWH0H

Passcode: 676116

I. Call of Meeting to Order


A. Summary of Public Participation Policy (SC Policy #6409).

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

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

B. Live Spanish Interpretation.

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

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

C. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the following link to sign up and submit your comment electronically: <https://forms.gle/EA8Ccp6zz8LEEEMD8>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Public Comment

See above instructions for participating in public comment.

IV. Approval of Consent Agenda

- A. Approval of minutes of Regular SC meeting held on March 18, 2024
- B. Approval of Warrants: **3/28/24** - \$735,908.40; **4/4/24** - \$122,644.18
- C. Approval of the Carlton Innovation School field trip to Canobie Lake Park in Salem, NH on 6/12/24
- D. Approval of the Salem High School CTE field trip to SkillsUSA State and Leadership Conference in Upton, MA from 4/25/24 - 4/27/24

V. Student Showcase - Witchcraft Heights Elementary School

VI. Superintendent's Report

- A. FY25 Initial Budget Presentation (Priority 4)
- B. Student Opportunity Act Plan Submission (Priority 4)

VII. Student Representative Report

VIII. Action Items: Old Business

IX. Action Items: New Business

- A. Presentation on Earth Day and Arbor Day tree plantings
 - a. Deliberation and vote on approval of tree planting at the Early Childhood Center on Earth Day, April 22, 2024
 - b. Deliberation and vote on approval of tree planting at the Witchcraft Heights Elementary School on Arbor Day, April 26, 2024
- B. Deliberation and vote to approve the superintendent's Student Opportunity Act Plan Submission to the Department of Elementary and Secondary Education
- C. Deliberation and vote to discard elementary literacy materials

X. Finance & Operations Report

- A. Budget Transfers

XI. Subcommittee Reports

- Finance Subcommittee
- Personnel Subcommittee
- Building & Grounds Subcommittee
- Curriculum Subcommittee
- Policy Subcommittee

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & Superintendent

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

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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

FECHA DE PUBLICACIÓN 4 de abril de 2024

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 8 de abril de 2024 a las 7:00 p.m.** Esta reunión se **llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace a continuación.

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

https://us06web.zoom.us/j/81659161283?pwd=zqr5WS4z8sVDhVeulR22IpF-H_y82w.5o1iOOeyOfVFWH0H

Contraseña: [676116](#)


I. Convocatoria a la Sesión Abierta

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

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

b. Interpretación al español en vivo

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

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

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/EA8Ccp6zz8LEEEMD8>. Un miembro del

*Mary A. Manning
Manny Cruz
Amanda Campbell*



*Beth Anne Cornell
AJ Hoffman
Veronica Miranda*

Alcalde Dominick Pangallo, Preside

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

II. Aprobación de la Agenda

III. Comentario Público

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

IV. Aprobación de la Agenda Consensuada

- A. Aprobación del acta de la reunión regular del Comité Permanente celebrada el **18 de marzo de 2024**
- B. Aprobación de las órdenes de pago: **28-mar-24** - \$735,908.40; **4-abr-24** - \$122,644.18
- C. Aprobación de la excursión de Carlton Innovation School a Canobie Lake Park en Salem, NH el **12-jun-24**
- D. Aprobación de la excursión de Salem High School CTE a SkillsUSA Estado y Conferencia de Liderazgo en Upton, MA de **25-abr-24** - **27-abr-24**

V. Presentación de estudiantes - Escuela primaria Witchcraft Heights

VI. Reporte del Superintendente

- a. Presentación del presupuesto inicial para el año fiscal 25 (Prioridad 4)
- b. Presentación del Plan de la Ley de Oportunidades para los Estudiantes (Prioridad 4)

VII. Reporte de la Representante Estudiantil

VIII. Elementos de Acción: Asuntos Antiguos

IX. Elementos de Acción: Asuntos Nuevos

- A. Presentación sobre la plantación de árboles el Día de la Tierra y el Día del Árbol

Mary A. Manning
Manny Cruz
Amanda Campbell



Beth Anne Cornell
AJ Hoffman
Veronica Miranda

Alcalde Dominick Pangallo, Preside

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- B. Deliberación y votación sobre la aprobación de la plantación de árboles en el Early Childhood Center el Día de la Tierra, 22 de abril de 2024
- C. Deliberación y votación sobre la aprobación de la plantación de árboles en la Escuela Primaria Witchcraft Heights en el Día del Árbol, 26 de abril 2024
- D. Deliberación y votación para aprobar la presentación del Plan de la Ley de Oportunidades para Estudiantes del superintendente al Departamento de Educación Primaria y Secundaria
- E. Deliberación y votación para desechar materiales de alfabetización elemental

IX. Reporte de Finanzas y Operaciones

- A. Transferencias presupuestarias

X. Reportes de los Subcomités

- Subcomité de Finanzas
- Subcomité de Personal
- Subcomité de Edificios y Terrenos
- Subcomité de Planes de Estudios
- Subcomité de Política

XI. Inquietudes y Resoluciones del Comité Escolar

XII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
March 18, 2024

On March 18, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Manny Cruz, Mary Manning, Beth Anne Cornell, Amanda Campbell, Veronica Miranda, AJ Hoffman

Others in Attendance: Superintendent Dr. Stephen Zrike, Deputy Superintendent Kate Carbone, Assistant Superintendent Elizabeth Pauley, Ellen Wingard, Dr. Kimberly Talbot, Laura Assade, Jennifer Doucette-Ly and Carlos Arias Reyes

Call of Meeting to Order

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

Attendance

Mayor Pangallo recognizes the attendance with members. Beth Anne Cornell motions for approval and seconded by Veronica Miranda.

Manny Cruz	Present
Mary Manning	Present
Beth Anne Cornell	Present
Amanda Campbell	Present
Veronica Miranda	Present Virtually
AJ Hoffman	Present
Mayor Pangallo	Present

Mary Manning asks for a moment of silence for three Salem Public School staff members who were involved in the SPS district for several years. Marie Cronan, teacher at middle and high school, John Kapnis who was very involved in the SPS community, and Ruth Walsh, business office clerk for 40 years.

Approval of Agenda

Mayor Pangallo requested a motion to approve the Agenda. Beth Anne Cornell motions for approval and seconded by Amanda Campbell . A roll call vote is taken.

Manny Cruz	Yes
Mary Manning	Yes
Beth Anne Cornell	Yes
Amanda Campbell	Yes

Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion carries 7-0

Public Comment

The School Committee Secretary announced that there were no public comments.

Approval of Consent Agenda

Member Manning requests to remove Item C from the Consent Agenda for a separate vote.

Member Campbell approves the motion and seconded my Member Cruz.

Manny Cruz	Yes
Mary Manning	Yes
Beth Anne Cornell	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion carries 7-0

- A. Approval of the Salem High School JROTC to Camp Outdoor Odyssey in Boswell, PA from 4/25/24 - 4/28/24

Manny Cruz	Yes
Mary Manning	No
Beth Anne Cornell	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion carries 6 in the affirmative 1 in the negative

Member Cruz makes a motion for reconsideration on Items A and C on the Consent Agenda.

Member Campbell approves the motion and seconded by Member Cornell.

Manny Cruz	Yes
Mary Manning	Yes
Beth Anne Cornell	Yes
Amanda Campbell	Yes
Veronica Miranda	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion carries 7-0

Student Showcase - Salem High School

Odell Education, dedicated to fostering creativity and critical thinking for your scholars, affords the most freedom to utilize common instructional materials and build in entry points for all learners. There are many optional lessons for teachers to choose from based on a scholars' abilities and interests. Salem High School students speak on their personal experiences. Readings are more engaging, daily lessons are connected to larger tasks, real time feedback on developing skills, the writing process is more clear and the revision process has helped me grow as a writer, and the readings are complex and the work is pushing me to develop original ideas.

Member Cornell and member Manning note the language used by all four scholars from the Salem High School that presented and are overall very impressed with this student showcase presentation.

Superintendent's Report

- A. Update on SPS Diversity, Equity, Inclusion and Engagement Efforts (Strategy 4.1)
- B. Salem's Participation in MA's Inter-District School Choice Program for 2024-25 (Strategy 4.1)

Laura Assade notes a department overview regarding the Salem Public Schools Diversity, Equity, Inclusion and Engagement efforts. This office is committed to cultivating a sense of belonging in the climate of our schools, district, and the broader community. The department will demonstrate that a more inclusive school district and academic excellence are not mutually exclusive. The priority focus is empowering educators, center belonging, and strengthening our foundation. The Parent Information Center wants to reevaluate services offered to parents through the center...including being more public facing. Family engagement goals to provide quality professional development opportunities & empowering the team to work with key educators in their buildings. Language access goals are to work with our Coordinator of Translation & Interpretation to ensure that we continue to be in service of students and families.

Laura Assade notes the Educator Engagement goals which are connecting educators to in house and out of district education resources as well as Student Support & Engagement goals including collaborating with Academics team to support evaluation of curriculum for bias. Laura Assade notes the Kindergarten Family Expo meet and greet where families can attend and register their children on site. The Home Visit Program offered three training sessions, up to 3 visits per educator which could be done during or after school hours. Also the Affinity Group Meet-ups which held 5 monthly district group sessions and held 3 school based Mini Affinity group sessions. Some enrollment trends have a few Preschool & Pre-K spots open and the high school enrollment continues to grow. The Parent Information Center and the Family Engagement Team enrolled between 20-25 new students for SY24/25.

Looking ahead, some goals and plans noted such as building and strengthening diversity recruitment teams, expanding our reach and pipelines, continuing to build school leader capacity to recruit and retain staff of color. Future plans will be to continue to work with the Human Resources Director on Recruitment & Retention, Professional Development of modules for educators by department.

Student Representative Report

Ms. Natalia Feliz notes that standards based grading needs to be improved and looked into. This can be confusing for students who work towards a 4 and don't receive that grade. Perhaps letter grading or 100% grading.

Old Business

none

New Business

Finance & Operations Report

none

Subcommittee Reports

A. Policies for third reading

Policy 5416 Use of Physical Restraint

Policy 2107 Decisions in Absence of Committee Policy

Policy 2108 Publication of School Committee Rules and Regulations

Beth Anne Cornell moves to accept policies 5416, 2107, and 2108 for a third reading. Amanda Campbell seconded the motion and also would like to note a change to Policy 5416 in the information notes section which will be changed to the correct term. Member Campbell flagged this minor change to Member Cornell.

School Committee Concerns and Resolutions

Member Miranda makes a public request to change her title from Ms. to Member. If we can make that change to her name plate and maybe publicly open up some dialogue on this subject. Mayor Pangallo notes this will be taken care of.

Mayor Pangallo notes that this past Saturday there was a productive School Committee retreat where the assignment policy was discussed. This was a productive conversation and there are some areas for improvement. There was also an agreement for more feedback from the community.

Adjournment

Mayor Pangallo makes a motion to adjourn and seconded by Member Campbell.

Meeting adjourned at 8:40PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

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	Carlton Innovation School	Date of Request	Date of Field Trip	
Coordinator	Christy Evans-Marcum	3/28/24	6/12/24	
Coordinator Contact Info	Phone: 617 682 2446 Email: cevansmarcum@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	5th	40	9:00am	4:00pm
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Canobie Lake Park 85 N Policy Street Salem, NH 03079	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
<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:	<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: <i>Krista Conti</i>		Date: 3/26/24

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many? _____
Comments: <i>Kathryn Stewart</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 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?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>Alan E W</i>	Date: 3/28/24

The Salem Public Schools

Carlton Innovation School

Lauren Weaver, Principal
Merry McKenna, Assistant Principal
10 Skerry Street, Salem, MA 01970

Email: lweaver@salemk12.org
Email: mmckenna@salemk12.org
Tel: (978) 740-1280 Fax (978) 740-1283

To: Salem School Committee

From: Lauren Weaver, Principal

Date: March 18, 2024

Subject: Request for Permission: Carleton 5th Grade Educational Trip to Canobie Lake Park on June 12th

Dear Members of the Salem School Committee,

I trust this message finds you in good health. I am writing to seek permission and approval for the upcoming educational trip to Canobie Lake Park for the Carlton 5th graders, scheduled for June 12th.

This trip is designed to provide students with a unique learning experience, fostering team building and real-world applications of their classroom education. Canobie Lake Park offers various educational programs and interactive exhibits that align with our curriculum, making it an enriching opportunity for our students. It will also allow for community building amongst students as they engage with one another outside of Carlton. The following STE standards will be addressed:

- 5-PS2-1: Gravitational force exerted by Earth on objects is directed towards the Earth's center
- 5.3-5-ETS3-1: Examples of existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs and wants.
- 5.3-5-ETS3-2: Show how each part of a product or device relates to other parts in the product or device

Students will experience and witness various rides that incorporate and operate using gravitational force. Examples would include roller coasters, spinning rides and rides that involve free fall and blast off simulations. One great example is the "Star Blaster" which exerts 3 G's of force when the ride blasts off from Earth then drops 80 feet.

Incorporating a STEM scavenger hunt will help students make real world connections and identify various rides that relate to gravitational force, inventions and innovations, as well as learning how devices have individual parts that relate to each other through simple sketches or drawings.

The Salem Public Schools
Carlton Innovation School

Lauren Weaver, Principal
Merry McKenna, Assistant Principal
10 Skerry Street, Salem, MA 01970

Email: lweaver@salemk12.org
Email: mmckenna@salemk12.org
Tel: (978) 740-1280 Fax (978) 740-1283

As a bonus, students can identify careers that help design, build and maintain the safety of these rides!

To ensure the safety and supervision of the students, we have a detailed plan in place, including transportation logistics and adult-to-student ratios. We believe this trip will contribute positively to the students' overall educational experience and create lasting memories.

I kindly request your approval for this excursion, and I am available to provide any additional information or address any concerns you may have. Your support is crucial in making this educational trip a reality for our students.

Thank you for your time and consideration.

Sincerely,



Lauren Weaver
Principal
Carlton Innovation Elementary School



Christy Evans-Marcum
617-682-2446
Carlton Intensive Instructional Paraprofessional
Carlton PTO President

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information

School	Salem High School	Grade Level(s)	9-12	Date of Request:	4/2/2024	Date of Field Trip:	4/25/24-4/27/2024
Trip Planner	Jeff Stuart						
Contact Info	Phone: 781-706-1842			# of Students: 6	Depart:	Return:	
	Email: jstuart@salemk12.org			6			
Destination	Name: Marlborough, MA - Championships - April 26, @Upton, MA			Location and Duration 4/25- 4/27 Marlborough, MA - Championships - April 26, @Upton, MA			
Destination Address	65 Pleasant St, Upton, MA 01568			<input type="checkbox"/> Local trip (Salem/North Shore) <input checked="" type="checkbox"/> In-state – within MA <input type="checkbox"/> Out of state			
Funding Source	For Bus: CTE For other (admissions costs, etc.): covered by CTE			<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip			

II. Learning and Accessibility

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

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

Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>[Signature]</i>		Date: 4/4/24

IV. Food Services

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

V. Transportation

Transportation needed: yes/ cte covering costs	<input type="checkbox"/> Bus (Complete Transportation Request Form and send to dbido@salemk12.org and vfagundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: <u>CTE Bus</u>
If traveling by bus:	Pick Up Time: 8 am Pick Up Location: Salem High School	Return Time: 2pm Return Location: Salem High School

VI. Parent Involvement & Background Checks

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students - All on file with central office
<input 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:
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SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

To: Salem School Committee

From: Mario Sousa, CTE Director & Co-Op Coordinator

Re: Field Trip Request

Date: April 8, 2024

I am writing to request permission to take the SkillsUSA chapter officers to the State competition, which is scheduled for April 26 and 27.

Attending this competition will provide our chapter officers with invaluable opportunities for leadership development, networking with peers from other schools, and showcasing their skills and talents on a statewide platform. Participating in such events enriches their educational experience and reflects positively on our school community.

I assure you that all necessary arrangements will be made to ensure the students' safety and supervision throughout the competition.

Thank you very much for considering this request. I am happy to provide any additional information or answer any questions.

Respectfully,

Mario Sousa

CTE Director & Co-Op Coordinator

Tel: 978-745-9300 ext: 65545

Cell: 978-265-9578


(Preferred pronouns: he, his, him)



The Witchcraft Word

THE WITCHCRAFT WORD

December 19th 2023 WITCHCRAFT HEIGHTS ELEMENTARY SCHOOL Vol 1 Issue 1



What's In This Issue:

- An interview with Jazy and Mrs. Newbegin!
- Spotlight on WHES teachers.
- The complete interview with Mayor Pangallo.

INTERVIEW WITH MAYOR PANGALLO
Questions Written by Kerris and Isabella

1. What made you want to be the mayor of Salem.

I grew up in Salem and I spent the last decade serving as the Chief of Staff to the last mayor – Kim Driscoll. When she decided to run for state-wide office, I gave a lot of thought to the work that we had done while she was mayor and I really wanted to see it continue to move forward. Being mayor is a tough job, with a lot of responsibilities, and I believed that Salem needed someone ready to hit the ground running on day one. As I thought about who could build on all that had been done and keep that progress going, I came to feel that I was especially well prepared to do that. After talking it over with my family, then Mayor Driscoll, and a number of other friends and colleagues, I decided to run for mayor, to make sure kept Salem moving forward for everyone!

What is a mayor? What does a mayor do? A mayor is someone who helps take care of a city. A mayor has to be voted into the job by people who live in the city.

To be continued on the inside

THE WITCHCRAFT WORD

March 29th 2024 WITCHCRAFT HEIGHTS ELEMENTARY SCHOOL Vol 1 Issue 2

INTERVIEW WITH REPRESENTATIVE MANNY CRUZ
Questions Written and Interview Conducted by Kerris and Isabella



Q1. Where is your family originally from?

My family originates from Puerto Rico where my Father is from and Dominican Republic where my mother is from. I can trace my roots back to an area of West Africa and I also have European ancestry. A family member immigrated to the Northshore in the 1970's. My mother immigrated to this area in 1991 and I was born in 1992.

Q2. What did you want to be when you were a child?

I had so many interests following a certain career path as a child. Early on I wanted to become a Police Officer with the intent of helping people and making them safe. I also liked the idea of becoming a Professional Wrestler. Later on, while at Collins Middle School I considered a career as a US Senator which was suggested by one of my teachers. And as I went through Salem High School I was inspired by the work and achievements of President Obama, so the Presidency of the United States of America was also considered.

Q3. Is your family your greatest supporter and can you tell us some ways that they support you?

I belong to a loving and supportive family. Beginning with my mother who raised three of us boys as a single mom. I have a daughter and a son of my own and my mom helps us with the caring and raising of these two children. My wife, who I have been with for 12 years and married for 5 years, is my confidant and always shows up for me. And finally, my two brothers, Miquel and Figgy have always supported me.

Q4. What were your challenges as a child growing up?

Growing up in poverty and my mom being a victim of domestic abuse life posed some challenges for us in the earlier years of my life. Also, as a youth I faced challenges with the regulation of my emotions.

What's In This Issue:

- A History of Memes
- Spotlight on WHES Staff
- Discover the New WHES Playground

To be continued on page 2

Goals

To foster

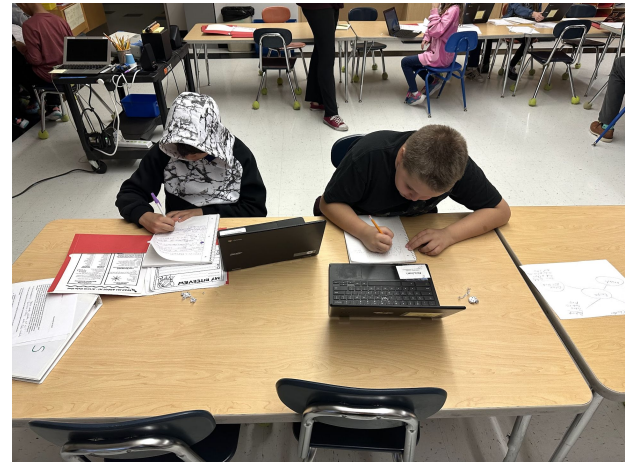
- Student discourse
- Collaboration
- Productive struggle
- High expectations

To cultivate

- An inclusive environment where everyone feels safe to take chances

To create

- Goals and attainable steps to complete goals
- An end product where everyone includes something they are proud of



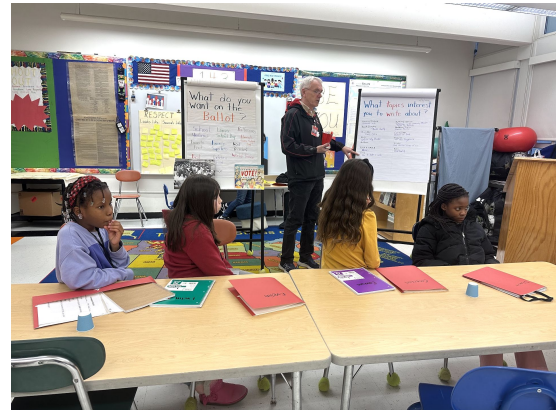
Feedback From the Students

What did you enjoy about participating in the newspaper?

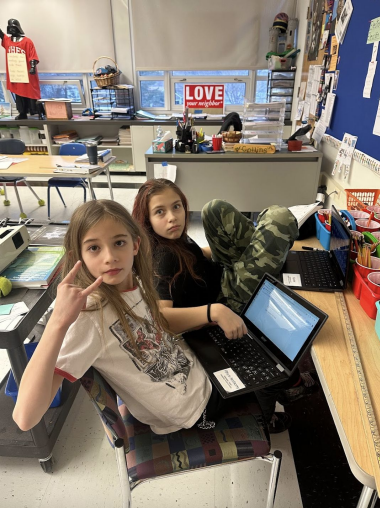
- Showing it to everyone (showcase) and feeling like I had accomplished something because people had learned new things
- Working with and socializing with new people
- Researching and finding fun facts
- Doing things I didn't know I could do
- Learning things I didn't know
- I liked people seeing my work that I did
- I liked how we had plenty of time and didn't feel rushed

What would make our newspaper even better?

- More color copies
- A larger newspaper - 20 pages
- A better way of distributing newspaper
- Add a table of contents to make it easier for readers to find what they are looking for



Journalists Hard at Work



Emerson and Djamira 3rd Grade

INTERVIEW WITH COMMUNITY MEMBER STEVE MCCARTHY

Written by Djamira and Emerson



Emerson, Mr. McCarthy and Djamira

Steve McCarthy wanted to be a firefighter at the age of 5. He went to Salem State College to learn fire science. He started working as a Salem firefighter at the age of 28. He explained that fire hydrants are where firefighters get water. They also use axes, hoses, air packs, and masks to help them breathe. To get into the fire academy you have to pass a test. Something that made him want to be a firefighter was that he likes helping people and he likes fire. Mr. McCarthy's favorite part of being a firefighter is helping people. He said "Sometimes it is scary" but they train a lot. Mr. McCarthy said if he wasn't a firefighter he would be a lawyer.

THE BEST BROWNIES

Written by Emerson and Djamira

DIRECTIONS

- First mix together the dry and wet ingredients in 2 separate bowls.
- Combine the sugar, Flour, powder sugar, cocoa powder, chocolate chips, and salt in a medium bowl.
- After that whisk together the eggs olive oil, and water in a large One bowl
- Next combine the wet and dry ingredients.
- Sprinkle the dry mixture over the wet 1 bowl and fold until combined . the batter will be thick!
- Then, pour the batter into an 8x8 inch baking pan lined with parchment paper. Use a rubber spatula to spread it to all four sides of the pan and to smooth the top the mixture will be thick - that's ok.
- Finally, bake and transfer the pan to a 325-degree oven and bake for 40 to 45 minutes until a toothpick inserted comes out with a few crumbs attached. Allow the brownies to cool completely before slicing and serving. Enjoy!

INGREDIENTS

- 2 eggs
- water
- powder sugar
- Unsweet cocoa powder
- Canola oil
- Vanilla extract ½ teaspoon



Michael 5th Grade



SUPER BOWL LVIII

Written by Michael M.



Patrick Mahomes holding up the Lombardi Trophy. Picture from DANZ.com

On Sunday, February 11th the Kansas City Chiefs and the San Francisco 49ers played in Super Bowl LVIII at the Allegiant Stadium in Las Vegas, Nevada. In the end, the score was 22 to 25 the Kansas City Chiefs won the Super Bowl in overtime. My favorite play was when the quarterback passed the ball to his receiver and then the receiver threw the ball to another receiver for a big touchdown. I can not wait for the next Super Bowl! Can you ?

DISCOVERY OF THE NEW WITCHCRAFT PLAYGROUND

Written by Michael M.

Next year there will be a new playground to replace the existing playground at WHES. Mrs. Carmona said the cost of the new playground is over 200,000 dollars. The color code of the new playground will be red and blue. Mrs. Carmona also said that the new playground will be ADA compliant. That means that it will be accessible for all students. It will also have various options to play for all children.

Mr. Z is the building chief and main designer of the playground. Also she said that most of the new playground equipment is here already. Mrs. Carmona said there will be a closing ceremony with ribbons this year before the end of the year for the old playground. They will also do an opening ceremony next year for the new playground. I am ready for the new playground are you?



Journalist Michael M. at the current WHES playground

Isabella and Kerris 5th Grade



ISABELLA AND KERRIS WITH MAYOR PANGALLO

What's In This Issue:

- An interview with Jazzy and Mrs. Newbegin!
- Spotlight on WHES teachers.
- The complete interview with Mayor Pangallo.

INTERVIEW WITH MAYOR PANGALLO

Questions Written by Kerris and Isabella

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To be continued on the inside

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INTERVIEW WITH REPRESENTATIVE MANNY CRUZ

Questions Written and Interview Conducted by Kerris and Isabella



Isabella and Kerris with Representative Manny Cruz

Q2. What did you want to be when you were a child?

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To be continued on page 2

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*FY 25 Initial Budget
School Committee Presentation
and Discussion
April 8, 2024*

1

Our Values

Belonging: We believe all members of our **community** are valued and that our **relationships** are built on **empathy** and respect.

Equity: We believe in promoting **social justice** to ensure an **inclusive** school community where all members are **empowered** and **engaged**.

Opportunity: We believe all students should receive a **personalized** experience to achieve academic success, find **joy** in their learning, and have multiple choices for their post-secondary plans.

2

2

What We Believe

SPS Mission Statement

Salem Public Schools is a diverse and welcoming community that promotes the academic, social, emotional, and physical development of each student through the equitable delivery of challenging, relevant, and joyful learning experiences. We empower all students to chart a personalized path to success that includes a commitment to the common good.

SPS Vision Statement

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

3

3

Equity Statement

Equity is a core value within the Salem Public Schools. We support each student's unique path to achieving high standards regardless of ethnicity, race, color, economic status, national origin, age, abilities, religion, parental or immigration status, political beliefs, sex, sexual orientation, language, gender identity, or gender expression. Valuing equity means that we:

- *Reflect and embrace the greater diversity of our students and families*
- *Recognize that systems of oppression marginalize some populations and suppress some voices*
- *Bear a collective responsibility to recognize, interrupt, and transform educational inequities*
- *Champion access and inclusion for all students/families/staff*
- *Allocate resources so that the students/families/staff who need the most get the most*

4

4

Strategic Plan (2023-26): Core Priorities

Priority One: Elevate Learning

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



Priority Three: Center Belonging

Build joyful, welcoming, and supportive school communities.



Priority Two: Empower Educators

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



Priority Four: Strengthen Our Foundation

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



Our North Star

Priority 1 Measures of Success

- ✓ All grades/all subjects achieve >60 SGP on MCAS
- ✓ Increase meet/exceed ELA and math proficiency rates to 41% (grades 3-8 ELA MCAS), 39% (grades 3-8 math MCAS), 58% (grade 10 ELA MCAS) and 50% (grade 10 math MCAS)
- ✓ Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE).
- ✓ Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%
- ✓ Increase 4-year graduation rate to 88%
- ✓ At least 70% of families report confidence that their child is continuing to learn and succeed in school

Priority 2 Measures of Success

- ✓ Maintain or exceed an 85% annual retention rate for proficient/exemplary teachers of color as well as all teachers as defined by DESE.
- ✓ Increase the percentage of educators and staff who represent the racial, ethnic and linguistic diversity of students to 20% for teachers and to 25% for all staff.
- ✓ Increase annual teacher well-being and belonging composites to 68% for well-being and 75% for belonging.
- ✓ Increase positive perceptions of the amount and quality of feedback faculty receive to 60%.

Priority 3 Measures of Success

- ✓ Reduce district-wide chronic absenteeism to 18% and reduce dropout rate to 2%.*
- ✓ Increase to 70% the percentage of students in grades 3-12 who report feeling like valued members of their school community.
- ✓ At least 70% of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs.
- ✓ Achieve a risk ratio of no less than 1.2 for students of color and students with disabilities.**

* Chronic absenteeism is defined as a student missing 10% or more of the school days in an academic year.

**A risk ratio of 2.0 or greater indicates a risk of overrepresentation in disciplinary referrals, while a risk ratio of less than 1.0 indicates possible underrepresentation.

Priority 4 Measures of Success

- ✓ All departments receive at least an 80% positive response from principals/school leaders on the extent to which the Central Office departments are effectively supporting the needs of schools.
- ✓ Majority of staff report that they have adequate access to the materials and information they need to be effective in their jobs.
- ✓ Increase in efficiency through cross-department collaboration.
- ✓ Work orders are responded to within two business days.

FY25 Budget Principles



1. Allocate resources equitably
2. Align funding to strategic priorities and values
3. Work closely with School Committee to promote stakeholder engagement
4. Partner with school leaders to flexibly & creatively allocate resources
5. Prioritize positions & programs based on student & family needs

7

7

Community Input

What are the most important initiatives to fund and divert resources toward (for each strategic priority) in the upcoming school year?

- 3 forums: 2 community, 1 staff
- 234 responses
 - Parent/Guardian: 108
 - Community: 17
 - Staff: 124
 - Student: 13
- Discussions with student advisory, teacher advisory, parent advisory, principals, SC finance committee, executive team

■ New Funding Allocated

■ Sustained Funding Allocated

8


8

What We Heard

Strategic Plan Priorities	% Selecting
Priority 1: Elevate Learning	<ul style="list-style-type: none"> Ensure that all students have access to challenging and relevant instructional content, texts and tasks every day that are aligned to standards and are at or above grade level. - 34% Strengthen school culture by incorporating school-wide social and emotional learning universal supports into the academic calendar. - 28.6% Utilize targeted, high-leverage and evidenced-based instructional practices rooted in research to support multilingual learners and students with disabilities in all classrooms. - 27.3%
Priority 2: Empower Educators	<ul style="list-style-type: none"> Review and adjust salary schedule to be competitive with neighboring districts. - 76.9% Provide all teachers and specialists with the training, tools and resources necessary to effectively support the needs of multilingual learners and students with disabilities. - 38.4% Strengthen efforts to recruit a diverse pool of high-quality educators using anti-racist, anti-biased hiring practices. - 25.6%
Priority 3: Center Belonging	<ul style="list-style-type: none"> Effectively meet the needs of students experiencing significant social emotional and behavioral challenges by examining and adjusting the caseloads of school-based mental health providers. - 43.6% Expand access to quality K-12 physical and mental health services districtwide. - 33.7% Expand access to high-interest activities and programs during and after school for all students. - 27.8%
Priority 4: Strengthen Our Foundation	<ul style="list-style-type: none"> Closely examine how the district is using its resources (people, time and money) to determine what is and is not working. - 57.3% Ensure all SPS buildings and facilities are safe, clean, accessible and welcoming. - 41% Evaluate the role of technology in student learning and develop a clearly articulated philosophy on its appropriateness, applicability, implementation and use by both teachers and students. - 26.5%

9

Strategic Decisions



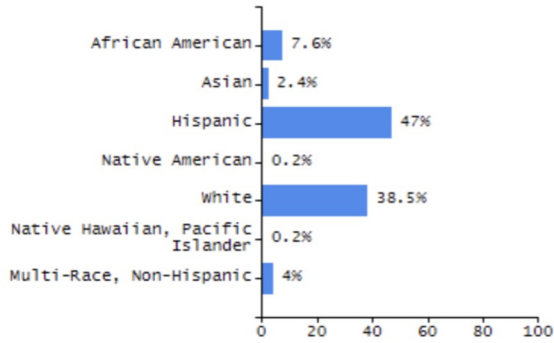
- ✓ Preserving access to Pre-K
- ✓ Providing access to services that increase student success especially for multilingual and students with disabilities
- ✓ Continued investment in social, emotional & mental health supports
- ✓ Reimagining the middle school experience
- ✓ Thinking differently about school libraries
- ✓ Increasing salaries for teachers & paras
- ✓ Investing in DEI initiatives to increase belonging

10

10

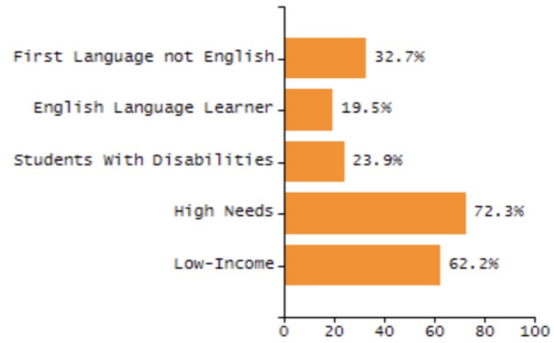
Demographics

Student Race and Ethnicity



61.5% of our students are classified as non-white

Selected Populations

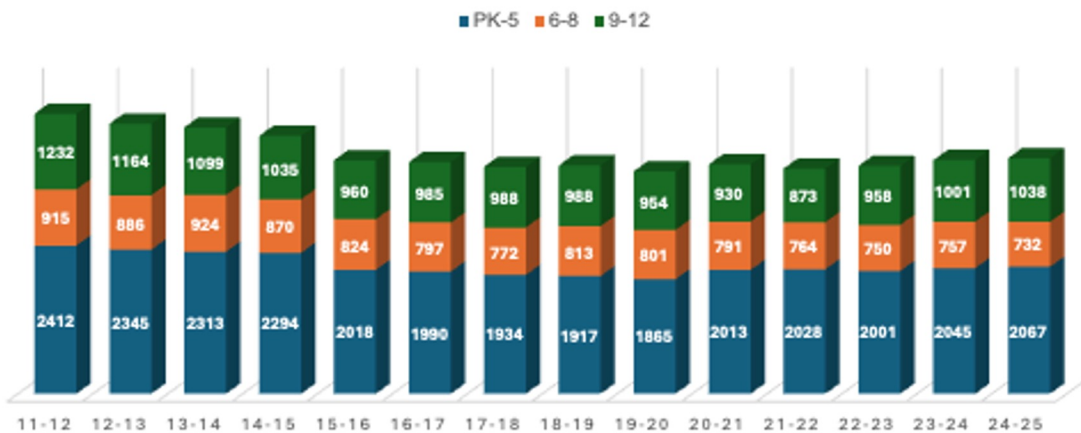


72.3% of our students are designated as high needs
 19.5% of students are designated as multilingual learners
 (40% increase in the last 3 years)
 23.9% of our students are designated as students with disabilities
 (8% increase in the last 3 years)

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Enrollment Trends

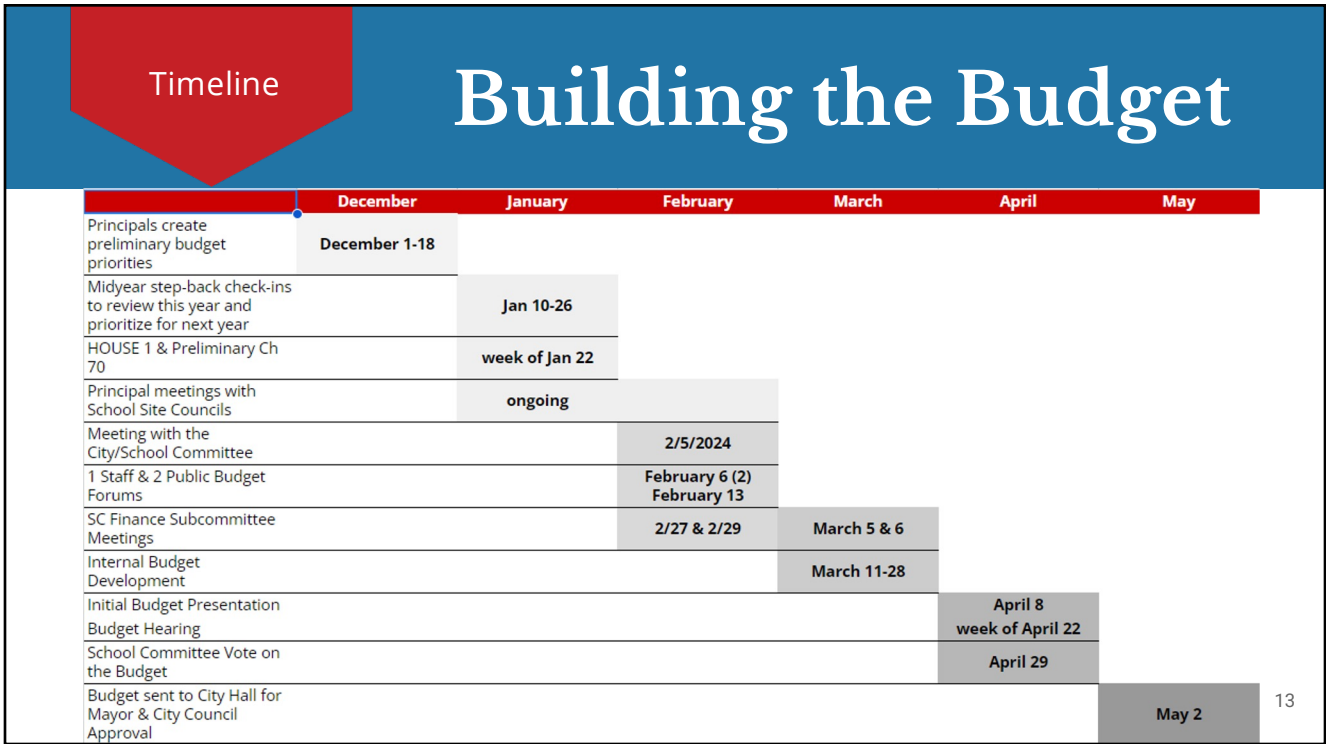
ENROLLMENT TRENDS



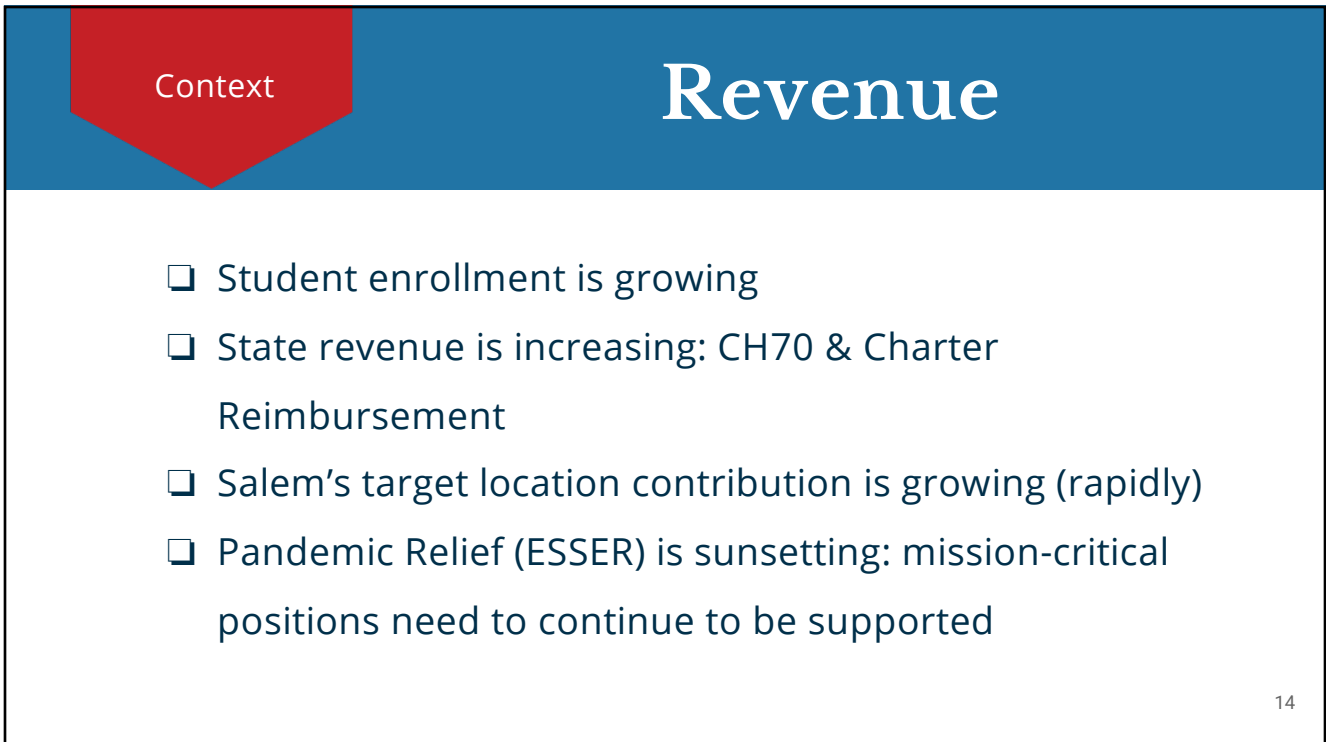
*24-25 enrollment is a projection

12

12



13



14

14

Context

Rising Expenses

- ❑ As student enrollment grows, so does the need for a diverse range of programs, approaches, & support:
 - ❑ Increase in students with intensive needs & developmental delays
 - ❑ +10 out-of-district placements
- ❑ Fixed costs & non-personnel expenses are increasing dramatically
- ❑ Unknown collective bargaining increases for 73% of employees but a desire to increase employee compensation

FY25= It's Complicated

15

15

Summary

FY25 Budget

FY25's budget appropriation
\$74,592,616
 a **4.83%** increase over FY24

<div style="background-color: #c00000; color: white; padding: 5px; border-radius: 5px; width: 40px; margin: 0 auto;">+5%</div>	<p>Personnel \$59,536,728.74</p>	<div style="background-color: #0056b3; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">74%</div>
<div style="background-color: #c00000; color: white; padding: 5px; border-radius: 5px; width: 40px; margin: 0 auto;">+17%</div>	<p>Non-Personnel Expenses \$20,648,158.74</p>	<div style="background-color: #0056b3; color: white; border-radius: 50%; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">26%</div>

Full details are available on the [Salem Public Schools' website](#)

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Balancing the Budget

Prioritizing Student Needs

- ✓ **Adding** new positions where needed
- ✓ **Adding** some of the ESSER-funded positions onto the general fund
- ✓ **Discontinuing** positions funded on grants that are ending
- ✓ **Eliminating** positions on the general fund budget to make room for new positions

+10
new
positions

32 positions= \$1,379,690.

+22
ESSER
positions

-23
ESSER &
grant-
funded
positions

39 positions= -\$923,424

-16
general
fund
positions

17

17

Position Eliminations

Position Eliminations

16 Positions from the General Fund:

- Bentley
2 grade 3 teaching positions
- Collins
1 music teaching position
1 math teaching position
1 STEM teaching position
- HMLS
1 Grade 5 teaching position
- Salem High School
2 teaching positions
1 paraprofessional
- Salem Prep
1 teaching position
- Witchcraft Heights Elementary
1 Grade 2 teaching position
1 Grade 1 teaching position
1 STEM specialist position
1 instructional para
- Central
1 School Committee secretary
1 attendance & outreach position

23 Positions from ESSER & Other Grants:

- Bates
1 ESSER lunch para*
- Bentley
1 ESSER tutor*
- 1 DL curriculum writer
- Carlton
4 ESSER tutors*
1 lunch para*
- Collins
3 ESSER tutors*
- ECC
1 specialist teacher*
- HMLS
2 ESSER tutors*
- Saltonstall
4 ESSER tutors *
- 2 ESSER lunch para*
- Witchcraft
2 ESSER tutors*
1 lunch para*

18

18

New Positions

32 New Positions added

10 building-based substitutes:* Bates, Bentley, Carlton, CMS (2), HMLS, Salem High School (2), Saltonstall, WHES

Bates

2 Pre-K teaching positions*
3 Pre-K paraprofessional * positions

Bentley

1 DL language Pre-K teaching position (new)
1 DL language paraprofessional (new)

Carlton

.5 ML teaching position (new)

NLIS

.5 ML teacher (new)

CMS

.5 ML teacher (new)

ECC

1 special education teaching position (new)
2 paraprofessionals (new)

HMLS

2 Pre-K teaching positions*
3 Pre-K paraprofessional positions*

Saltonstall

1 health teaching position *

WHES

1 special education teaching position (new)
2 paraprofessional positions (new)

Central

1 MSBA liaison*
.5 float nurse

Swaps & Trades



Bates

1 paraprofessional position & a part-time dance specialist for 1 math tutor

Bentley

4 paraprofessional positions (non-special education paras) for 1 engagement specialist & 2 bilingual tutors

Carlton

1 reading specialist position for 1 engagement specialist

Collins

1 TSP coordinator position for 1 dean of culture and climate
1 teaching position for 2 engagement specialist positions

HMLS

.5 curriculum enrichment position & 1 library paraprofessional position for 1 full-time library/digital learning specialist position
Non-personnel funds to keep 1 lunch paraprofessional & 2 teaching fellows

Saltonstall

1 hall monitor for 1 engagement specialist

WHES

1 ML para, 1 fellow, & \$10,000 from stipends for 1 restorative justice specialist
1 inclusion special ed teaching position for 1 intensive special ed teaching position
1 inclusion paraprofessional for 1 intensive para position

Instructional Technology

2 digital learning coaches & 1 library paraprofessional for 1 Director of Digital Learning & Library Services and 1 library/digital learning specialist

**FY25
Projected
Class Size**

Class Sizes

Schools	Bates	BAIS	Carlton	HMLS	Salts	WHES	CMS	SHS
Average Class Size FY25	20.4	21.8	20.4	21.3	21.6- Elem 24- MS	20.6	24.6	22.5

21

21

**Balancing the
Budget**

Rising Costs

- ✓ **Transportation:** Budgeted at \$4,641,763.00 across all types of transportation (+21%)
- ✓ **Special Education Tuitions:** 2nd year in row costs are increasing between 4.69%-14% depending on the placement (+1.9M)
- ✓ **Utilities:** Budgeted at \$1,788,756.32 (+12%)
- ✓ **Unknown Personnel Increases:** the Salem Teachers' Union & Paraprofessional & Support Related Personnel unions comprise 73% of our employees

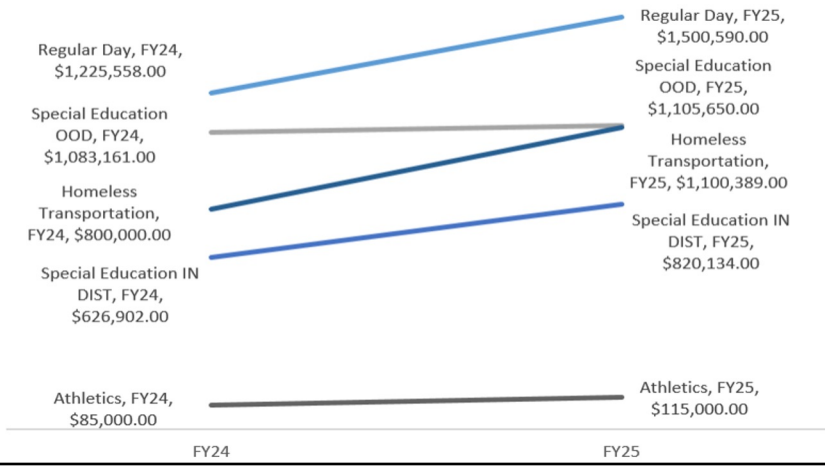
22

22

Rising Costs

Transportation

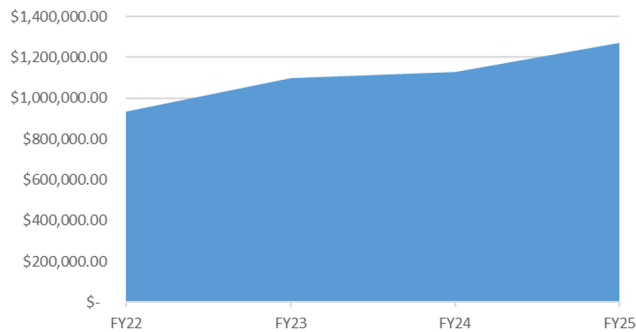
Transportation Costs



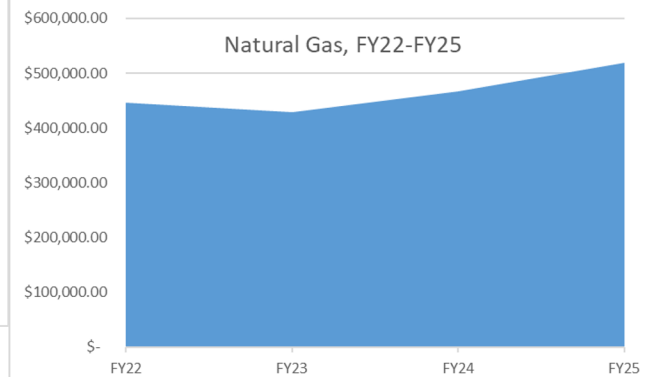
Rising Costs

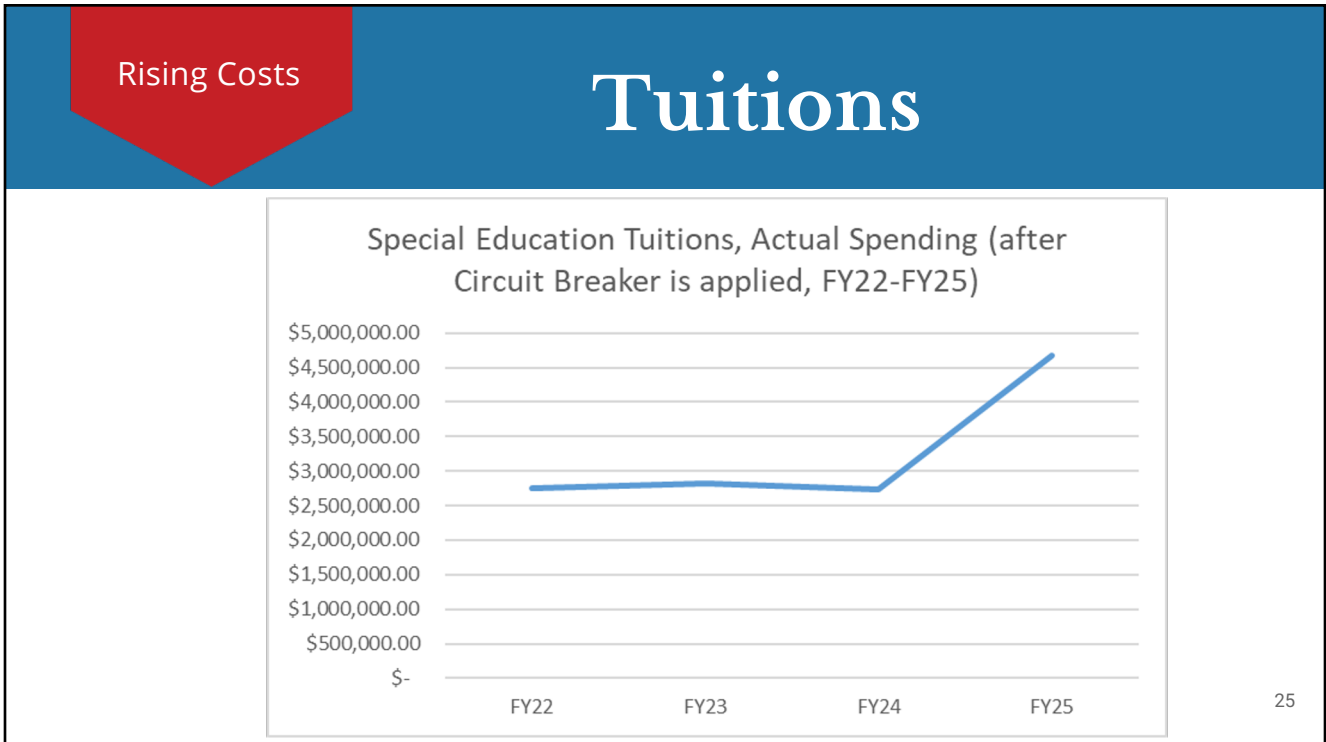
Utilities

Electricity, FY22-FY25



Natural Gas, FY22-FY25





25

Balancing the Budget

Revenue Offsets

Additional Revenue:

- ★ Circuit Breaker: \$2,500,000
- ★ School Choice: \$493,000
- ★ Annual Revenue: \$184,000
- ★ Footprint: \$200,000

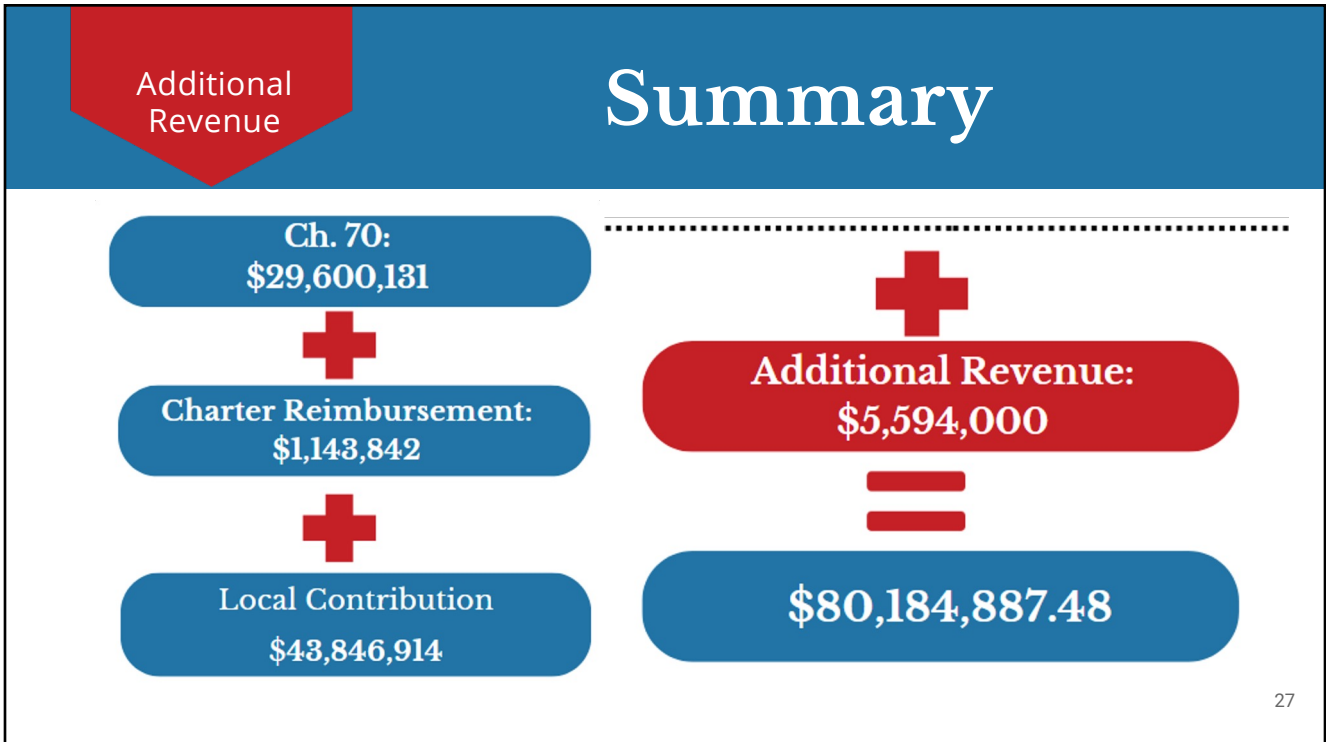
One Time Revenue:

- ESSER \$700,000
- Last of the Emergency Migrant funding: \$300,000
- 40% of reserves: \$1,450,000

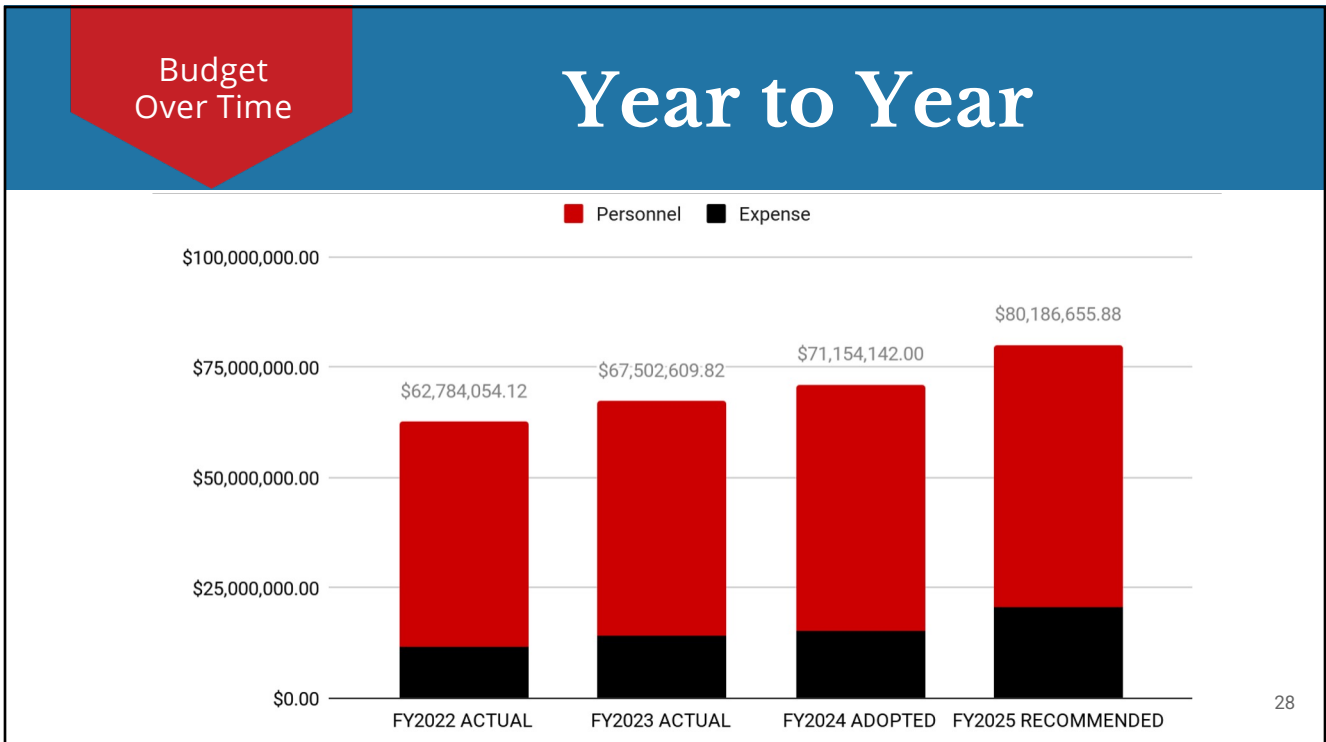
Additional Revenue =
+\$5,594,040

26

26



27



28

Budget Detail

FY25 Recommended Budget

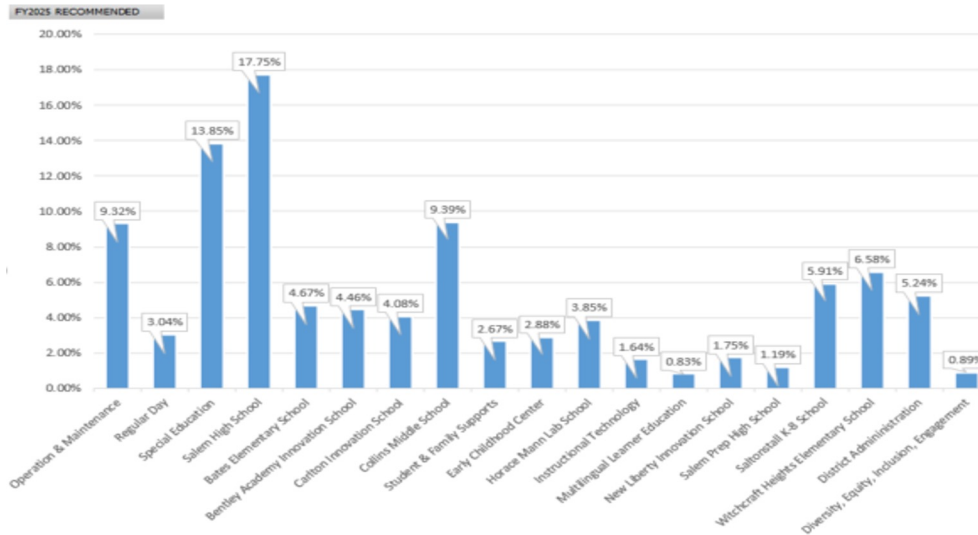
	FY2022 ACTUAL	FY2023 ACTUAL	FY2024 ADOPTED	FY2025 RECOMMENDED	\$ Change	% Change
Early Childhood Center	\$ 1,777,288.98	\$ 1,893,509.61	\$ 2,153,591.83	\$ 2,312,416.85	\$ 158,825.02	
Bates Elementary School	\$ 3,225,611.62	\$ 3,499,094.91	\$ 3,585,955.83	\$ 3,746,928.73	\$ 160,972.90	
Bentley Academy Innovation School	\$ 3,590,799.83	\$ 3,241,968.19	\$ 3,356,981.32	\$ 3,578,825.86	\$ 221,844.54	
Carlton Innovation School	\$ 2,826,256.41	\$ 2,973,353.95	\$ 2,981,315.58	\$ 3,275,337.76	\$ 294,022.18	
Horace Mann Lab School	\$ 2,619,762.85	\$ 2,813,022.48	\$ 2,981,750.70	\$ 3,089,948.94	\$ 108,198.24	
Saltonstall K-8 School	\$ 4,095,569.77	\$ 4,109,817.99	\$ 4,262,615.16	\$ 4,735,872.52	\$ 473,257.36	
Witchcraft Heights Elementary School	\$ 4,875,114.67	\$ 5,087,826.81	\$ 5,036,903.15	\$ 5,278,079.30	\$ 241,176.15	
Collins Middle School	\$ 6,558,461.72	\$ 6,882,940.72	\$ 7,185,576.60	\$ 7,528,222.70	\$ 342,646.10	
Salem High School	\$ 11,548,475.93	\$ 13,153,725.07	\$ 13,827,350.89	\$ 14,233,344.71	\$ 405,993.82	
New Liberty Innovation School	\$ 1,145,543.27	\$ 1,330,459.33	\$ 1,287,476.63	\$ 1,403,990.40	\$ 116,513.77	
Salem Prep High School	\$ 899,204.37	\$ 947,113.31	\$ 1,069,064.81	\$ 955,272.14	\$ (113,792.67)	
District Administration	\$ 2,790,459.35	\$ 3,083,185.00	\$ 3,416,957.15	\$ 4,197,792.41	\$ 780,835.26	
Regular Day	\$ 1,590,139.83	\$ 1,853,814.08	\$ 2,386,586.33	\$ 2,434,663.55	\$ 48,077.22	
Special Education	\$ 6,293,326.24	\$ 6,193,563.46	\$ 6,420,038.71	\$ 11,107,697.07	\$ 4,687,658.36	
Multilingual Learner Education	\$ 559,567.68	\$ 560,849.11	\$ 767,691.39	\$ 663,388.21	\$ (104,303.18)	
Student & Family Supports	\$ 1,970,351.82	\$ 2,553,896.56	\$ 1,749,682.39	\$ 2,140,707.58	\$ 391,025.19	
Diversity, Equity, Inclusion, Engagement	\$ -	\$ -	\$ 691,188.08	\$ 715,939.69	\$ 24,751.61	
Instructional Technology	\$ 904,613.18	\$ 1,139,873.57	\$ 1,214,275.46	\$ 1,314,657.77	\$ 100,382.31	
Operation & Maintenance	\$ 5,513,506.60	\$ 6,184,595.67	\$ 6,779,139.99	\$ 7,471,801.29	\$ 692,661.30	
TOTAL	\$62,784,054.12	\$67,502,609.82	\$ 71,154,142.00	\$ 80,184,887.48	\$ 8,871,920.46	13%

29

29

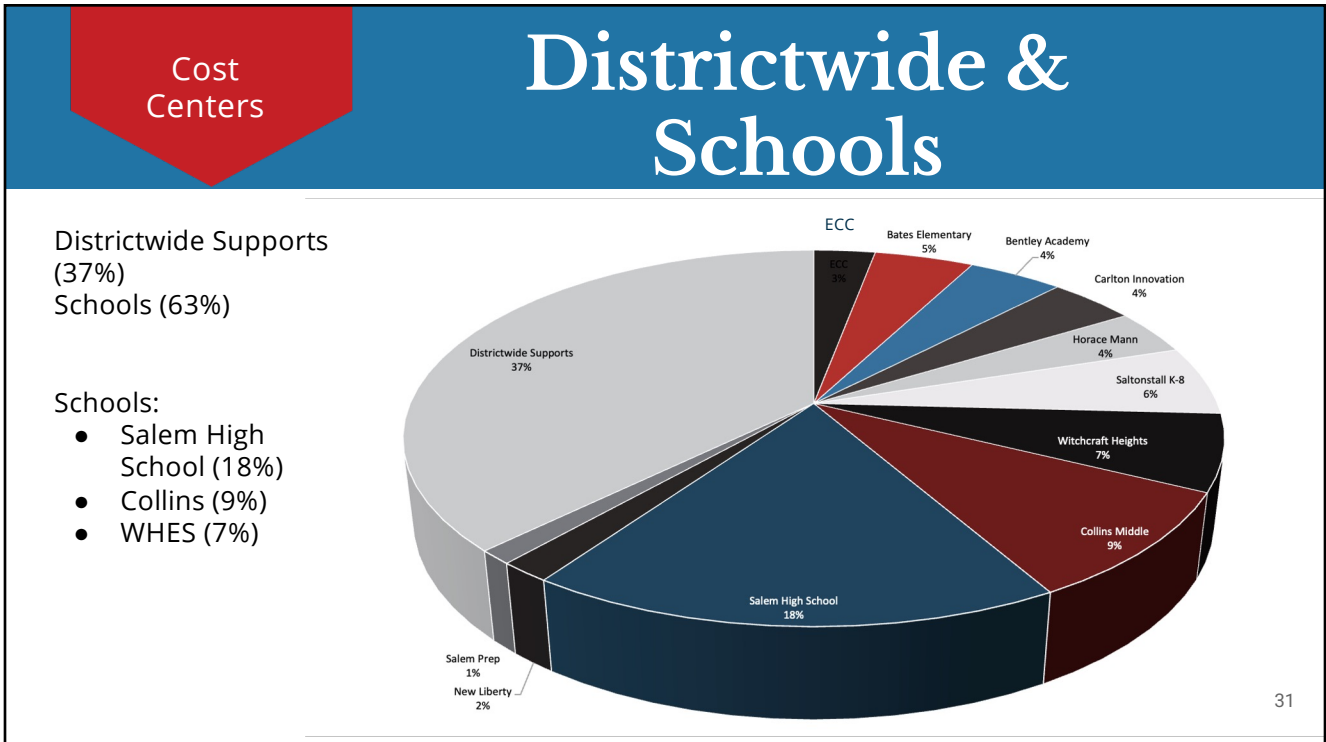
Budget by Cost Centers

% by Cost Center

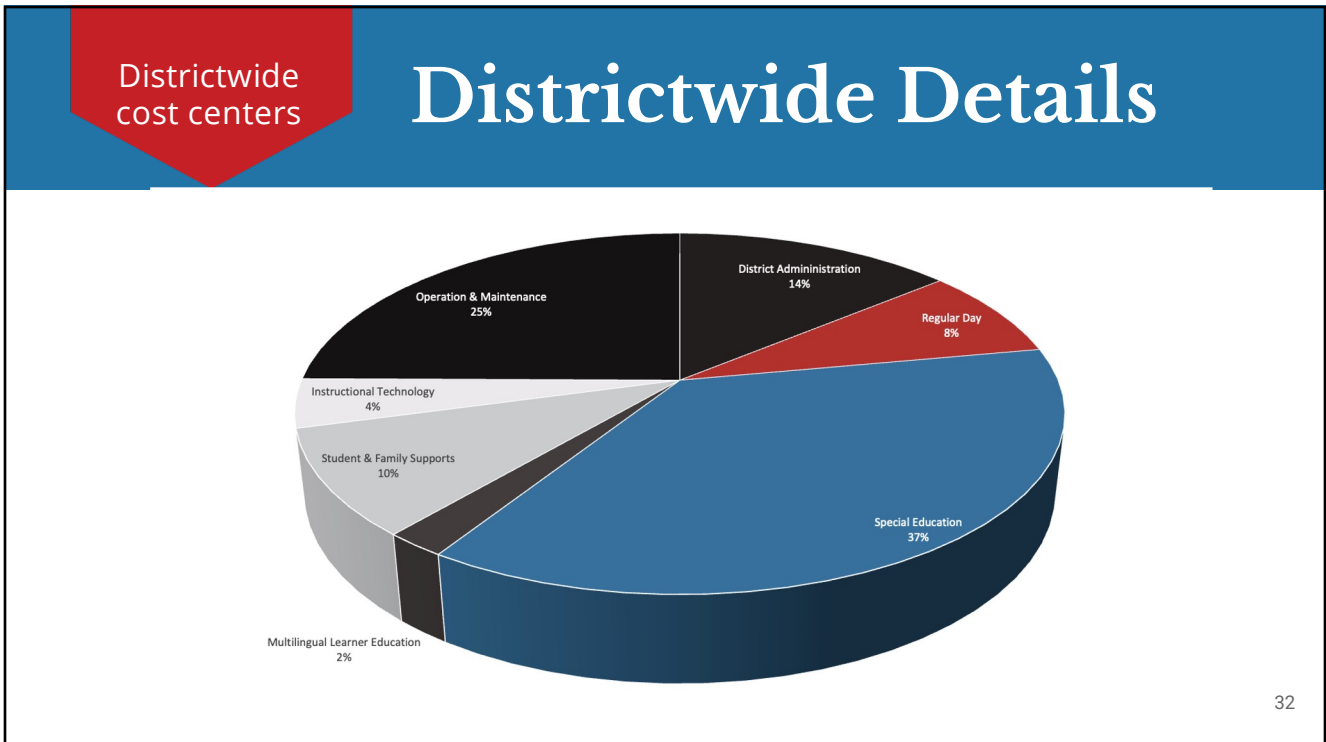


30

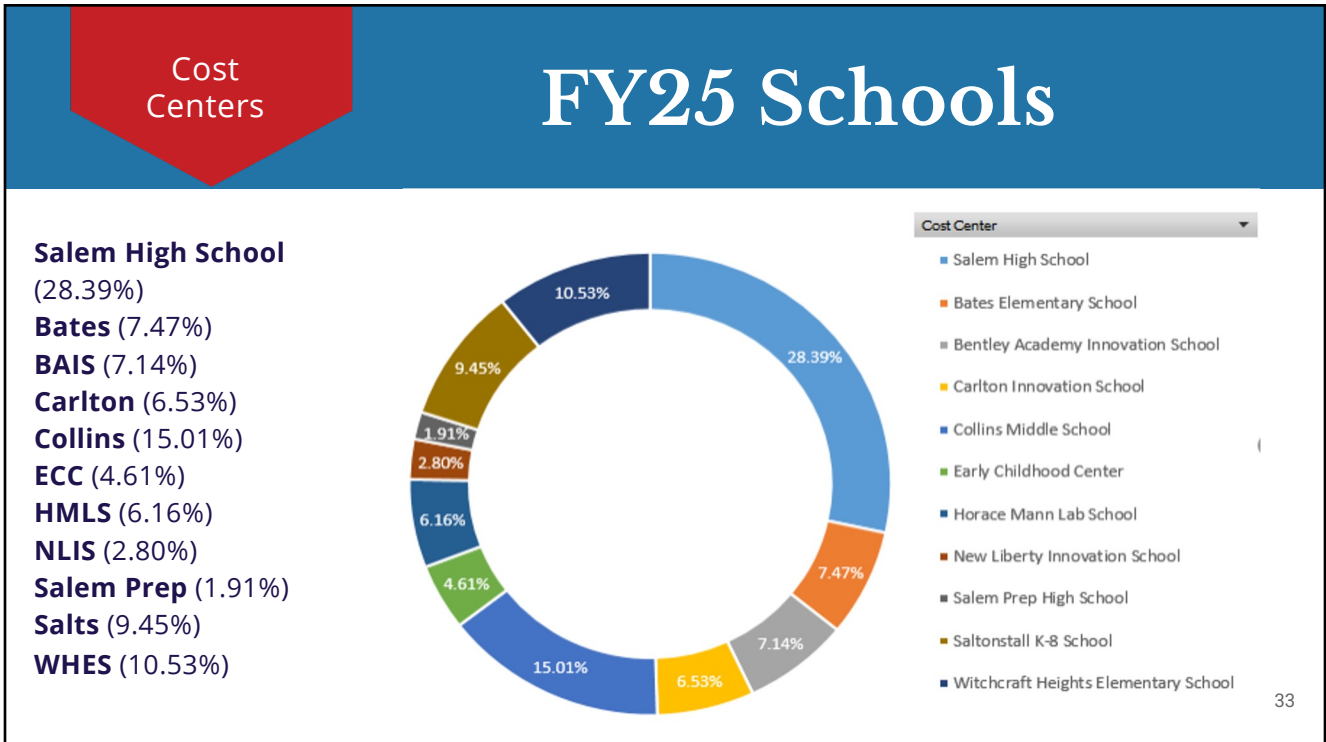
30



31



32



33

- Reading the Budget Book

Notes
- Each school has a **profile page with: data from the Department of Elementary & Secondary Education** that shows:
 - class size,
 - student to teacher ratio,
 - & demographics
 - MCAS scores
 - Budget pages have tables that shows **budget lines for personnel & expense**
 - Several show accounting changes.
 - E.g. ML appears to have reduced staff. Last year staff were budgeted to the Cost Center last year and this year are budgeted to schools.
 - Budget Notes offer context & explanation.
- 34

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Closing

Final Thoughts

- Email feedback to spsbudget@salemk12.org
- More discussion and analysis is need to examine the future of our structural deficit
- Fiscally responsible given the City of Salem's known constraints
- Budget proposal maintains the integrity of our strategic work
- Budget reflects hard choices, choices that we believe are responsive to our student needs and input from our community
- Our newly revised budget book is an effort to be more transparent about the efforts we have made to balance our budget.
- **Budget hearing is scheduled for Monday, April 23rd at 7 pm** and the final budget vote is tentatively scheduled for Monday, April 29th at 7pm.

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Section 1: Summarize your district's plan

Salem (0258) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

In Salem, we are committed to elevating the experiences of our multilingual learners (MLs) and students with disabilities (SWDs). In 2020, we had 499 MLs, and today we have 763, which is 264 more students and a 53% increase in ML enrollment overall. Currently, we have 1091 students with an IEP which is an increase of 49 students over last year. In 2021, we had 162 requests for initial referrals, and each year since, the annual total has been close to 300.

In Salem Public Schools, we celebrate diversity and embrace the gifts, talents and funds of knowledge that each student brings with them to the learning experience. In order to ensure that all of our students' needs are being met, we are relentlessly committed to ensuring that our core values of Equity, Belonging and Opportunity are experienced by each and every student, particularly those who have historically been underserved. To this end, we are focused on the following evidence-based programs in our SOA plan because we believe these approaches will ensure that all students have exemplary experiences and achieve at high levels.

- Access to high-quality instructional materials that include strategic and thoughtful scaffolds for multilingual learners and students with disabilities.
 - The goal of this initiative is to ensure that all teachers have access to high quality instructional materials that are scaffolded to meet the needs of diverse learners and provide regular access to grade-level content. We expect that this work will ensure that our classrooms are inclusive, and we expect that this will have a positive, gap-closing impact on learning outcomes for multilingual learners and students with disabilities.

- Expansion of and access to high-quality PreK
 - In 2021-22 we added 4 PreK classrooms in SPS and in 2024-25 will be adding a dual language PreK classroom. Our focus has been not only on expanding access to seats, but also we are intent on improving quality. We have added curriculum, benchmark assessments and coaching as levers in this work while expanding our reach to five community-based early learning organizations. We believe getting our youngest learners off to an excellent start will have a long-term positive impact on short-term outcomes and their life trajectories.
- Effective programming for multilingual learners
 - Our multilingual learner enrollment has grown significantly over the past few years which heightens the urgency around ensuring that instruction in every classroom is sheltered to support access and entry into the learning. We are doing targeted professional development for educators in order to build the skills necessary for planning and delivering accessible learning experiences for MLs. In addition to this capacity building work, we are conducting targeted walkthroughs to monitor implementation, as well as doing other systemic work such as planning for a dual language PreK class and breaking down barriers to advanced math coursework for diverse learners. The goal here is to support all multilingual learners in meeting their full potential by creating welcoming learning spaces where they can thrive and meet their college and career goals.
- Support for effective teaming practices (data informed instruction–DII)
 - Our work in this area has been on building a data informed culture where we are closely monitoring the impact that instruction has on student learning and planning for targeted reteaching where gaps exist. This work entails professional learning and coaching around data-informed practices and systems building such as the development of district common assessments and supporting tools. The goal is to interrupt learning gaps and address them in real-time.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Salem (0258) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

As a school district, we have seen the most significant disparities with our population of students with disabilities and multilingual learners. In our current strategic plan, our first priority is Elevating the Learning for all Students and a key initiative within this priority is- utilizing targeted, high-leverage and evidenced based instructional practices rooted in research to support multilingual learners and students with disabilities in all classrooms. This focus emanated from examining our performance data that demonstrates significant gaps between students in the aggregate and students with disabilities and multilingual learners. Specifically over the last two years, our students with disabilities are more than twice as likely to be suspended and to dropout from the Salem Public Schools. With regards to graduation, our students with disabilities are 26.3% less likely to graduate from high school across our 3 campuses. Academically, the differences in outcomes (achievement and SGP) is startling as can be seen in the charts below. This data mirrors academic performance on our district common assessments and our tr-annual STAR assessment. :

2023 ELA MCAS

Grade	Students with Disabilities % Meets and Exceeds	All Students % Meets and Exceeds	Students with Disabilities- SGP	All Students- SGP
3	13%	31%		
6	2%	23%	34	43
8	8%	29%	44	47
10	13%	26%	39	47

2023 Math MCAS

Grade	Students with Disabilities % Meets and Exceeds	All Students % Meets and Exceeds	Students with Disabilities- SGP	All Students- SGP
3	8%	23%		
6	6%	16%	39	46
8	3%	19%	43	48
10	7%	25%	41	44

Our multilingual learners are 41% more likely to dropout from high school and 20.5% less likely to graduate from high school in five years. The charts below speak to significant achievement gaps on the MCAS such that almost none of our multilingual learners in tested grades are proficient on the MCAS. Both our district common assessments and STAR assessment data reveal similar trends for multilingual learners relative to all students.

2023 ELA MCAS

Grade	Multilingual Learners % Meets and Exceeds	All Students % Meets and Exceeds	Multilingual Learners- SGP	All Students- SGP
3	3%	31%		
6	0%	23%	40	43
8	0%	29%	–	47
10	3%	26%	–	47

2023 Math MCAS

Grade	Multilingual Learners % Meets and Exceeds	All Students % Meets and Exceeds	Multilingual Learners- SGP	All Students- SGP
3	3	23%		
6	0%	16%	27	46
8	0%	19%	–	48
10	0%	25%	–	44

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

We believe that the best way to address the disparities aforementioned is through a 4 pronged approach. Our root cause analysis suggests that we should take the following steps::

1. We must leverage the high quality ELA and math materials in order to meet the needs of our most struggling learners. Our staff needs additional support to utilize these tools to differentiate for students developing language and students who require specialized accommodations. With this additional guidance and coaching, our educators will be able to more consistently ensure that students access the standards based and grade level content presented across our classrooms.
2. In Salem, we are convinced that diverting resources to expand access to full day learning opportunities and to enhance the quality of the early childhood programming will prepare more children to be at or above grade level by 3rd grade. With an emphasis on language development and inclusionary practices from the time that students are 3 or 4 years old, we believe that there will be a more equitable and even experience when they enter kindergarten and as they progress through the grades.
3. It is essential that we have an explicit focus on improving the instructional core for our multilingual learner population. In our school improvement plans and professional development plans we need to call out the targeted high-leverage and evidence-based instructional practices that will drive our improvement efforts. Most importantly, coaching cycles, monitoring tools and observation routines should be established so that our educators can engage in cycles of continuous feedback centered around the needs of our multilingual learners.
4. We must continue to double down on our districtwide efforts to facilitate "looking at student work" sessions in all content areas and across all grade levels. This will allow us to continually examine "just in time" student outcomes (with a keen focus on students with disabilities and multilingual learners) and to design reteaching opportunities to address identified standards based gaps. These data informed conversations and corresponding targeted actions will go a long way towards intervening where students are struggling.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners, Students with disabilities

Clear

Search...

[Select All](#)/[Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

<input type="checkbox"/> Asian
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Multi-Race, non-Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

* **Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.** *A brief narrative and/or a bulleted list are acceptable.*

As a school district, we have established consistent and regular structures to meet with stakeholder groups that represent our diverse community and the student groups identified for targeted support. Monthly, the superintendent meets with a teacher, student and parent advisory group.. Additionally, the superintendent meets at least twice a year with our English Language Learning and Special Education Parent Advisory Council. These teams reflect the demographics of our community and offer input on our strategic efforts, use of resources and raise questions/concerns that are important to their constituency. Finally, the superintendent communicates with the community through bi-monthly Facebook Lives (in English and Spanish), summer neighborhood walks and a weekly newsletter.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?** *A brief narrative and/or a bulleted list are acceptable.*

These routines are firmly in place and will allow us to continually hear from families/caregivers, especially those of the diverse learners targeted for accelerated improvement. Beyond the structured opportunities to meet, we plan to launch a family survey (Panorama) this spring that will measure the level of engagement of all parents with the ability to disaggregate the perspective of families/caregivers of students with disabilities and multilingual learners. The

development of this survey is specifically called out in our strategic plan as a way to assess our commitment to creating a culture of belonging across our schools.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

For the purposes of this SOA plan, we leveraged the annual budget process to speak with a diverse group of parents/caregivers to learn how they want SPS to utilize its financial resources to accelerate student improvement. We facilitated 2 public forums (1 virtual and 1 in-person) and 1 staff forum where we offered information about our fiscal landscape and posed the question - What are the most important initiatives to fund and divert resources toward (for each of our strategic plan's priorities) in the upcoming school year? There was substantive discussion about what the audience would prioritize for funding in each key area and then participants were asked to complete a Google survey (in 3 different languages) to capture their thoughts.

Participants (234) were asked to select their priorities from the myriad of initiatives included in our strategic plan. In looking at the top responses across our four core areas, it is evident that there is strong alignment to the focus detailed in our SOA plan. A star is noted next to each of the areas that were highly selected and are connected to the evidence based programs and targeted subgroups that are at the heart of our plan. Please see below:

Priority 1: Elevate Learning	% Selecting
*Ensure that all students have access to challenging and relevant instructional content, texts and tasks every day that are aligned to standards and are at or above grade level.	34%
*Utilize targeted, high-leverage and evidenced-based instructional practices rooted in research to support multilingual learners and students with disabilities in all classrooms.	27.3%
Priority 2: Empower Educators	% Selecting
Review and adjust salary schedule to be competitive with neighboring districts.	76.9%

*Provide all teachers and specialists with the training, tools and resources necessary to effectively support the needs of multilingual learners and students with disabilities. 38.4%

Priority 3: Center Belonging % Selecting

*Effectively meet the needs of students experiencing significant social emotional and behavioral challenges by examining and adjusting the caseloads of school-based mental health providers. 43.6%

*Expand access to quality K-12 physical and mental health services districtwide. 33.7%

Priority 4: Strengthen Our Foundation % Selecting

*Closely examine how the district is using its resources (people, time and money) to determine what is and is not working. 57.3%


Ensure all SPS buildings and facilities are safe, clean, accessible and welcoming 41%

This feedback was instrumental in shaping our application. It is clear that our community is committed to ensuring that all students have access to content and tasks that are at or above grade level with a keen focus on the needs of multilingual learners and students with disabilities. They stress the importance of preparing educators with the tools, training and resources needed to close the gaps delineated in our data analysis. Finally, there is recognition that social, emotional and mental health supports must also be in place for students to achieve at the highest levels. This is one of the reasons that we plan to continue to invest heavily in early childhood education as the foundation for a healthy and strong entry to the Salem Public Schools.

* **By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

* **By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

* **Date of school committee vote:**

04/08/2024 

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Supporting Curriculum Implementation: In Salem Public Schools, we have used a teacher-informed curriculum adoption process and currently have HQIM in all core content areas. In math and literacy, we have engaged implementation partners including TNTP and The HILL for Literacy who have provided professional development and coaching focused on supporting teachers to use these core materials with integrity and as the primary instructional resource in their classrooms. The goal is to ensure that all students have regular access to grade level, cognitively challenging content with the focus on student sense-making through academic discourse. With increasing frequency, our students, regardless of what school they attend or what class they are assigned to, have multiple at-bats with rigorous content.

There are many advantages to having a standardized curriculum in place. Access to HQIM prevents teachers from having to curate texts, problem sets and standards-based activities. A focus for us in the Salem Public Schools has been to integrate SEI strategies into every lesson given that every classroom in our district includes multilingual learners. Despite having HQIM, the reality is that even the highest rated materials do not do a good job including guidance for scaffolding instruction for multilingual learners. To address this, we have begun working with the English Learner Success Forum and are learning how to use the Lesson Plan Analysis Tool as a means for assessing the language demands of a lesson. We aim to build teacher "muscle" to be clear about language

objectives for each lesson and to plan explicit language scaffolds accordingly. By 2027, we expect that data collected from classroom walkthroughs will show that thoughtfully planned and executed SEI strategies are regularly evident in all PreK- 12 classrooms.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Districtwide impact

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- Purchase of all HQIM across schools- \$1,273,440
- Consulting support, PD from HQIM vendors stipends to coaches for PD- \$406,512
- Salaries for half of our coaching team- \$1,530,000

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers, Professional Development (+1 other)

Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

*** What metrics will your district use to monitor progress in this EBP?**

The following metrics come directly from our strategic plan, priority #1: Elevating Learning

- All grades/all subjects achieve >60 SGP on MCAS (with a specific focus on students with disabilities and multilingual learners)
- Increase meet/exceed ELA and math proficiency rates to 41% (grades 3-8 ELA MCAS), 39% (grades 3-8 math MCAS), 58% (grade 10 ELA MCAS) and 50% (grade 10 math MCAS) (with a specific focus on students with disabilities and multilingual learners)
- Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE).
- Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65% (with a specific focus on students with disabilities and multilingual learners)
- Increase 4-year graduation rate to 88% (with a specific focus on students with disabilities and multilingual learners)
- At least 70% of families report confidence that their child is continuing to learn and succeed in school (with a specific focus on the parents of students with disabilities and multilingual learners)

EBP 2.1C Comprehensive Approach to Early Literacy +

EBP 2.1D Early Literacy Screening and Support +

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration +

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs +

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

EBP 2.4A Expanded Access to Pre-Kindergarten+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Expanded Access to PreK: The expansion and enhancement of preK is a central strategy in our district's plan for improving student outcomes particularly for multilingual learners (MLs) and students with disabilities (SWD)s. We believe that it is essential for our MLs, SWDs and children from low income families to have equitable access to high quality early learning experiences as a means for interrupting gaps before they occur.

ESSER funds were used to initiate focused redesign work in our PreK space, and in the coming fiscal year, funding for these efforts will be transitioned into the operating budget and a focal area for SOA funding. Below is an overview to work underway within our PreK strategy:

- In FY22, 4 PreK classes were added within the Salem Public Schools, and half-day and partial week programming for 4 year olds was expanded to full-day, full-week offerings.
- Teachers helped select a HQIM (3 Cheers for PreK) which was launched in every classroom, and MyIGDI was identified as a benchmark assessment of early literacy and numeracy. SPS has provided regular instructional coaching to assist teachers in using these materials with integrity with the support from two Early Learning Coaches.
- We have also developed and executed joint professional development on topics such as the Science of Early Literacy that has been attended by SPS PreK staff side-by-side educators from community-based early learning organizations who are part of the Salem PreK Partnership (see below).
- We contracted with an outside CLASS observer/rater to conduct twice per year reviews and this data informs action planning and development of teacher professional practice goals as part of their evaluation cycle.
- SPS applied for and was awarded the CPPI grant from ECC and through the grant the district has developed the Salem PreK Partnership with 3 community-based early education providers. Just recently, SPS has been awarded CPPI Expansion funds that will be used to bring two more community providers into this partnership. The CPPI Expansion funds will also be used to expand our City Connects model into the PreK milieu and to build structures for supporting preventative interventions and screening (e.g. Articulation Clinics, etc.).
- In FY25, we are adding a dual language PreK class to at Bentley Academy Innovation School where our 2-way bilingual program is housed. This will create greater access to evidenced-based programming for our youngest multilingual learners.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

Bentley Academy Innovation School, Horace Mann Laboratory School, Bates Elementary and Salem Early Childhood Center

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- Resources will go toward continuing to fund the classrooms that we launched which includes the staffing (teachers, paraprofessionals and specialists- \$1,811,000
- Professional development and training for staff and administrators- \$150,000
- Materials and supplies for classrooms- \$150,000

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development (+1 other) Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

- We will use MyIGDI to assess early literacy and numeracy.
- We will use the CLASS observation tool to conduct twice per year reviews of our programs
- We will look at 3rd grade reading/math proficiency rates and SGP to examine the impact

EBP 2.4B Extended Learning Time

EBP 2.4C Effective Programming for Multilingual Learners

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Effective Programming for Multilingual Learners: In Salem, we live by our core values of Equity, Belonging and Opportunity, and in keeping with this commitment, we continuously seek to strengthen our programming and practices to better serve our 763 MLs and to close the persistent outcome gaps that our data indicate. Below is a snapshot of some of this targeted work:

- In 2023, we took steps to interrupt systemic barriers to advanced math course work at both our middle and high schools. This bold work included sharing data that pointed to systemic racism with stakeholders and an engagement process to reimagine a design that would be more inclusive and lead to acceleration for all, not just some. This is a work in progress, but we have some very specific next steps that will be put into play in 2024-25.
 - All of our District Leadership Team training this year has been focused on building the capacity of school and district leaders to oversee effective math instruction. We have partnered with TNTP to help in this area and this will continue into next year.
 - All middle school teachers are attending math content and pedagogy training to strengthen their instruction and use of SEI practices in the math classroom. Next year all K-12 math teachers will experience 20 hours of math PD.
- We are partnering with the English Learner Success Forum (ELSF) to help us develop approaches for reviewing our HQIM for culturally and linguistically sustaining practices, and where they do not exist or are inadequate, ELSF is helping us to develop a lesson planning guide for how to support teachers with planning strategic scaffolds.
- Our Academics Team is conducting regular walkthroughs to monitor implementation of SEI strategies and scaffolds, and the resulting data is being used to inform action planning and mid-course corrections with the goal of ensuring that every classroom is a place where MLs have access to grade-level content.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

The impact will be districtwide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- Curriculum for ELD and WL (this does not include DL)- \$129,252.50
- Consulting support for ELD, WL and DL implementation and support- \$392,744.76
- Salaries for 4 ELD/SEI/DL coaches- \$989,088.00

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers, Other Teaching Services (+2 others)

Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

The following metrics come directly from our strategic plan, priority #1: Elevating Learning

- All grades/all subjects achieve >60 SGP on MCAS (with a specific focus on multilingual learners)
- Increase meet/exceed ELA and math proficiency rates to 41% (grades 3-8 ELA MCAS), 39% (grades 3-8 math MCAS), 58% (grade 10 ELA MCAS) and 50% (grade 10 math MCAS) (with a specific focus on multilingual learners)
- Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE).
- Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65% (with a specific focus on multilingual learners)
- Increase 4-year graduation rate to 88% (with a specific focus on multilingual learners)
- At least 70% of families report confidence that their child is continuing to learn and succeed in school (with a specific focus on multilingual learners)

EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity+

EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

EBP 3.2A Inclusive School Communities

EBP 3.2B Retention Support Programs

EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

EBP 3.3A Resource Allocation Aligned to Student Success

EBP 3.3B Support for Effective Team Practices

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**

- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Support for Effective Team Practices: Midway through 2023-24, SPS committed to developing teacher and leader capacity for data-informed instruction (DII). All school and district leaders have been trained to use common See It, Name It, Do It protocols including our instructional coach cadre. Principals and coaches are working with grade level teams during common planning time to leverage these tools to guide data-informed instruction. Around this work, we have built a system that includes:

- District common assessments in math and literacy for K-Gr. 10. These include linguistically amplified versions for MLs at WIDA reading level 1 or 2 so they are able to access the assessments.
- Published reports that show trends across grade levels in reference to standards, questions and subgroups.
- Three-times/year district analysis and action planning sessions where school leaders and their coaching teams are drilling down into the data to identify points of celebration and opportunities for improvement.
- Elevation of best practices from our own schools that show creative data informed practices that are having an impact on student outcomes.
- Principal coaching from the Superintendent and Deputy Superintendent specifically on the facilitation of CPT/grade-level data meetings and targeted reteaches.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

The impact will be districtwide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- Licenses for Atlas, MyIGDI, STAR, Pear (Edulastic)- \$318,360.00
- Consulting support- \$318,360.00
- Stipends for coaches- \$90,000.00

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Other Teaching Services, Professional Development (+1 other)

Clear

Search...

Select All/ Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

The following metrics come directly from our strategic plan, priority #1: Elevating Learning

- All grades/all subjects achieve >60 SGP on MCAS (with a specific focus on students with disabilities and multilingual learners)
- Increase meet/exceed ELA and math proficiency rates to 41% (grades 3-8 ELA MCAS), 39% (grades 3-8 math MCAS), 58% (grade 10 ELA MCAS) and 50% (grade 10 math MCAS) (with a specific focus on students with disabilities and multilingual learners)
- Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE).
- Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65% (with a specific focus on students with disabilities and multilingual learners)
- Increase 4-year graduation rate to 88% (with a specific focus on students with disabilities and multilingual learners)
- At least 70% of families report confidence that their child is continuing to learn and succeed in school (with a specific focus on the parents of students with disabilities and multilingual learners)

EBP 3.3C Collaborative Labor-Management Partnerships



Alliance Environmental Group, Inc.

COPY

100 Jefferson Boulevard, Warwick, Rhode Island 02888
Telephone: 401.732.7600; Fax: 401.732.7670

December 10, 2003

Mr. Paul L' Heureux
Director of Buildings and Grounds
Salem School Department
77 Willson Street
Salem, Massachusetts 01970

**RE: Limited Subsurface Investigation
Bentley Elementary School
Salem, Massachusetts 01970**

Dear Mr. L' Heureux

Per your request, Alliance Environmental Group, Inc. (AEG) has completed a limited subsurface investigation at the Bentley School in Salem, Massachusetts ("Site"); specifically on courtyard and playground areas that are proposed locations for new playground equipment. This investigation was completed in order to ensure that no risk to human health exists for those involved in construction in these areas.

SUBSURFACE INVESTIGATION

On November 25, 2003, AEG, accompanied by New England Geotech from Jamestown, Rhode Island, advanced 9 soil borings to a depth of 4 feet below grade. Five of the borings were placed in the courtyard while the remaining four were completed in the playground area. The location of each boring can be referenced in Figure 1 – Site Plan along with Photographs in Appendix A. AEG completed boring logs¹ to document observations taken during the investigation, copies of which are provided in Appendix B. The lithology of the area was found to consist mainly of medium to coarse sand with low percentages of medium to coarse subangular gravel.

A sample was collected from each boring and screened for total volatile organic compounds (TVOC) using a photo-ionization detector (PID). The results of the screening showed non-detectable (<1 ppm) levels of TVOC. Samples collected were placed on ice and submitted to a certified laboratory. Based upon random sampling, five of the samples were submitted for the analysis of polynuclear aromatic hydrocarbons (PAH's) and the remaining four were analyzed for the RCRA 8 total metals. These analytes were chosen because of the results of prior investigations and historical uses of

¹ AEG boring logs are transcribed from original Log Sheets completed during fieldwork. Original Soil Boring Logs are contained on file at Alliance Environmental Group, Inc.

the surrounding area. Analytical results show no target analytes above the MCP Reportable Concentrations for category S1 Soils, which applies to the Site under the Massachusetts Contingency Plan (MCP). The laboratory results are summarized in the Table 1, following. A copy of the certified analytical report is included in Appendix C.

Table 1 – Soil Boring Analytical, November 25, 2003										
Target Analyte	B100	B101	B102	B103	B104	B105	B106	B107	B108	MCP Reportable Concentrations S1 Soils
RCRA 8 Metals										
Arsenic	NA	6.6	NA	3.4	NA	NA	7.9	NA	9.5	30
Barium	NA	18	NA	8.6	NA	NA	61	NA	48	1000
Cadmium	NA	0.42	NA	0.43	NA	NA	0.51	NA	0.47	30
Chromium	NA	28	NA	26	NA	NA	32	NA	28	1000
Lead	NA	21	NA	7.4	NA	NA	94	NA	17	300
Mercury	NA	0.086	NA	0.081	NA	NA	0.75	NA	0.093	20
Selenium	NA	0.84	NA	0.86	NA	NA	1	NA	0.95	400
Silver	NA	0.42	NA	0.43	NA	NA	0.51	NA	0.47	100
PAH's										
Acenaphthene	0.07	NA	0.021	NA	0.043	0.024	NA	0.024	NA	20
2-Chloronaphthalene	0.022	NA	0.021	NA	0.043	0.024	NA	0.024	NA	1000
Fluoranthene	1.5	NA	0.058	NA	1.3	0.29	NA	0.077	NA	1000
Naphthalene	0.022	NA	0.021	NA	0.043	0.024	NA	0.024	NA	4
Benzo(a)anthracene	0.67	NA	0.025	NA	0.65	0.14	NA	0.04	NA	0.7
Benzo(a)pyrene	0.44	NA	0.021	NA	0.48	0.12	NA	0.037	NA	0.7
Benzo(b)fluoranthene	0.37	NA	0.021	NA	0.45	0.1	NA	0.036	NA	0.7
Benzo(k)fluoranthene	0.49	NA	0.021	NA	0.49	0.13	NA	0.048	NA	7
Chrysene	0.71	NA	0.028	NA	0.66	0.16	NA	0.056	NA	7
Acenaphthylene	0.022	NA	0.021	NA	0.043	0.024	NA	0.024	NA	100
Anthracene	0.19	NA	0.021	NA	0.21	0.061	NA	0.024	NA	1000
Benzo(ghi)perylene	0.3	NA	0.021	NA	0.27	0.068	NA	0.031	NA	1000
Fluorene	0.049	NA	0.021	NA	0.046	0.024	NA	0.024	NA	400
Phenanthrene	0.81	NA	0.04	NA	0.68	0.21	NA	0.037	NA	100
Dibenzo(a,h)anthracene	0.083	NA	0.021	NA	0.086	0.024	NA	0.024	NA	0.7
Indeno(1,2,3-cd)Pyrene	0.27	NA	0.021	NA	0.26	0.063	NA	0.027	NA	0.7
Pyrene	1.3	NA	0.049	NA	1.1	0.27	NA	0.074	NA	700
1-Methylnaphthalene	0.022	NA	0.021	NA	0.043	0.024	NA	0.024	NA	NS
2-Methylnaphthalene	0.022	NA	0.021	NA	0.043	0.024	NA	0.024	NA	4
Perylene	0.12	NA	0.021	NA	0.11	0.027	NA	0.024	NA	NS
Biphenyl	0.022	NA	0.021	NA	0.043	0.024	NA	0.024	NA	1
Benzo(e)Pyrene	0.35	NA	0.021	NA	0.32	0.088	NA	0.032	NA	NS
Notes										
1. Units: mg/Kg.										
2. NA: Not Analyzed.										
3. NS: No Standard exists in the Massachusetts Contingency Plan (MCP).										
4. Bold indicates a concentration above MCP S1 Reportable Concentration.										




FINDINGS AND RECOMMENDATIONS

Soil samples collected from the limited subsurface investigation conducted on November 25, 2003 show **no exceedences of MCP Reportable Concentrations for S1 soils**. Based upon the information presented in this report, it is the opinion of AEG that any construction associated with disturbing soil (i.e. removing or handling) does not pose a hazard to human health.

If you have any questions or concerns, please feel free to contact me at 401-732-7600.

Very truly yours,
Alliance Environmental Group, Inc.

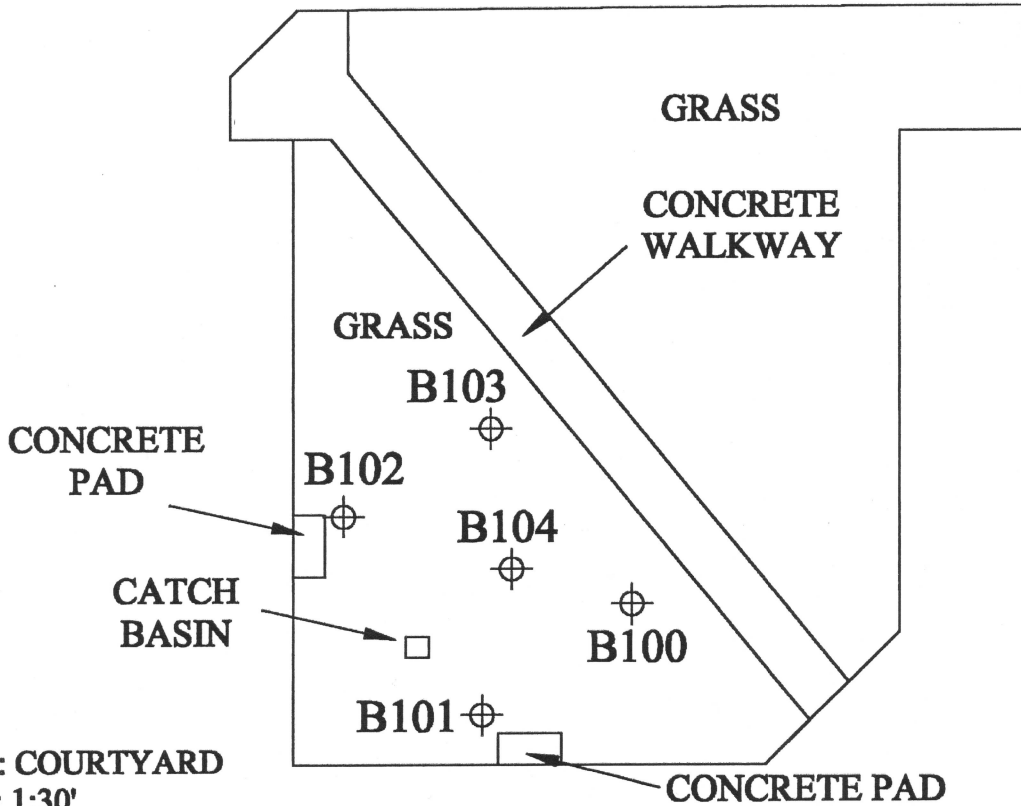


Michael F. Geisser, PE, RLS, LSP
Principal

Attachments:

- Figure 1: Site Plan
- Appendix A: Photographs
- Appendix B: Soil Boring Logs
- Appendix C: Certified Soil Analytical Report

2003 Test Boring Sites ECC

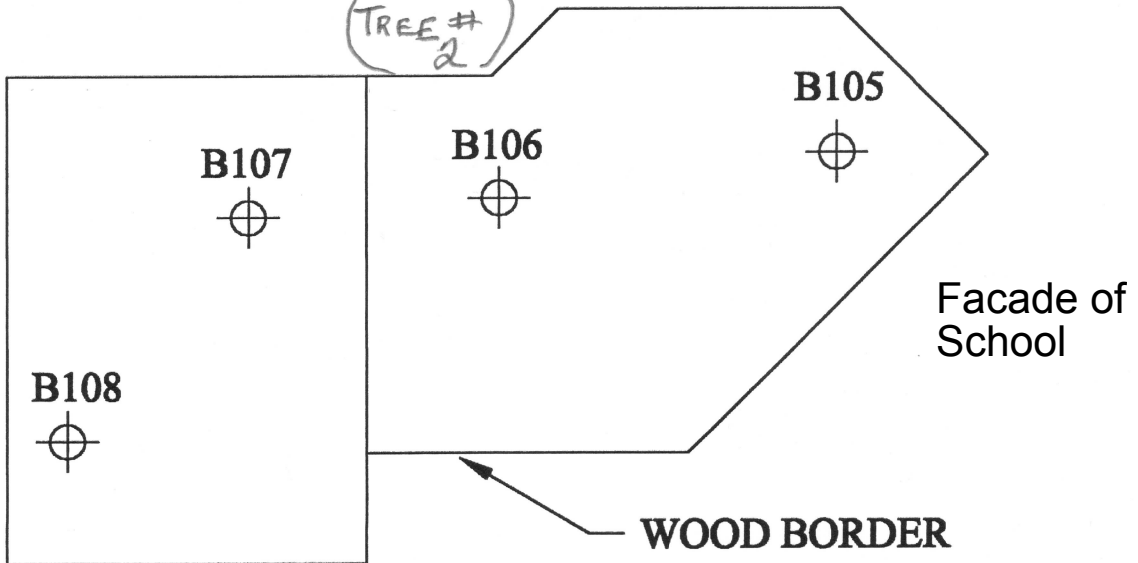


VIEW 1: COURTYARD
SCALE: 1:30'

TREE # 2



TREE # 1



VIEW 2: PLAYGROUND
SCALE: 1:20'



NOTES:

 SOIL BORING

SCALE: AS SHOWN

FIGURE 1: SITE PLAN
BENTLEY ELEMENTARY SCHOOL
SALEM, MASSACHUSETTS
AEG Proj. 1357

File: SITEPLAN.dwg Drawn by: JHB Checked by: MFG

Photograph Log
Site Visit

Site Location: Bentley Elementary School
Salem, Massachusetts
Project Number: 1357
Date: November 25, 2003



Photo 1: View of B101



Photo 2: View of playground area



Photo 3: View of B102



Photo 4: View of B104



Photo 5: View of B105



Photo 6: View of B107

2017 - Soil tested for second play structure.

Bentley Early Childhood Play Yard

2003 - Soil tested for ECC play yard

Tree #1

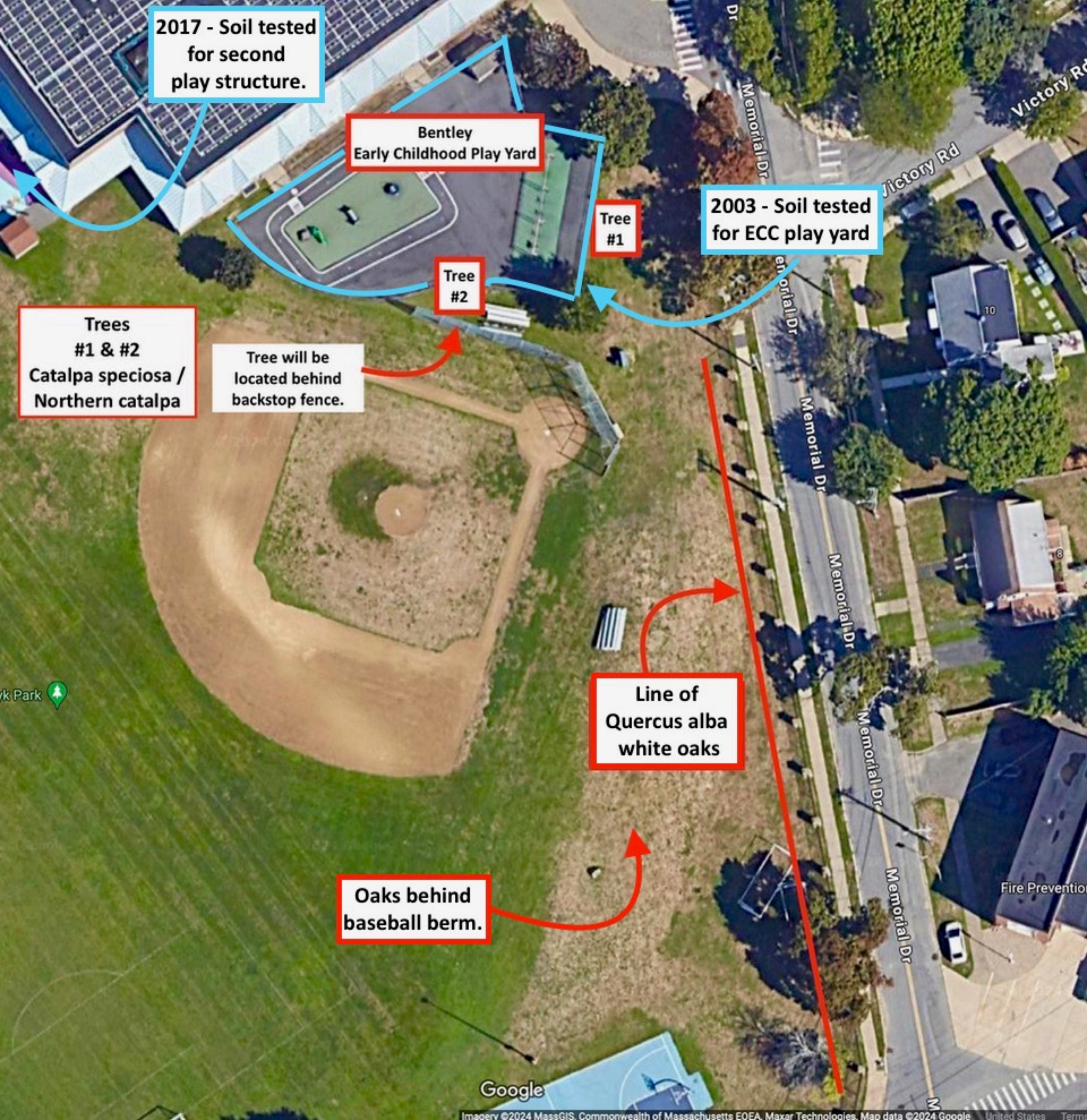
Tree #2

Trees #1 & #2
Catalpa speciosa / Northern catalpa

Tree will be located behind backstop fence.

Line of Quercus alba white oaks

Oaks behind baseball berm.



2017 Test Boring Sites



AECOM

Drawn: DP 06/28/2017

Legend

⊕ Soil Boring



0 15 30 60 90 120 Feet

A graphic scale bar with markings at 0, 15, 30, 60, 90, and 120 feet.

Figure 1

Soil Boring Locations
Bentley Academy Charter School
25 Memorial Drive
Salem, MA

Date
July 12, 2017Mr. Paul L'Heureux
Director Building Services
City of Salem School Department
77 Willson St.
Salem, MA 01970paulheureux@salemk12.org**Subject: Soil Sampling Results – Proposed Play Structure (work area)
 Bentley Academy Charter School, 25 Memorial Drive, Salem, MA**

Dear Mr. L'Heureux:

AECOM Technical Services, Inc. (AECOM) was contracted by the City of Salem (Client) to install up to 5 shallow soil borings at the Bentley Academy Charter School located at 25 Memorial Drive, Salem, Massachusetts in order to pre-characterize soils in the area of a proposed play structure (project). The Salem Public School Department requested for the shallow soil in the area of the project to be tested to determine if there are any issues with the soil; and so that in advance of the project, off-property use, recycling or disposal options could be determined. In accordance with the Soil Sampling Proposal submitted to the Client on May 17, 2017 and City of Salem Purchase Order # 4007119-00, AECOM completed the tasks discussed below.

Soil Sampling

On June 20, 2017 AECOM pre-marked the site and contacted DigSafe for underground utility clearance. Prior to visiting the site, a site-specific Health and Safety Plan (HASP) for potentially hazardous materials that may be encountered by AECOM personnel and our subcontractor (drilling company) was prepared.

On June 28, 2017, AECOM conducted an underground utility clearance with Ground Penetrating Radar (GPR) technology prior to soil collection. Following completion of the utility clearance, AECOM completed 5 shallow soil borings to 4 feet below ground surface with a track mounted Geoprobe drill rig operated by GeoSearch Inc. The 5 borings were located in the proposed play structure area and at depths to collect representative samples of the soil that would be removed to install the structure. Please refer to the attached **Figure 1** for the location of the soil borings. Excess soil cuttings were disposed of on-site back into the soil borings.

Soil Field Screening and Laboratory Analyses

AECOM field screened the collected soil samples with a photoionization detector (PID). PID readings were all low, below 10 parts per million (ppm), except one sample reading which was 417 ppm (SB-5, 2-4'). Soil was composited from the 5 borings into one sample and submitted for laboratory analysis to Alpha Analytical of Westborough, MA under proper chain of custody for total petroleum hydrocarbons (TPH), polychlorinated biphenyls (PCBs), semi-volatile organic compounds (sVOCs), select metals (arsenic, cadmium, chromium, lead and mercury), pH, reactivity and ignitability (typical acceptance testing parameters for off-site reuse or disposal of soil – if necessary). One grab sample from soil boring SB-5 (2-4') was collected for the volatile organic compounds (VOCs) analyses based on PID readings.

Soil Sampling Laboratory Analyses Results

Please find attached a copy of the laboratory report included as **Attachment I** for the one composite and grab soil sample submitted for laboratory analysis.

All concentrations were detected below applicable Massachusetts Contingency Plan (MCP) Reportable Concentrations in Soil (RCS) standards or below the laboratory detection limit. Therefore, no reporting obligations to MassDEP per the MCP are necessary. Please refer to **Table 1** for a summary of the soil sampling results.

If you have any questions concerning this submittal, please do not hesitate to contact the undersigned.

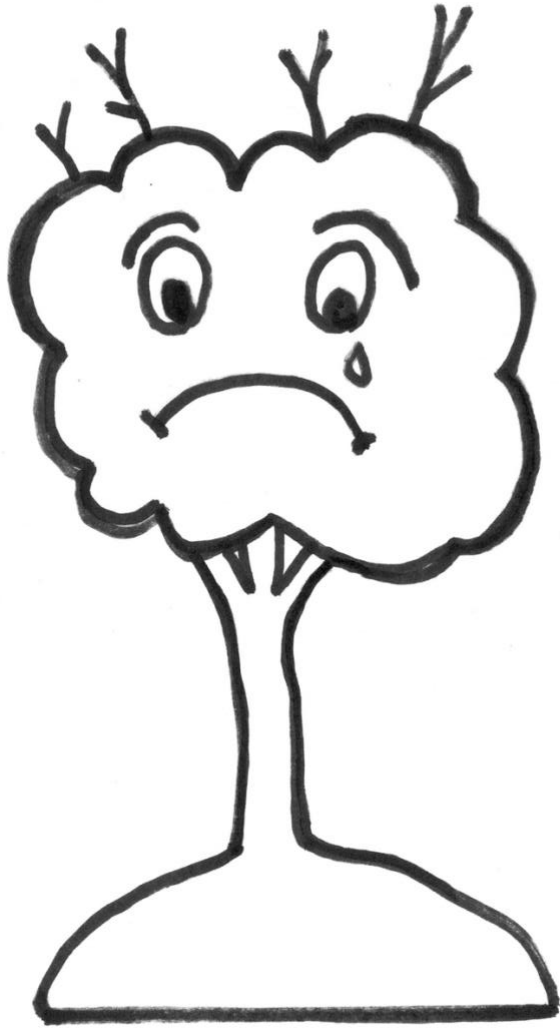
Sincerely,



David G. Austin, LSP, LEP, PG
David.Austin@aecom.com
(978) 905 - 2114



Carolyn Hardt, Geologist
Carolyn.hardt@aeocm.com
(603) 606-4833



Too Much Mulch

- Rots the Bark
- Strangles Trees

Name/Nombre _____



Just Right Mulch

- Protects Roots
- Lets Trees Breathe

Color the trees and,
if you would like,
add some of nature's
animals to your picture –
birds, a rabbit, a squirrel?

Have Some Fun!

Water your tree

Keep mulch off trunk

Pull weeds by hand

No flowers under tree

¡Dele agua!

Mueve el abono de la
base de los árbole

Tire de las malas
hierbas a mano

No hay flores bejo el
árbole



CITY OF SALEM, MASSACHUSETTS

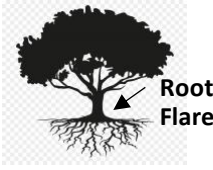
Newly Planted Tree Care Guide

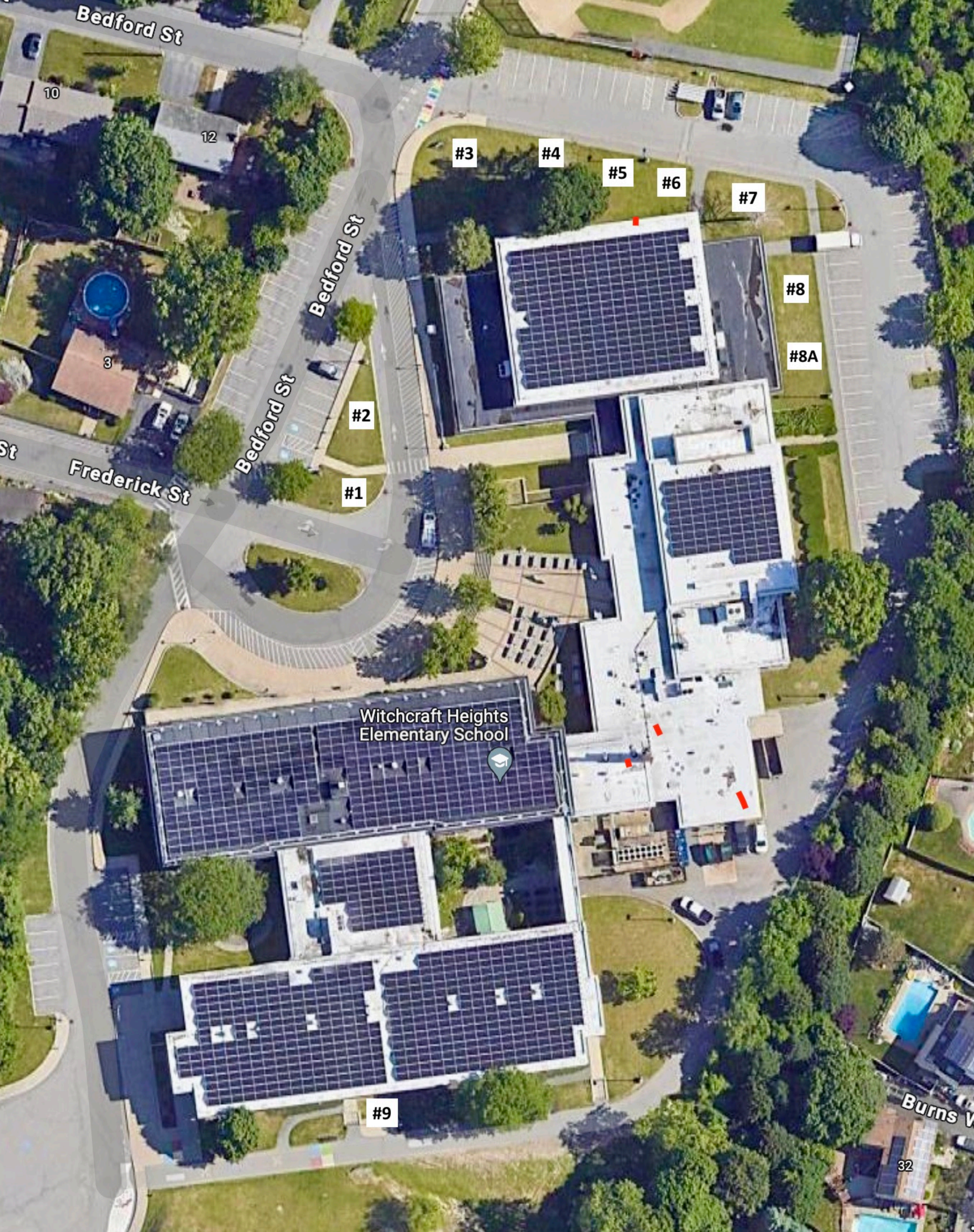
Thank you for hosting a city tree on your street or property!

Our trees provide numerous environmental benefits, from bringing much needed shade to curbing climate change. Newly planted trees are under stress and need extra care.

The first priority of a newly planted tree is to grow roots. You won't see much growth above ground for the first year or two while the root system is becoming established. Following these guidelines will help your new tree develop a healthy root system so the tree will continue to grow, providing benefits for years to come.

The DO's and DON'Ts of caring for a new tree

<p>DO Water!</p> <ul style="list-style-type: none"> • Water 3 to 4 times per week for the first few weeks, then 2 to 3 times per week during the growing season for the first couple of years. • Water thoroughly over the area right around the tree trunk that corresponds to the size of the root ball. 	<p>...but DON'T Fertilize</p> <ul style="list-style-type: none"> • Because fertilizer encourages foliage growth, don't apply any during the first year. Without fertilizer, the tree will put its energy into establishing a strong root system in its new location.
<p>DO Mulch</p> <ul style="list-style-type: none"> • Place mulch around the tree going out about 18" from the trunk, leaving the first 3" from the trunk clear. • The mulch should be 2-3" in depth. • Mulch keeps the soil moist and limits weed growth. • Use natural mulch (with no artificial additives or colors) such as pine/spruce mixed mulch; hemlock, cedar, natural bark mulches; or pine needles, etc. 	<p>...but DON'T Over Mulch</p> <ul style="list-style-type: none"> • Don't pile up mulch on the tree trunk. This is known as a mulch volcano. • Mulch volcanoes attract fungi, pests and diseases that can harm the tree. • The root flare at the base of the trunk should be visible. • Critical - Do not build planter boxes or planting rings around tree trunks! 
<p>Do Weed</p> <ul style="list-style-type: none"> • Keep all weeds, grass, flowers and other plants away from the trunk of a new tree (at least 18"). Pull weeds by hand. • Weeds and grass absorb water and nutrients that should be going to the roots. 	<p>...but DON'T Damage the Bark</p> <ul style="list-style-type: none"> • Keep lawnmowers and weed whackers away from the trunk. • Don't lean anything on the tree or puncture the bark with nails or screws. • Damage to the bark could kill the tree.
<p>Do Inspect</p> <ul style="list-style-type: none"> • Check the tree annually for damage, broken limbs, disease, insects or other distressing factors that might cause harm to the tree. • Report possible damage to the Salem Tree Warden, Conor Morgan: cmorgan@salem.com 	<p>...but Don't Prune</p> <ul style="list-style-type: none"> • A young tree needs all the nutrition it can get from its leaves to help develop strong roots. • During the first year after planting, only broken or dead branches should be removed.



Bedford St

10

12

#3

#4

#5

#6

#7

#8

#8A

Bedford St

#2

#1

Frederick St

3

Witchcraft Heights
Elementary School



#9

Burns V

32

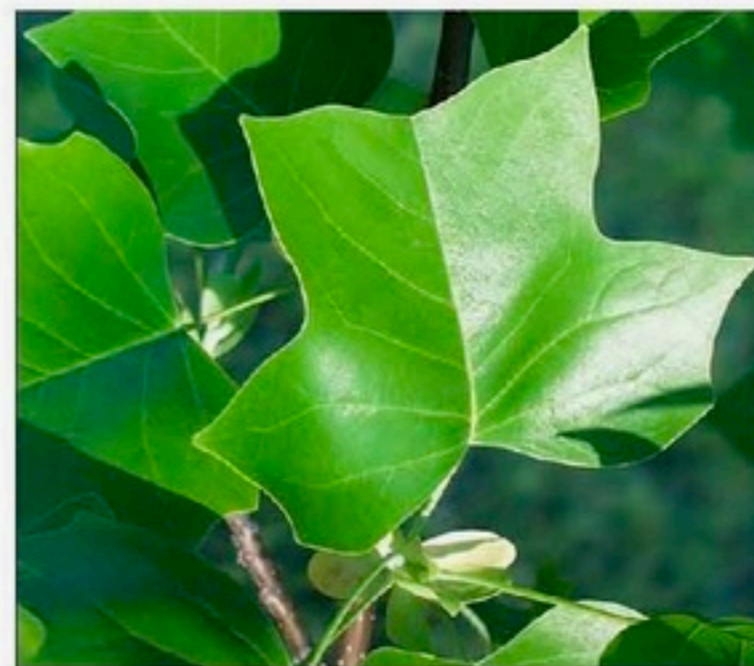
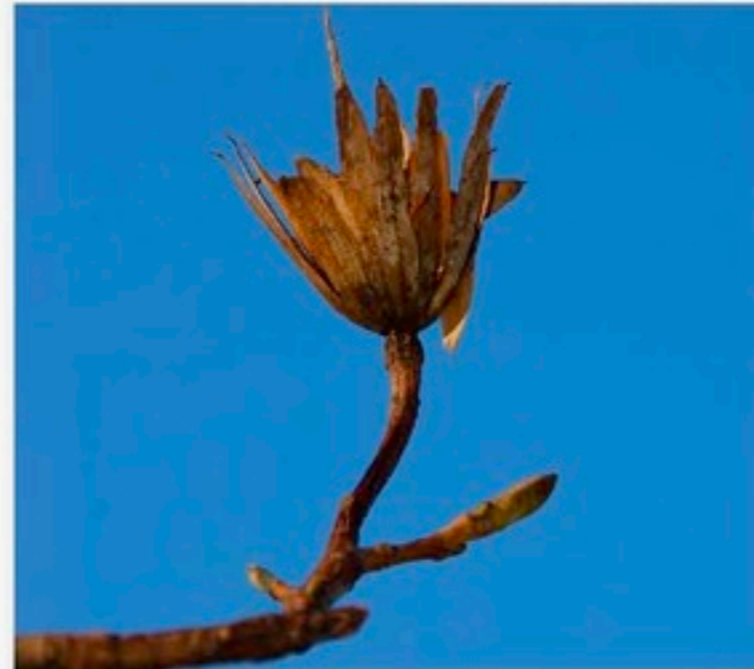
Tuliptree Flower



Tuliptree

Liriodendron tulipifera

WHES Arbor Day 2024 - Trees #1 and #2



Form: Pyramidal to Oval-Round

Flower: Solitary, May, Often high in branches

Fruit: Samaras, persisting through winter

Fall Color: Gold

Growth Rate & Size: Fast; Large

Native Region: Eastern North America

Notes: Leafs out early; Unique leaf shape; Relatively disease-free

Bur Oak

Quercus macrocarpa



WHES Arbor Day 2024 - Trees #3 and #7

Form: Pyramidal-Oval to Broad

Fruit: Acorn

Fall Color: Gold-brown; Marcescent

Tolerates: Drought, Salt, Clay Soil

Growth Rate & Size: Slow; Large

Native Region: Northern-Central North America

Notes: Beneficial to wildlife; Adaptable to a wide range of conditions; Acorns may not develop for up to 35 years; Full sun

Hophornbeam

Ostrya virginiana



WHES Arbor Day 2024 - Trees #4 and #6

Form: Round

Flower: Catkin

Fruit: Nutlet

Fall Color: Gold, Orange

Tolerates: Pollution, Shade

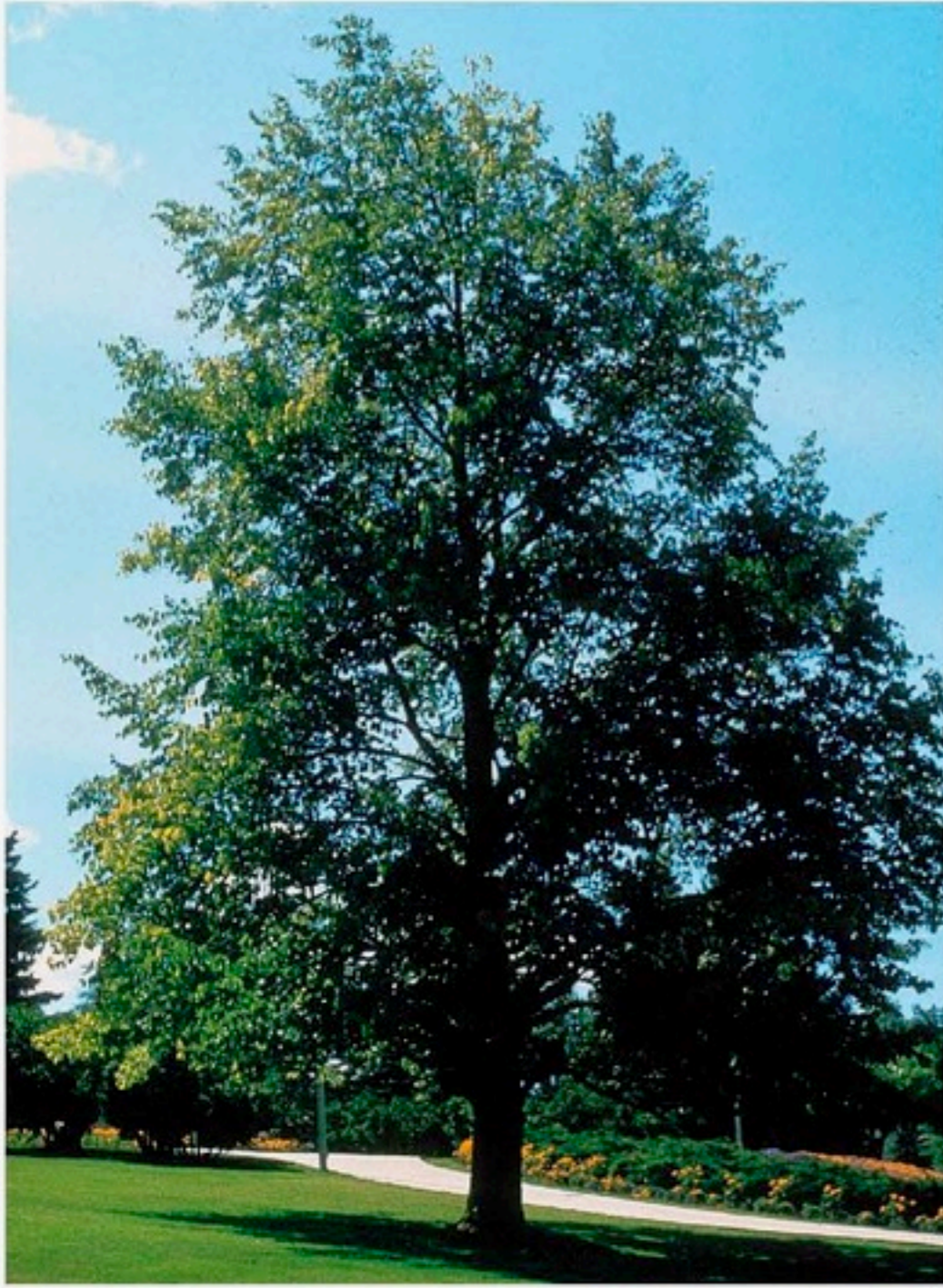
Growth Rate & Size: Slow; Small

Native Region: Eastern US & Canada

Notes: Salt intolerant; Somewhat slow to reestablish after transplanting; Performs well in city plantings and narrow tree lawns

Basswood

Tilia americana



WHES Arbor Day 2024 - Tree #5

Form: Pyramidal to Oval

Flower: Soft Gold, Mid-late June, Fragrant

Fruit: Small Nutlet

Fall Color: Pale Gold-Green

Tolerates: Partial-shade, Soil pH

Growth Rate & Size: Moderate, Large

Native Region: United States

Notes: Flowers great for pollinators; Not particularly air pollution tolerant; Best in large areas

Sweetgum

Liquidambar styraciflua



WHES Arbor Day 2024 - Tree #8

Form: Upright-Oval

Fruit: Capsule

Fall Color: Scarlet, Gold, Orange

Tolerates: Poor drainage

Growth Rate & Size: Moderate-Fast; Large

Native Region: Eastern North America

Notes: Fruitless varieties available; Needs large area for root development; Name comes from the sweet, chewy sap

Hackberry

Celtis occidentalis



WHES Arbor Day 2024 - Tree #8A

Form: Round

Fruit: Drupe

Fall Color: Gold

Tolerates: Salt, Pollution, Drought

Growth Rate & Size: Fast; Large

Native Region: North America

Notes: Distinct corky bark;
Extremely tolerant of urban
conditions; Excellent as a street
tree

Request to Discard Elementary Literacy Materials

Request by : Kim Talbot, Executive Director of Academics

3.15.24

Below is a list/description of the materials we would like to discard. They had been sent as surplus for the Elementary Literacy Curriculum. With the revision of the My View literacy program, these materials have been significantly revised and are no longer appropriate for classroom use.

Interactives are an annual, consumable resource used to support student understanding and engagement. There is not a full class set of any grade level or unit and they cannot be used as “extras” due to the significant revisions of the newest edition.

Student Interactive Workbooks:

- Publication date: 2020
- # of boxes: 12
- Approximate quantity of books: 150



SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

Elizabeth Pauley

*Assistant Superintendent of Finance
and Operations*

29 Highland Ave. Salem, MA 01970
978-740-1101
epauley@salemk12.org

To: Salem School Committee

CC: Dr. Stephen Zrike

From: Elizabeth Pauley

Date: April 8, 2024

Re: FY24 Budget Transfers

Salem Public Schools is requesting six transfers from personnel and expense budget lines to cover year end costs for FY24. Because the amounts of each of these transfers exceed the \$15,000 threshold, per School Committee policy, we are requesting approval for the following transfers:

- **Special Education:**
 - **Transfer \$15,000 to Private Tuition (13640161-5324) from Special Education Contracted Services (13640161-5320).** More students and rising costs mean additional funds are needed for Special Education tuition. (Additional transfers may be needed for tuition before the end of the school year.)
 - **Transfer \$15,000 to Private Tuition (13640161-5324) from Special Education Medical Contractual (13640161-5302).** More students and rising costs mean additional funds are needed for Special Education tuition. (Additional transfers may be needed for tuition before the end of the school year.)
 - **Transfer \$50,000 to In-District Transportation (13640181-5333) from Out-of-District Transportation (13640181-5332).** Transportation costs for In-District Special Education students have increased and more students need bus services.
- **Witchcraft Heights Elementary School:**





- **Transfer \$34,740 to Fringe/Stipends (1350820-5150) from Contracted Services (13570821-5320)** to pay Teaching Fellows their yearly stipend. Also for WHES: transfer \$3,560 to Instructional Supplies (13570821-5514) from Contracted Services (13570821-5320) in order to purchase instructional supplies needed between now and the end of the fiscal year. (Note: this was included with the larger transfer, which is why it is included here.)
- **Buildings and Grounds:**
 - **Transfer \$60,000 to Buildings and Grounds Building Maintenance (13530121-5241) from Buildings and Grounds HVAC (in house role) personnel line (13930120-5171).** The in-house HVAC Foreperson has been out on leave so we need to transfer from the personnel side into an expense line to pay for the services that have been contracted with outside vendors during his time out.
- **Academics:**
 - **Transfer to Academics Instructiona Supplies (13570141-5514) \$11,000 from Academics Stipends (13990161-5150), \$3,518 from Academics Dues & Subscriptions (13570141-5730), \$13,442 from Academics Education Training (13990161-5317) and \$1,695 from Academics Travel & Mileage. This is a total of \$29,655.** This is to fund the Pilot Science Curriculum that is going to be rolling out in Spring 2024.

I recommend these transfers.

Resolution in Regards to the Passage of the Cherish Act

WHEREAS, Salem State University is the third largest employer in Salem, acting as an anchor institution that is the foundation of the regional economy and is essential to drive economic growth and provide necessary services; and

WHEREAS, state funding for public higher education has decreased over 30% since 2001, and the chronic underfunding of public higher education drives up fees and costs for students, pushing a college education out of reach for many students and affecting the town community; and

WHEREAS, tens of thousands of students in Massachusetts graduate from high school each year but do not enroll in college, and 700,000 adults in our Commonwealth have earned some college credits but have not completed their degrees; and

WHEREAS, investing in our public higher education institutions means investing in the students, faculty and staff who are woven into our community and into our local economy.

WHEREAS, The Cherish Act commits the resources to a strong and healthy public higher education system by funding proper support for staff and faculty, investing state funds in infrastructure projects, and lessening the student debt burden;

THEREFORE, Be it Resolved that the Salem City Council strongly urges that the Massachusetts legislature promptly vote The Cherish Act (H.1260/S.816) favorably out of committee and pass it into law; and

THEREFORE, Be it Further Resolved that the Clerk of the City sends a copy of this resolution to the Joint Committee on Higher Education, the Joint Committee on Ways and Means, the Senate President, the Speaker of the Massachusetts House of Representatives, Senator Joan Lovely, Representative Manny Cruz, and the Governor Maura Healey.

Resolution in Regards to the Passage of the Debt Free Future Act

WHEREAS, student debt and public college inaccessibility disproportionately affects minority groups, and Salem State University will soon become a Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI); and

WHEREAS, Salem State University is known for being a civically engaged campus, and influential community engaged leaders including Senator Joan Lovely, Lieutenant Governor Kim Driscoll, Representative Manny Cruz, District Attorney Paul Tucker, Healing Abuse Working for Change (HAWK) secretary Lauren Hubacheck and many others have graduated from or work at Salem State University; and

WHEREAS, the Salem State University class of 2023 with 924 students graduated with a total debt burden of \$3.2 million; and

WHEREAS, higher education is an important pathway to economic mobility, and public university graduates are much more likely to remain in Massachusetts after graduation, starting families, contributing to the economy, and forming the fabric of our local communities; and

WHEREAS, the need for public education should not end at high school, but offer educational opportunity through a Bachelor's Degree; and

WHEREAS, the Fair Share Amendment has been passed through the legislature, ensuring new funding for public education and transportation; and

WHEREAS, the Debt Free Future Act eliminates tuition and fees in all Massachusetts public colleges, making a college education accessible to a greater percentage of the population;

THEREFORE, Be it Resolved that the Salem City Council strongly urges that the Massachusetts legislature promptly vote The Debt Free Future Act (H.1265/S.823) favorably out of committee and pass it into law; and

THEREFORE, Be it Further Resolved that the Clerk of the City sends a copy of this resolution to the chairs and members of the Joint Committee on Higher Education, the Joint Committee on Ways and Means, the Senate President, the Speaker of the Massachusetts House of Representatives, Senator Joan Lovely, Representative Manny Cruz, and the Governor Maura Healey.