

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



*Beth Anne Cornell
Mr. Manny Cruz
Ms. Amanda Campbell*

Mayor Kimberley Driscoll, Chair

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

DATE POSTED: September 15, 2022

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on September 19, 2022 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/82620669587?pwd=cTQ1MmVHYmM2d2xXdmhNcG1EQUdrZz09>

Passcode: 840878


I. Call of Meeting to Order

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

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

B. 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 below link to sign up and submit your comment electronically: https://docs.google.com/forms/d/1e_jlMHV6WYC4XEKBMcScAXSxjrUcLb2_BRi9Dx1Q1fQ/edit. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- A. Approval of minutes of Regular SC meeting held September 7, 2022
- B. Approval of Warrants: **9/7/22** - \$46,955.34, **9/8/22** - \$231,854.22, **9/14/22** - \$267,207.22, **9/15/22** - \$187,835.78
- C. Approval of Saltonstall School trip to Nature's Classroom from 10/24/22-10/28/22
- D. Approval of SHS basketball team to FL tournament from 12/17/22-12/23/22
- E. Approval of SHS Music Dept. to Veterans Memorial Stadium (CT) on 10/29/22
- F. Approval of SHS Music Dept. to Carnegie Hall and Various Sites (NY) 4/26/23 - 4/28/23

IV. Public Comment

See above instructions for participating in public comment.

V. Student Showcase - Saltonstall School

VI. Superintendent's Report

- a. Recruitment/Retention - Dr. Rubén Carmona
- b. Plan for supporting students extended absences (Covid) - Kate Carbone
- c. Special Olympics recognition
- d. Hispanic Heritage Month

VII. Action Items: Old Business

VIII. Action Items: New Business

- a. Deliberation and vote on approval of moving nurses who hold NBCSN certification (w/o Master's) to Master's column on the pay scale

IX. Finance & Operations Report

- a. Budget Transfer Request

X. Subcommittee Reports .

- a. Policy for second reading: 1203 - Community Use of Kitchens

XII. School Committee Concerns and Resolutions

XIII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the Superintendent

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

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



*Sra. Beth Anne Cornell
Sr. Manny Cruz
Sra. Amanda Campbell*

Alcaldesa Kimberley Driscoll, 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: 15 de septiembre de 2022

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Se notifica que el Comité Escolar de Salem celebrará una **reunión regular del Comité Escolar el 19 de septiembre de 2022 a las 7:00 p.m.** Esta reunión **tendrá lugar 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/82620669587?pwd=cTQ1MmVHYmM2d2xXdmhNeG1EQUdrZz09>

Contraseña: 840878


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.

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://docs.google.com/forms/d/1e_jlMHV6WYC4XEKBMcScAXSxjrUcLb2_BRi9Dx1Q1fQ/edit. Un miembro del 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. Aprobación de la Agenda Consensuada

- a. A. Aprobación del acta de la reunión ordinaria del SC celebrada el 7 de septiembre de 2022
- b. B. Aprobación de las órdenes de pago: **7-sep-22** - \$46,955.34, **8-sep-22** - \$231,854.22, **14-sep-22** - \$267,207.22, **15-sep-22** - \$187,835.78
- c. C. Aprobación del viaje de la escuela Saltonstall a Nature's Classroom del 24-oct-22-28-oct-22
- d. D. Aprobación del equipo de baloncesto de SHS al torneo de FL del 17-dic-22-23-dic-22
- e. E. Aprobación del Departamento de Música de SHS al estadio Veterans Memorial (CT) el 29-oct-22
- f. F. Aprobación del Departamento de Música de SHS a Carnegie Hall y varios sitios (NY) 26-abr-23 - 28-abr-23

IV. Comentario Público

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

V. Exposición de estudiantes - Escuela Saltonstall

VI. Reporte del Superintendente

- a. Reclutamiento/Retención - Dr. Rubén Carmona
- b. Plan de apoyo a estudiantes con ausencias prolongadas (Covid) - Kate Carbone
- c. Reconocimiento a las Olimpiadas Especiales
- d. Mes de la Herencia Hispana

VII. Elementos de Acción: Asuntos Antiguos

VIII. Elementos de Acción: Asuntos Nuevos

- a. Deliberación y votación sobre la aprobación del traslado de los enfermeros que tienen la certificación NBCSN (sin maestría) a la columna de maestría en la escala salarial

IX. Reporte de Finanzas y Operaciones

- a. Solicitud de transferencia presupuestaria

X. Reportes de los Subcomités

- a. Política para segunda lectura: 1203

XII. Inquietudes y Resoluciones del Comité Escolar

XIII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva 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.”

D R A F T

**Salem Public Schools
Salem School Committee
Meeting Minutes
September 7, 2022**

On September 7, 2022 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present In-Person: Mayor Driscoll, Ms. Mary Manning, Mr. Manny Cruz, Dr. Kristin Pangallo, Ms. Beth Anne Cornell

Members Present Virtually: Mr. Fleming

Members Absent: Ms.Campbell

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Assistant Superintendent Elizabeth Pauley, Rubén Carmona, Marc LeBlanc, Linda Farinelli, Chief Lucas Miller

Call of Meeting to Order

Mayor Driscoll calls the meeting to order at 7:07pm and calls the attendance. She welcomed the community to the in-person meeting and explained the Public Participation Policy 6409 including an electronic and in-person option; and also explained the availability of Spanish interpretation.

Attendance

Mayor Driscoll recognizes the attendance with members absent and joining virtually.

Ms. Campbell	Not Present
Ms. Cornell	Present
Mr. Cruz	Present
Mr. Fleming	Present Virtually
Ms. Manning	Present
Dr. Pangallo	Present
Mayor Driscoll	Present

Approval of Agenda

Mayor Driscoll requested a motion to approve the Regular Agenda. Mr. Fleming motioned and Dr.Pangallo seconded. Mayor Driscoll calls the roll for approval of the agenda.

DRAFT

Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes - Present Virtually
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes
Motion carries 6-0

Approval of Consent Agenda

Mayor Driscoll requested a motion to approve the Consent Agenda. Ms. Manning motioned and Ms. Cornell seconded. Mayor Driscoll calls the roll for approval of the agenda.

Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes - Present Virtually
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes
Motion carries 6-0

- A. Approval of minutes of Regular SC meeting held on August 22, 2022
- B. Approval of Warrants: 8/24/22 - \$105,162.76; 8/25/22 - \$284,878.98; 8/31/22 - \$68,914.08; 9/1/22 - \$189,404.26

Ms. Cornell Yes
Mr. Cruz Yes
Mr. Fleming Yes - Present Virtually
Ms. Manning Yes
Dr. Pangallo Yes
Mayor Driscoll Yes
Motion carries 6-0

Public Comment

The School Committee Secretary announced that there were no public comments

Superintendent's Report

SPS/SPD School Resource Officer MOU

Dr. Zrike opens welcoming everyone back to school. He expressed how grateful he is to our staff who did tremendous work to get us ready for back to school. Much smoother transition for back to school. Thanks to the teachers and chief for the back to school bash. He states we are

DRAFT

well on our way to a very successful year. Dr. Zrike before introducing Chief Lucas Miller confirms that it is now a law that we have a signed agreement regarding SRO's. There will be a new SRO - Officer Dylan Van Loon who will start soon for SRO at the High School.

Dr. Zrike opens introducing Chief Lucas Miller. Dylan Van Loon will be starting in a few weeks as the new SRO. Devin Ryan is back from paternity leave and should be in place already. Sergeant Jim Bedard, who works in our Criminal Investigation Division, will have direct supervision of the SRO's. Sergeant Bedard will be available as a resource and a general oversight for the SRO's.

Ms. Manning asks Chief Miller what is the standard training now for SRO's.

Chief Miller responds stating it is a combination of childhood development training and more specific training regarding laws that effect children and families. As well as de escalation and avoid arrest in schools - these are priorities that we look for in an SRO. This training is done at the Municipal Police Training Committee.

Ms. Manning then asks where they would seek the child development training. Chief Miller responds confirming the training is provided by the Municipal Police Training Committee.

Ms. Manning asks who covers elementary school level issues.

Chief Miller confirms Devin Ryan will continue to concentrate on elementary school and Dylan will concentrate on high school level.

Dr. Zrike notes the SRO's work with the Salem Academy as well.

Mayor Driscoll adds that there will be a homebase for the SRO's as well as being able to float as well.

Chief Miller states he would like the SRO's to participate in any and all roles in the schools. He would like all of his SRO's to be a great resource. SRO's to be used as a teaching assistant.

Dr. Pangallo asks if Chief Miller has a mechanism in place already and if so what is the mechanism.

Dr. Zrike states the mechanism is people do reach out to the Superintendent or to Chief Miller. This is something certainly he would like to further discuss with the chief. Possibly add a resource online.

Ms. Cornell ask about standard operating procedures.

Chief Miller states the majority of the edits he made were simply to reflect the new chain of command of where we inserted the sergeant who is directly responsible for the SRO.

DRAFT

Mr. Cruz asks if the SRO's will be trained additionally for positive behavior intervention and support that PBI's. Mr. Cruz asks if this is something that the SRO's will be using some of their in-service hours for or is this opportunity for the SRO to do some PD training.

Chief Miller responds stating his priority was to place the SRO's. He also states he does welcome extra opportunities for additional training. Chief Miller welcomes the opportunity to train the SRO's additionally. He confirmed that the SRO's will obtain additional training cycles through the MTC.

Mayor Driscoll notes that action is not required to approve this. She states if anyone has any comments or questions, they can certainly continue that dialogue with the superintendent.

Dr. Zrike notes there will be a presentation soon in regards to school safety like they had done in June. He would like this done sometime this fall to update the families. Upon exiting, Dr. Zrike thanks the Chief for his time.

Dr. Zrike transitions into the review of the performance outcome update. He starts by stating the community values which are belonging, equity, and opportunity. The Strategic Priorities and Initiatives. We made a commitment around academic excellence and developing independent learners. Dr. Zrike also shares a quote from Bell Hooks from "Teaching Critical Thinking: Practical Wisdom"

"Thinking is an action. For all aspiring intellectuals, thoughts are the laboratory where one goes to pose questions and find answers, and the place where visions of theory and praxis come together. The heartbeat of critical thinking is the longing to know - to understand how life works. Children are organically predisposed to be critical thinkers. Across the boundaries of race, class, gender, and circumstance, children come into the world of wonder and language consumed with a desire for knowledge. Sometimes they are so eager for knowledge that they become relentless interrogators - demanding."

Dr. Zrike also states we need to shift inputs and outcomes. Inputs - we have a foundation of incredibly important work in Salem Public Schools. The outcomes - we just need to shift to focus not just on what we are doing as adults, but also measuring student performance.

Dr. Zrike continues to speak in regards to the District Metrics: Our North Star. He states some data is forthcoming but he does have some data he would like to share. The first is diversifying the Workforce.

Goal 1 is to increase the percent of education and staff who represent the racial, ethnic and linguistic diversity of students from 6% to 9% for teachers and from 11% to 15% for all staff. From 21-22 9% of teachers are educators of color and 21-22 14% of our staff are educators of color.

DRAFT

Goal #2 - Pre - K Seats - Increase the number of 3-4 year old high quality Pre-K seats across the Salem Public Schools from 87 students to 185 students.

21-22 - 167 pre - k student on October 1,2021

21-22 - 177 pre - k students on May 17,2022

21-22 170 pre- k students on September 6,2022

Dr.Zrike states the cap is 180 pre - k students.

Goal #3 - Decrease Chronic Absenteeism - Decrease student chronic absenteeism from 25.1% (pre-pandemic) of student (2018-19) to 20%

21-22 - 29.5% (excludes Pre-K)

Mayor Driscoll notes that we are going to have students missing school but what is our intervention? Is there absence due to covid or transportation issues?

Ms. Cornell asks if any other schools in the district have better strategies. Dr. Zrike states other districts have provided vouchers for transportation as well as good use for home visits.

Ms. Carbone states that we have lots of resources we just need to target to improve the absenteeism. She also states there has been a lot of work put into a better social environment for students so they feel a bit more welcomed, connected, and longines.

Dr.Pangallo asked if there was a way to remove health issues from the absenteeism.

Dr. Zrike speaks about having conversations with the family and ask the "why". We need to support them with getting to school with the best resources.

Ms. Manning asks if the child's parents know if their child was absent? What is being done to alert parents of when their child is out.

Dr.Zrike confirms that there are letters that go home to parents to inform them of their child's absences.

Goal #4 - Dr.Zrike moves onto Discipline Disproportionality.- Reduce the disproportionality of suspensions and days of suspension by subgroup as compared to the district average by 50% Ratio of non-white suspension rate to all student suspension rate.

2018-2019 2.4% to 2.2% = 9% higher

2021-2022 3.9% to 3.4% = 13% higher

DRAFT

Goal #5 - Cultural Awareness and Action - Increase the percent of students who report that they learn about, discuss and confront issues of race, ethnicity and culture in school

21-22 Grades 3-5 43%, 21-22 Grades 6-12 58%

Goal #6 - Increase the percent of Salem residents who attend the Salem Public Schools from 76% to 80%

21-22 was 76%

Goal #7 - Improved High School Outcomes - Accelerate high school outcomes. Increase the percent of students who graduate in 4 years from 80.5% to 85%. Decrease the percent of students who dropout on an annual basis from 4.5 % to 3.7%. Increase the present of students accessing advanced coursework from 44.4% to 60%

Dr. Zrike turns it over to Ms. Carbone to discuss academic improvement.

Goal #8 Academic Improvement - improve overall performances as measured by MCAS.

STAR - SGP. Goals (Median Student Growth Percentile by Grade (Spring 2022) - Increase grade 3-8 math & ELA to 52 from 49.3 and 49.1 respectively. Increase grade 10 ELA from 41.5 to 48. Increase grade 10 math from 33.4 to 40.

STAR Reading by School - percent of Students Scoring at or Above Proficiency Benchmark (40th PR)

STAR Math by School - percent of Students Scoring at or Above Proficiency Benchmark (40th PR)

Mayor Driscoll notes that these grants help us take a much better look at Outputs and she recommends work for another meeting.

Ms. Manning asks if all students are being tested or students who need instructions to be taught on how to read.

Ms. Carbone responds by saying there is teaching reading at grade level standards.

Mr. Cruz notes the fact they the students have raised up that standard and what we can be doing as a committee and as a community to really be supporting our schools to really hit those benchmarks.

Mayor Driscoll does suggest setting up a committee of the hole or a work session where we can engage and have more full conversation around the benchmarks.

DRAFT

Ms. Carbone also notes that indicators around belonging are when kids feel welcomed and they feel a sense of they seem themselves in school and feel connected with teachers and other students.

Back to School Updates

Dr. Zrike notes we have made some progress to resolve staffing issues. We do have a couple of open special education positions at the High School as well as an open ML. We have hired para professionals as well. He does express concern with substituents. There are still improvements to be made with transportation routes.

Dr. Zrike has received early reports from staff in regards to cell phone pouches. It has been an adjustment. There have been some broken pouches in the first couple of days which as to be expected. It is a breaking habit and we all have to stay at it. Some students at this point have decided to keep their phones at home.

Mayor Driscall recommends a new policy for the Salem High School in regards to starting the cell phone pouches this January.

Dr. Zrike also confirmed at next SC meeting there will be a plan that can be shared with families around how we are gonna support kids out for an extended period of time. We are working on options for each school.

Old Business

none

New Business

Deliberation and vote to authorize Deputy Supt. Kate Carbone to act in place of the Superintendent in his absence and Elizabeth Pauley to act in Deputy Supt. Carbone's absence

Motion made by Ms.Manning, seconded by Mr.Cruz. Mayor Driscoll asks all those in favor and makes roll call.

Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Present - Present Virtually
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

5 affirmative. Motion carries

DRAFT

Deliberation and vote to appoint Superintendent Zrike as the District's representative to the North Shore Education Consortium

Motion carried by Mr.Cruz, second by Dr.Pangallo.

Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes - Present Virtually
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 6-0

Deliberation and vote to approve the 2022 SPS/SPD School Resource Officer MOU

Mayor Driscoll confirms no action required for this agenda item. If you have any further questions please contact Superintendent Dr.Zrike.

Finance Report & Operations Report

Policy for Procurement

Ms. Elizabeth Pauley says that we shared this evening an update on the Internal Control Manual that we will be using for Federal Grants. It really is operations and makes sure we are in compliance. We shared with DESI the city's procurement manual and the 2019 procurement policies, both of which have informed this document has been updated based on DESI's review. DESI reviewed how we would purchase things, award contracts, maintain records, ensure that we are maintaining strong internal controls and record keeping. Our new grants person Nicole Hagstrom, has returned to the business office as a senior grants manager and budget manager. She has supplied the updated grants policies.

Mayor Driscoll ask if we want to refer this to a subcommittee so we can reflect our new policy. This can also be referred to a sub committee Finance meeting scheduled as well.

DRAFT

Motion made by Mr. Cruz to the Finance subcommittee for further review. Seconded by Ms.Cornell.

Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes - Present Virtually
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 6-0

Subcommittee Reports

Policies first read:

1203 Community Use of Kitchens

1401 Police Department Relations

Ms. Cornell asks to make a motion to remove 1401 Police Department Relations. She states she would like to move forward with policy 1203 - Community Use of Kitchens - to a first read.

Ms. Cornell notes that we had the Director of Food Administration services give guidance on what was outdated. It was mostly just scaling back.

Motion made by Ms.Cornell, seconded by Mr. Cruz.

Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Yes - Present Virtually
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 6-0

DRAFT

Policy for second read: 6502 - Student Advisory

Motioned by Mayor Driscoll. Seconded by Ms.Cornell. Seconded by Mr.Cruz.

Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	No - Present Virtually
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

5 in the affirmative, 1 in the negative

Policy for third read: 1102 - Advertising in schools

Motion withdrawn and we will leave on the agenda for the next School Committee meeting.

School Committee Concerns

Mr. Cruz provides members of the committee with an update with respect to the Student Advisory Council. We do have a new chair, Natalia Feliz, and she will be likely joining us at the October School Committee meeting. Mr.Cruz also confirms Julia Rebello, serving as vice chair, Kate Hepner, Treasurer, Neely Harrington, serving as the corresponding secretary, and BB serving as the press secretary.

Adjournment

Mayor Driscoll requested a motion to adjourn. Motion made by Mr.Fleming. Ms. Manning seconded.

Ms. Campbell	Yes
Ms. Cornell	Yes
Mr. Cruz	Yes
Mr. Fleming	Present Virtually
Ms. Manning	Yes
Dr. Pangallo	Yes
Mayor Driscoll	Yes

Motion carries 6-0

Meeting adjourned at 8:32pm.

DRAFT

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to School Committee and Superintendent

Michael Lister
Principal



Saltonstall School
Salem Public Schools


September 9, 2022

Dear Krista:

I would appreciate it if you could put our Nature's Classroom field trip on the School Committee agenda for September 19, 2022.

Attached is all the information about the trip.

Sincerely,


Michael Lister
Principal

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	Saltonstall School	Date of Request	Date of Field Trip	
Coordinator	Susan Brown	8/30/22	Oct. 24-28, 2022	
Coordinator Contact Info	Phone: 978-740-1297 Email: sbrown@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	7/8	+/- 60	9:00 ¹⁰ /24	2pm ¹⁰ /28
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Nature's Classroom at Ocean Park Oceanwood Camp (Old Orchard Beach) 17 Royal St. Ocean Park, ME 04063	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 checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature:		Date:

IV. Food Services

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

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

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: 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 (maybe)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (maybe)	

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

School Principal Signature:	Date: 9/7/22
-----------------------------	--------------

Michael Lister
Principal



Saltonstall School
Salem Public Schools


August 30, 2022

Dear School Committee Members:

I am writing to request your approval of our overnight/out of state Nature's Classroom trip from October 24-28, 2022. Attached you will find supporting documents. Please let me know if you require any additional information.

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

Sincerely,


Michael Lister
Principal

NRT BUS
 16 Commercial Dr. Dracut, MA 01826
 Phone-978-788-6249 Fax-978-746-8912
Request for Bus Transportation

There is no eating or drinking on the bus for any reason; due to unforeseen allergies
 *Required Fields-Forms not filled out completely will hold up processing of the request.

*Day & Date Requested for Bus: 8/31/22	*Number of Buses: 2	*Number of Passengers: 80
*School Name / Pick Up Location: Saltonstall School		
*Pick up Time: 9:00	*Return Time: —	The time you will be back at the school / pickup location —
*Destination Location (Full Address) Natures Classroom 17 Royal Street Ocean Park, ME 04063 Maine		

*Name of Requestor Jean Iannaccone	Phone # 978-740-1297
Signature of Requestor Jean Iannaccone	Date Filled Out: 8/31/22
**Choose ONE option for Confirmation of trip:	
Fax: 978-740-1288	
Email: jiannaccone@salemK12.org	

*Responsible Party for Billing Saltonstall School		
*Billing Address 211 Lafayette St		
*City: Salem	*State: MA	*Zip: 01970
PO#		

Name:	**For Weekend & Holiday Charter include contact name and Number Phone Number:
-------	--

Special Notes:

This would be a pick up at Salts and drop off at Ocean Park on 10/24

Return would be pick up at Ocean Park on 10/28 return to Salts ref 2

Please fax form to 978-746-8912 or Email charters@nrtbus.com You will receive this form back with a confirmation number and pricing.

Confirmation #	Price Per Bus:	# of buses:	Total Price:
Name of North Reading Employee:		Date:	

Ocean Park, ME

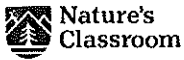
Situated on a diverse 100-acre property with a wealth of ecosystems to explore, our Ocean Park site offers students ample opportunities to explore nature hands-on!



About the Facility

Our Ocean Park, ME site is located at Oceanwood Camp, right next to Old Orchard Beach, and is home to a variety of ecosystems. Students could spend all day exploring the Rachel Carson Preserve, learning about the estuary, and observing the animals that use our backyard as migratory stopovers. Goosefair Brook winds through our salt marsh and out into the ocean, where students can explore rocks, find small animals like crabs and clams, and learn how the ocean tide changes the physical structure of the beach. There's even an old-growth forest with towering pines and an almost clear forest floor where students can look for salamanders under fallen logs, search for mushrooms, and, if you're quiet enough, you might just catch a glimpse of the families of foxes, owls, and red-tailed hawks that frequent the woods!

Accommodations



of students—22 students on the first floor, 44 on the second, and 23 on the third. We also have 6 cabins that can house a total of 48 students: four large cabins that can each sleep 8 students and one chaperone in a separate room, and four smaller cabins that hold 4 students in one room with a separate room for the chaperone. Each cabin has one bathroom with one shower.

Recreation

During their free time, students can play gaga ball, basketball, or other sports and games on our sprawling open fields! There are also limited hiking trails and a low ropes course—but the best way to spend time at our Ocean Park site is definitely either at the beach or the salt marsh!

Mealtime

Our hour-long mealtimes are a wonderful time for students to enjoy some delicious food and get to know their peers, instructors, and teachers. We're lucky enough to have awesome chefs at all of our sites who have a lot of experience cooking for children. All of our food is kid-friendly and each kitchen can accommodate a variety of allergies/diets including vegan, vegetarian, dairy-free, and gluten-free. Additional accommodations for other allergies/diets can be made upon request. Please reach out to us ASAP if you or your student needs additional accommodations!

Health & Wellness

Each of our sites has a fully stocked medical center in case of any emergencies, staffed by a trained medical professional. Additionally, all Nature's Classroom instructors are trained in First Aid and CPR. They participate in extensive training designed to prepare our staff to execute a program that meets students' educational, social, emotional, and physical needs. All of our sites are easily accessible by ambulance. We work closely with local and regional officials to ensure we are fully prepared for any emergency situation and we train our staff to effectively execute risk management and emergency plans.

Evening Time

Evenings with Nature's Classroom are times to reflect and unwind from the day. Teachers and chaperones will determine an appropriate bedtime for students, but we ask that all cabins are quiet by 10:00 p.m., giving folks about an hour and a half after programming ends to relax, take showers, and get ready for bed.

FAMILY PACKET

Please review this document in its entirety. Pages 5-9 must be completed and returned to your student's teacher by the designated deadline (set by the school teachers).

Dear Families,

We're thrilled that your child is joining us at Nature's Classroom. This Family Packet will help students and families get ready for the Nature's Classroom experience. In this packet you will find answers to frequently asked questions and other important information.

Your child's physical, mental, and emotional safety are our number one priority during their time with us. During instructional activities and mealtimes, your child will be supervised by enthusiastic and experienced Nature's Classroom staff who have undergone background checks and training to provide your child with an inspiring and safe experience. Our staff are also certified in CPR and First Aid. During free-time and nighttime, students are in the care of their teachers and parent chaperones.

If you have any questions about the trip, please contact your school directly. If you have any questions that your school is unable to answer, please feel free to reach out to us at info@nauresclassrooms.com or (603) 539 8053.

We can't wait to share the field-trip of a lifetime with your student!

Sincerely,
The Nature's Classroom Team

Nature's Classroom Locations

Location	Host Site	Address
Freedom, NH	Camp Cody	9 Cody Rd, Freedom, NH 03836
Ocean Park, ME	Ocean Wood Camp	17 Royal St, Ocean Park, ME 04063
Groton, MA	Grotonwood Camp	167 Prescott St, Groton, MA 01450
Yarmouthport, MA	Camp Wingate Kirkland	79 White Rock Rd, Yarmouth Port, MA 02675
Lakeside, CT	Camp Washington	190 Kenyon Rd, Lakeside CT 06758
Ivoryton, CT	Incarnation Camp	253 Bushy Hill Rd, Deep River, CT 06417



Overview of the Program

Nature's Classroom is a residential outdoor education program that focuses on science and engineering, social and emotional learning, and teambuilding. Each program is customized to support student learning in the classroom. Our hands-on lessons focus on building critical thinking skills and exploring the connections between the natural and human-made world.

We work with each school group to help design a program that best fits the needs and outcomes of the group. Each program is rooted in the following components: Field Group, Class Choice, Large Group Activities, Evening Programs, Meals, and Free Time.

Students at Nature's Classroom are always supervised by adults and a medical staff member is available on site 24/7.

Below is an example of a typical day:

7:00 Wake up 7:30 Morning Meds
7:40 Set/ 8:00 Breakfast
9:15 Field Group or Large Group Activity
11:30 Free Time
11:40 Set & Lunch Meds 12:00 Lunch
1:15 Class Choice 2:45 Class Assignment/ Snack 3:00 Class Choice 4:30 Free Time
5:10 Set & Dinner Meds 5:30 Dinner
6:45 Evening Activity 8:00 Quiet Sing Nighttime Meds 8:30 Back to Cabins

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	SALEM HIGH School	Date of Request	Date of Field Trip	
Coordinator	THOMAS DOYLE	9-12-22	12-17-22 - 12-23-22	
Coordinator Contact Info	Phone: 978 836 8471 Email: +doyle@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	12-15	Am	Pm
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	ORLANDO, FLORIDA KSA EVENTS CLASSIC BASKETBALL Tournament	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

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

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	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 type="checkbox"/> Yes <input type="checkbox"/> No TBD BY TRY OUTS 11-28-22	<input type="checkbox"/> Yes <input type="checkbox"/> No TBD
School Nurse Signature: R. Lukins		Date: 9/13/22

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

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

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: [Signature]	Date:

To; Superintendent of Schools, Dr. Stephen Zrike

CC; File

From: Principal, Glenn Burns

Date: 9/6/22

RE: December 2022 Out of State Field Trip to Orlando, Florida

This is to recommend the Salem High School Basketball Team be given permission to travel to Orlando, Florida. The trip will take place from December 18th-23rd, 2021. The team will compete in a tournament hosted by KSA Events and play 3 games. Additional information is available at ksaevents.net. The trip will give the student/athletes the opportunity to bond with their teammates, create lifelong memories, compete against teams from other states, and attend the theme parks. The trip will be chaperoned by Mr. Tom Doyle who is the varsity basketball coach as well as a teacher at Salem High School along with three of his assistant coaches. A list of students with permission forms will be provided after the team has tryouts. There will be at least 1 chaperone for every 4 students. The team traveled to the same event in 2018, 2019 and 2021. All student/athletes will be required to check with their teachers before leaving to acquire any work missed and also upon return attend extra help sessions during crew to make up any work that might be missed. Fundraising went very well last year and there is some start up money and more opportunities will be available to all potential student/athletes. The past three trips were fully funded and no student/athlete had to pay out of pocket. Thank you for your consideration.

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

Please call me if you have any questions or concerns.

Field Trip Title	SALEM WITCHES BASKETBALL TRIP TO ICSSA CLASSIC BASKETBALL
Field Trip Location	ORLANDO, FLORIDA

Teacher's Name and Class	THOMAS DOYLE BOYS BASKETBALL TEAM			
Date of Trip	12-17 - 12-23			
	<table border="1"> <tr> <td>Departure Time</td> <td>AM</td> </tr> <tr> <td>Return Time</td> <td>PM</td> </tr> </table>	Departure Time	AM	Return Time
Departure Time	AM			
Return Time	PM			

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

Student Completes Below

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

(Student Name)	(Student Signature)

Parent Completes Below

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

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

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

Flex Block Teacher's signature	E Block Teacher's signature
A Block Teacher's signature	F Block Teacher's signature
B Block Teacher's signature	G Block Teacher's signature
C Block Teacher's signature	H Block Teacher's signature
D Block Teacher's signature	

FIELD TRIPS

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.

1. Consult with respective Head Teacher

- a. Review rationale and curricular connection.
- b. Check school calendar either electronically or with principal's administrative assistant and verify that date of trip does not conflict with an event, testing, or another field trip of significant size. Pending on the size of the field trip, the Head Teacher may ask you not to move forward until he/she can review plan for the trip at an Instructional Leadership Team Meeting.
- c. Receive endorsement from Head Teacher and Principal

2. Complete [Salem Public School Field Trip Request Form](#). The parts to fill in include the field trip information and Nursing Consult sections. This must be completed at least 2 weeks in advance.

3. Complete [Student Field Trip Permission/Acknowledgment Form](#) and secure signature of an administrator (a copy of the [form in Spanish](#) can be found here).

4. Collect Permission/Acknowledgment Forms one week prior to trip and forward an alphabetized list of students going on the field trip to the administrative assistant handling school attendance. This allows students to be marked as Field Trip on the daily attendance.

5. Take attendance on the date of the trip and provide attendance administrative assistant with the list of names scheduled to attend the trip but not present. This must be done prior to bus departure.

FIELD TRIP SAFETY

Teachers should bring the following on field trips in case there is an emergency:

1. A current class roster with home addresses and phone numbers for each student in their class.
2. A list of chaperones with home addresses and phone numbers. (*Remember chaperones must have a [CORI CHECK](#) - and they must be [fingerprinted](#) if they will have direct and unmonitored contact with students in accordance with state law.*)
3. A list of important school phone numbers (i.e. Principal, Assistant Principals, Head Teacher)

Should injury occur while away on a field trip the teacher/coach/staff member will:

- Attend to any medical needs if there are any injuries or complaints of pain.
- Stay with the student or designate another adult to stay with the student(s).
- Notify the Police and/or Emergency Medical Services, if appropriate.
- Contact Principal and provide information, update, and actions being taken.
- Contact parent/guardian.
- Complete detailed incident report upon return to school.

TO ENSURE MINIMAL COMPLICATIONS, STEP ONE MUST BE COMPLETED AT LEAST FOUR WEEKS BEFORE DATE OF TRIP. THIS WILL PROVIDE ADEQUATE TIME FOR STUDENTS TO SEEK PERMISSION FROM THEIR PARENTS TO ATTEND AND TO NOTIFY TEACHERS.

All Student/Athletes attending this trip will be decided by a 3 day basketball tryout starting on 11-28-22. Any prospective student/athlete will be allowed the opportunity to fundraise.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem HS	Date of Request	Date of Field Trip	
Coordinator	Ben Chertok	9/12/22	10/29/22	
Coordinator Contact Info	Phone: 978 394 6986 Email: bchertok@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	8-12	66	6AM	6:30PM
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Veterans Memorial Stadium 635 S. Main St. New Britain CT	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input 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 type="checkbox"/> Yes <input type="checkbox"/> No TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No TBD
School Nurse Signature:		Date: 9/13/22

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: 6:00 AM Pick Up Location: SHS	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature:	Date: 9/13/22

Field Trip Title	US BANDS A CLASS CHAMPIONSHIPS
Field Trip Location	NEW BRITAIN CT

Teacher's Name and Class	Ben Chertok / Cynthia Napierkowski		
Date of Trip	Sat 10/29/22	Departure Time	6:00 AM
		Return Time	6:30 AM

Administrator's Approval		Date of Approval	9-13-22
--------------------------	---	------------------	---------

Student Completes Below

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

(Student Name)	(Student Signature)

Parent Completes Below

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

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

Weekend Trip No Classes Missed

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

Flex Block Teacher's signature	E Block Teacher's signature
A Block Teacher's signature	F Block Teacher's signature
B Block Teacher's signature	G Block Teacher's signature
C Block Teacher's signature	H Block Teacher's signature
D Block Teacher's signature	

FIELD TRIPS

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.

1. Consult with respective Head Teacher

- a. Review rationale and curricular connection.
- b. Check school calendar either electronically or with principal's administrative assistant and verify that date of trip does not conflict with an event, testing, or another field trip of significant size. Pending on the size of the field trip, the Head Teacher may ask you not to move forward until he/she can review plan for the trip at an Instructional Leadership Team Meeting.
- c. Receive endorsement from Head Teacher and Principal

2. Complete [Salem Public School Field Trip Request Form](#). The parts to fill in include the field trip information and Nursing Consult sections. This must be completed at least 2 weeks in advance.

3. Complete [Student Field Trip Permission/Acknowledgment Form](#) and secure signature of an administrator (a copy of the [form in Spanish](#) can be found here).

4. Collect Permission/Acknowledgment Forms one week prior to trip and forward an alphabetized list of students going on the field trip to the administrative assistant handling school attendance. This allows students to be marked as Field Trip on the daily attendance.

5. Take attendance on the date of the trip and provide attendance administrative assistant with the list of names scheduled to attend the trip but not present. This must be done prior to bus departure.

FIELD TRIP SAFETY

Teachers should bring the following on field trips in case there is an emergency:

1. A current class roster with home addresses and phone numbers for each student in their class.
2. A list of chaperones with home addresses and phone numbers. (*Remember chaperones must have a [CORI CHECK](#) - and they must be [fingerprinted](#) if they will have direct and unmonitored contact with students in accordance with state law.*)
3. A list of important school phone numbers (i.e. Principal, Assistant Principals, Head Teacher)

Should injury occur while away on a field trip the teacher/coach/staff member will:

- Attend to any medical needs if there are any injuries or complaints of pain.
- Stay with the student or designate another adult to stay with the student(s).
- Notify the Police and/or Emergency Medical Services, if appropriate.
- Contact Principal and provide information, update, and actions being taken.
- Contact parent/guardian.
- Complete detailed incident report upon return to school.

TO ENSURE MINIMAL COMPLICATIONS, STEP ONE MUST BE COMPLETED AT LEAST FOUR WEEKS BEFORE DATE OF TRIP. THIS WILL PROVIDE ADEQUATE TIME FOR STUDENTS TO SEEK PERMISSION FROM THEIR PARENTS TO ATTEND AND TO NOTIFY TEACHERS.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Salem HS	Date of Request	Date of Field Trip	
Coordinator	Ben Chertok	9/12/22	4/26/23 - 4/28/23	
Coordinator Contact Info	Phone: 978 394 6986 Email: bchertok@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	8-12	TBD		
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Carnegie Hall & various sites in NYC. Hotel in Secaucus NJ	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment	Accessibility and Inclusion for All Students
<input 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 type="checkbox"/> Yes <input type="checkbox"/> No TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No TBD
School Nurse Signature:		Date: 9/13/22

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

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature:	Date: 9-13-22

Field Trip Title	Music Dept. Trip to NYC
Field Trip Location	Carnegie Hall & NYC

Teacher's Name and Class	Chertok / Napierkowski / MacTaylor / Downs		
Date of Trip	4/26/23 - 4/28/23	Departure Time	7:00 AM
		Return Time	10:00 PM

Administrator's Approval		Date of Approval	9-13-22
--------------------------	---	------------------	---------

Student Completes Below

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

(Student Name)	(Student Signature)

Parent Completes Below

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

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

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

Flex Block Teacher's signature	E Block Teacher's signature
A Block Teacher's signature	F Block Teacher's signature
B Block Teacher's signature	G Block Teacher's signature
C Block Teacher's signature	H Block Teacher's signature
D Block Teacher's signature	

FIELD TRIPS

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.

1. Consult with respective Head Teacher

- a. Review rationale and curricular connection.
- b. Check school calendar either electronically or with principal's administrative assistant and verify that date of trip does not conflict with an event, testing, or another field trip of significant size. Pending on the size of the field trip, the Head Teacher may ask you not to move forward until he/she can review plan for the trip at an Instructional Leadership Team Meeting.
- c. Receive endorsement from Head Teacher and Principal

2. Complete [Salem Public School Field Trip Request Form](#). The parts to fill in include the field trip information and Nursing Consult sections. This must be completed at least 2 weeks in advance.

3. Complete [Student Field Trip Permission/Acknowledgment Form](#) and secure signature of an administrator (a copy of the [form in Spanish](#) can be found here).

4. Collect Permission/Acknowledgment Forms one week prior to trip and forward an alphabetized list of students going on the field trip to the administrative assistant handling school attendance. This allows students to be marked as Field Trip on the daily attendance.

5. Take attendance on the date of the trip and provide attendance administrative assistant with the list of names scheduled to attend the trip but not present. This must be done prior to bus departure.

FIELD TRIP SAFETY

Teachers should bring the following on field trips in case there is an emergency:

1. A current class roster with home addresses and phone numbers for each student in their class.
2. A list of chaperones with home addresses and phone numbers. (Remember chaperones must have a [CORI CHECK](#) - and they must be [fingerprinted](#) if they will have direct and unmonitored contact with students in accordance with state law.)
3. A list of important school phone numbers (i.e. Principal, Assistant Principals, Head Teacher)

Should injury occur while away on a field trip the teacher/coach/staff member will:

- Attend to any medical needs if there are any injuries or complaints of pain.
- Stay with the student or designate another adult to stay with the student(s).
- Notify the Police and/or Emergency Medical Services, if appropriate.
- Contact Principal and provide information, update, and actions being taken.
- Contact parent/guardian.
- Complete detailed incident report upon return to school.

TO ENSURE MINIMAL COMPLICATIONS, STEP ONE MUST BE COMPLETED AT LEAST FOUR WEEKS BEFORE DATE OF TRIP. THIS WILL PROVIDE ADEQUATE TIME FOR STUDENTS TO SEEK PERMISSION FROM THEIR PARENTS TO ATTEND AND TO NOTIFY TEACHERS.

COVID health and safety requirements, FAQs, vaccination information, and more for the JHU community



A BROKEN PIPELINE: THE ISSUES CONTRIBUTING TO THE U.S. TEACHER SHORTAGE

Ahead of an Aug. 18 panel discussion, Christopher Morphey, dean of the Johns Hopkins School of Education, discusses the challenges American teachers face and strategies and solutions for the profession

Katie Pearce / ⌚ Aug 15

In Arizona, degrees are no longer required for teachers to head a classroom. Some U.S. school districts, including Stanly, North Carolina, are luring new teachers with a \$10,000 signing bonus. Florida is exploring recruiting veterans. In rural Texas, districts have switched to a four-day school week.

As the nation faces widespread teacher shortages at the start of the 2022-23 school year, states and school districts have been forced to come up with unorthodox and stopgap solutions in order to function.

This problem hasn't materialized out of thin air, says Christopher Morpew, dean of the Johns Hopkins School of Education.

"This a pipeline issue. There's been a trend of dwindling enrollment for teacher education programs for 10-plus years, and then two years of COVID pushed a lot of teachers out of the field," he says. "Now it's being labeled as a crisis and people are paying attention."

On top of pandemic burnout and a corresponding cascade of early retirements, many teachers have reached breaking points with inadequate salaries and slashed funding, a rise of school violence, and ongoing culture wars over pedagogy. A recent survey by the National Education Association found that 55% of educators plan to drop out of the profession earlier than expected.

To combat this problem locally, the School of Education is developing a new program to train and support new teachers for long-term careers in Baltimore City, where teacher attrition rates are the highest of the state of Maryland. Planned for 2023, the new Master of Education program would offer ongoing professional support and development—along with loan repayment assistance—for graduates who commit to teaching in Baltimore City Public Schools for four years.

On Thursday, Aug. 18, the School of Education will convene five education experts, including Morpew, for a virtual discussion exploring the factors behind the national teacher shortage, as well as strategies to get more qualified professionals into schools.

The Hub reached out to Morpew in advance to learn more about his views on these issues and how he's leading the school's effort to recruit and retain teachers in Baltimore.

What strike you as the biggest pain points right now for teachers?

A lot of teachers are not being prepared to monitor and mediate their own mental health. That's paired with an increasing number of students coming to schools with their own mental health issues, and challenges from home. As a teacher, you're having to counsel, to provide therapy, to be a nurse, to fill so many roles because schools have cut back so much. And, your teaching role is as difficult as ever. So you're put in an impossible situation.

The increasing politicization of the field has also become dangerous. If you teach sex-ed in some states, you may be putting yourself at great risk. If you talk about diversity issues—slavery, racism, race theory—these are all risks. If you respect a student's wishes by using the pronoun they prefer, you may be putting yourself at great risk. So we're asking teachers to put themselves potentially in harm's way in the middle of our country's ideological divides without properly equipping them or paying them adequately.

"THE INCREASING POLITICIZATION OF THE FIELD HAS ALSO BECOME DANGEROUS. ... WE'RE ASKING TEACHERS TO PUT THEMSELVES POTENTIALLY IN HARM'S WAY IN THE MIDDLE OF OUR COUNTRY'S IDEOLOGICAL DIVIDES WITHOUT PROPERLY EQUIPPING THEM OR PAYING THEM ADEQUATELY."

—Christopher Morpew
Dean, Johns Hopkins School of Education

My parents and sister were teachers for 30 years in public schools. I have three children and the reality is if they came to me today and said, we want to become teachers, I'd sit them down and have the same serious conversation I would if they wanted to join the military. We need great people in both institutions, but do I want my kids doing it? In this climate with these working conditions, I'm not sure. We need change.

Are there any promising solutions for addressing the teacher shortage?

Unfortunately, in some places it's now a race to the bottom with emergency measures that do away with credentials and professionalism. A lot of states or districts are going to be putting people who are completely unqualified into the teaching profession. In Arizona, you don't need a degree. New Mexico has recently been allowing National Guard members to substitute teach, some states are looking to veterans with no degree requirement.

But this situation is also prompting some states, like Maryland and Massachusetts, to look at the big picture and focus on stronger credentials, stronger pay, improved working conditions, and overall, upping the professionalism of the career of teaching. That's clearly the right direction.

What role should schools of education be playing?

At this point it's imperative to attract and educate the best talent, and a big part of that is lowering the financial burden for entering the profession. Can we reduce that barrier to entry? Can we make it free or close to free for teachers to start careers? I don't think you can ask people to take out \$50,000 in loans and then teach for \$40,000 a year.

Historically we've accepted this fallacy of "They'll do this out of the goodness of their hearts because they love the kids so much," but that thinking doesn't cut it anymore. We have to come up with approaches where school districts treat teacher recruitment like major corporations treat talent acquisition, and schools of education should be partners in rethinking that process.

"HISTORICALLY WE'VE ACCEPTED THIS FALLACY OF 'THEY'LL DO THIS OUT OF THE GOODNESS OF THEIR HEARTS BECAUSE THEY LOVE THE KIDS SO MUCH,' BUT THAT THINKING DOESN'T CUT IT ANYMORE."

There's a reason one of the most popular security questions is, "Who is your favorite teacher?" Everyone remembers the teacher who had an impact on them, and we should want all students to have that experience. The only way that's happening in 2022 is if we lower barriers to entry and create opportunities for teachers to become true respected professionals—like doctors, lawyers, mental health professionals, or so many other professions that people want to pursue.

A lot of these are long-term solutions, when there's an immediate need right now. How can that be reconciled?

I'd love to tell you there are some solutions that could fill all our schools with highly qualified teachers by September. But until the pipeline is filled back up, we're going to see patchwork approaches like larger classes, or teachers teaching outside of their areas of certification. In some cases, we're going to see shorter work weeks or students attending shorter school days.

I don't see a lot of good news on the frontier of the next six months and I don't know anyone who does. We've known about this problem for years, but we haven't turned the corner with real long-term solutions.

Can you tell us more about the new program Johns Hopkins envisions to support Baltimore City Public Schools?

It's exciting. Our program—we're calling it TeachingWell—will aim to reduce financial barriers for teachers entering the profession and it will specifically support their longevity working in Baltimore City.

We are working on a loan repayment assistance plan that will help our graduates pay part of their federal loans until they complete the required years of service to become eligible for federal loan forgiveness programs. We believe this is one of the critical ways we will be able to rebuild and replenish the teacher pipeline.

We'd like to connect this with the state of Maryland's new policy that grants a significant pay bump for some teachers who become nationally board certified. We'd like to get our teachers there by their fourth or fifth year teaching in Baltimore City, which means they could become eligible for a big salary increase in a relatively short amount of time.

From day one, our program will focus on well-being and life design to address teacher burnout and mental health. We want to prepare teachers who have staying power—not only in their effectiveness as educators but also through their own financial stability and personal well-being.

Editor's note: A previous version of this article misidentified the U.S. county offering \$10,000 signing bonuses. The Hub regrets the error.

Posted in Voices+Opinion, Politics+Society

Tagged education, teachers, christopher morphew

The Race Connection

Are teachers more effective with students who share their ethnicity?



Thomas S. Dee

In the mid-1960s, an acquaintance of mine was a young, timid teacher beginning her career in a virtually all-black high school on the South Side of Chicago. Even to this day, she recalls two events from that period. On one occasion, she saw a burly white male teacher telling a group of black teenagers that they were stupid and that they had better realize it. On another occasion, she observed as a classroom of unruly adolescents was silenced by the fixed stare of a black female teacher, whose disciplinary approach surely reminded many of their mothers at home.

The contrast between these two teachers, while more extreme than one usually finds, either then or now, nevertheless helps to explain why so many are urging the nation to recruit more minority teachers. The availability of minority teachers appears to be an important issue. While 17 percent of the students in K-12 public schools are black, black teachers make up just 8 percent of the teaching force (see Figure 1). These disparities are even more pronounced in many urban schools, where student bodies that are nearly 100 percent minority are often taught by majority-white teaching staffs.

However, we actually know very little about how differences between a teacher's race and those of her students affect the learning environment. This study makes use of data from a randomized field trial conducted in Tennessee to produce higher-quality information on this controversial subject than has been available previously. The results are troubling. Black students learn more from black teachers and white students from white teachers, suggesting that the racial dynamics within classrooms may contribute to the persistent racial gap in student performance, at least in Tennessee.

Why Race Could Matter

The racial interactions between teachers and students could influence student performance in several ways. For example, pupils may trust and respect someone with whom they share a salient characteristic, making learning come more easily. Likewise, a teacher of the same race may serve as a more effective role model, boosting students' confidence and enthusiasm for learning. However, while such role-model effects are widely believed to be important, there is actually little direct empirical evidence that they exist.

Claude M. Steele's theory of "stereotype threat" suggests another way that student performance might respond to a teacher's race (and one for which there is empirical support). Stereotype threat can occur in situations where students perceive that a stereotype regarding their ability will come into play—such as when a black student is taught by a white teacher.

A series of experiments conducted at Stanford University by Steele and Joshua Aronson appear to confirm the existence of the stereotype threat phenomenon. Groups of students took tests comprising the most difficult items on the verbal GRE exam. When told beforehand that the test was a laboratory problem-solving task unrelated to ability, black and white students performed similarly. However, black students performed relatively worse when told that the test was diagnostic of ability. The racial differences were similar when researchers merely asked students to fill out a pretest demographic questionnaire that inquired into their race, a minor manipulation of the stereotype threat.

There may also be (largely unintended) racial biases in teachers' behavior. In particular, minority teachers may be more generous with minority students, devoting more time to them and making more favorable assumptions about their capabilities. White teachers may be relatively generous with white students in just the same ways. A limited body of experimental evidence does suggest that teachers, in allocating class time, interacting with students, and designing class materials, are more favorably disposed toward students who share their racial or ethnic background. For example, a 1979 study by Marylee Taylor placed white teachers in a teaching environment where they could not observe the student directly. Taylor found that the teachers provided less coaching and

briefly, less positive feedback when told beforehand that the student was black. Similarly, studies based on observations from actual classrooms often find that black students with white teachers receive less attention, are praised less, and are scolded more often than their white counterparts.

However, there is surprisingly little empirical evidence on the relationship between students' exposure to teachers of their own race and their subsequent academic performance. And the available studies, all of which rely on observational data to compare the test scores of students with different kinds of teachers, actually find that having a teacher of the same race has little impact. However, the inferences based on conventional data sets could be quite misleading. For example, if lower-performing black students are more likely to be assigned to black teachers, the effects of such teachers will be underestimated.

Project STAR

This study presents new evidence on the test-score consequences of a teacher's race by examining data from Tennessee's well-known experiment in reducing class size, Project STAR (Student Teacher Achievement Ratio). A key feature of Project STAR's experimental design was the random assignment of both students and teachers to specific classrooms within each school. Project STAR was not designed to evaluate the relationship between students' performance and their assignment to teachers of their own race. Nonetheless, the study's randomized pairings of students and teachers provide an excellent opportunity to do so.

Project STAR followed a cohort of students from 79 schools as they progressed from kindergarten through 3rd grade. Within each school, students and teachers were assigned randomly to classrooms of three types: a small class of 15 students and two regular-sized classes of 22 students (one with a teacher's aide). Started in 1985 with 6,325 kindergartners, the study ultimately came to include roughly 11,600 students, with 2,200, 1,600, and 1,200 students entering in the 1st, 2nd, and 3rd grades, respectively. Students were administered the Stanford Achievement Tests in math and reading in the spring of each study year.

Minority teachers may be more generous with minority students, devoting more time to them and making more favorable assumptions about their capabilities. White teachers may be relatively generous with white students in just the same ways.

Given Project STAR's limited number of Hispanic, Asian, and Native American participants, I edited these data to include only those observations from black and white non-Hispanic students with black and white non-Hispanic teachers. This process excluded just 95 students from the original 6,325 kindergartners. A small number of students with missing test scores or other data were also excluded.

Overall, roughly two-thirds of the students in the remaining sample were white. Of these students, 94 percent were in classrooms with white teachers during their current academic year, while just 45 percent of black students had black teachers—an indication of the relative scarcity of black teachers among the participating schools. The racial distributions varied dramatically among schools. For example, in the 16 participating city schools, 97 percent of the students and half of the teachers were black. By contrast, in the 7 urban schools outside of large cities and in the 38 rural schools, 93 percent of the students and 97 percent of the teachers were white. The 18 suburban schools were more integrated, with African-Americans composing 38 percent of the students and 26 percent of the teachers.

Like any large-scale social experiment, Project STAR had some potentially troublesome complications. For example, roughly 10 percent of students moved between small and regular classes, largely because of parental complaints or behavioral problems. Furthermore, the study had fairly high rates of attrition, ranging from 20 to 30 percent of students per year. This attrition could reflect ordinary factors unrelated to the study, such as students' moving out of a school's geographic zone or having to repeat a grade, as well as families' responses to being assigned to a particular class.

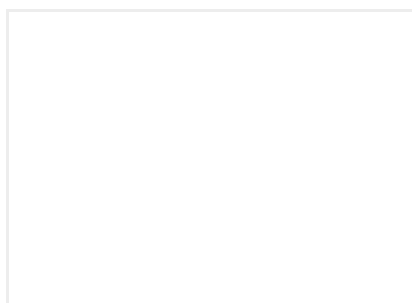
Fortunately, these problems seem less important for a study of teachers' race than for one of class size. When sending their child to a school, parents presumably had fairly sound expectations regarding the probability that their child would be assigned a teacher of the same race. And, since teachers and students would be reassigned in the next academic year, the racial pairings in a given year do not provide very strong incentives to leave the school. By contrast, students assigned to large classes were expected to remain in large classes through the 3rd grade.

It is nonetheless important to consider whether Project STAR's deviations from an ideal experimental design might influence this study's results. For most of the analysis, I use a data set created by pooling the observations from all four years for a total of 23,883 observations with math scores and 23,544 with reading scores. Aggregating the data in this way is useful since it provides enough observations to look separately at students grouped by race and gender. The larger sample also makes it possible to consider the cumulative effects of exposure over a number of years to an own-race teacher.

To evaluate whether the experiment successfully matched students and teachers of different races in a random manner, I examined the association between students' traits and their assignment to an own-race teacher. If the matching of students and teachers were indeed random, we should find no within-school association between observed student traits and exposure to an own-race teacher. Evaluations confirmed that this was indeed the case: students' gender, age, eligibility for the free lunch program, and class-size assignment all exhibit small and statistically weak within-school relationships with assignment to an own-race teacher.

Results

My research design effectively compared the performance of students assigned to teachers of the same race with the performance of students who were assigned to teachers of a different race but who were in the same grade and who entered the



experiment in the same school and year. Restricting the comparison to students who entered the experiment in the same school and year is essential because this was the level at which random assignment took place. The analysis also took into account students' age, gender, eligibility for the free lunch program, and whether they had been assigned to a small class, as well as variables measuring the demographic composition of the student's class.

Among black children, the results indicate that having a black teacher for a year was associated with a statistically significant 3 to 5 percentile-point increase in math scores. On the reading test, the scores of black pupils with black teachers were 3 to 6 percentile points higher. Meanwhile, white pupils of both genders placed with a white teacher scored 4 to 5 percentile points higher in math. In reading, white boys had scores 2 to 6 points higher when learning from a teacher of their own race, but for white girls, no significant differences could be detected.

The Role of Teacher Quality

The chief obstacle to attributing these sizable differences to the race of the teacher is the possibility that they are instead a function of differences in teacher quality that could not be directly observed.

For instance, the results for black students are consistent with the plausible alternative hypothesis that predominantly black schools tend to attract and retain high-quality black teachers but only low-quality white teachers. Similarly, the results for white students could merely reflect the possibility that the black teachers in predominantly white schools tend to be of lower quality than the white teachers in those schools.

Furthermore, given the severe segregation of students by race across most of these schools, it is also possible that both types of bias (relatively low-quality white teachers in black schools and relatively low-quality black teachers in white schools) occurred simultaneously.

To begin testing for this possibility, I first reanalyzed the data, taking into account the degree to which teachers' years of experience, levels of education, and merit-pay classification might have influenced students' performance. (Notably, the Project STAR data do not provide information on teachers' gender. In all likelihood, this was intended to preserve teachers' confidentiality since there were so few males in the sample.) Including these observed teacher traits in the analysis had no appreciable effect on the performance gains associated with assignment to a teacher of the same race.

However, previous research has shown that these teacher traits are not always associated with significant gains in achievement. Consequently, there is still reason to be concerned that the apparent effects of a teacher's race actually reflect unobserved but race-specific differences in teacher quality.

Roughly two-thirds of the students in the Project STAR sample were white. Of these students, 94 percent were in classrooms with white teachers during their current academic year, while just 45 percent of black students had black teachers—an indication of the relative scarcity of black teachers among the participating schools.

An admittedly indirect way to evaluate the effects of these unobserved differences in teacher quality is to consider how the performance gain associated with having a teacher of the same race varies across different types of schools. Schools with relatively few disadvantaged students are widely thought to be able to recruit teachers of higher and more uniform quality. Similarly, schools with students of predominantly one race may be able to recruit only low-quality teachers of the other race. If these assumptions hold, evidence that the effects of being assigned to a teacher who shares one's race are concentrated in disadvantaged or highly segregated schools would suggest that differences in teacher quality are influencing the findings to some degree.

To test this proposition, I identified schools as disadvantaged if an above-average share of its students were receiving free lunches. Likewise, for both white and black students, I identified schools as segregated if the share of black or white students was above the average for each race.

Among white students, the results indicate that being assigned to a white teacher had similar effects regardless of school type. Assuming that these schools differ in their ability to recruit good teachers, this pattern suggests that differences in teacher quality are not distorting the findings on the effect of white students' being exposed to white teachers.

By contrast, among black students, the benefits of having a black teacher were concentrated in schools with higher levels of disadvantage and racial segregation. This is consistent with the notion that the apparent achievement gains associated with having a black teacher reflect in part the relatively low quality of white teachers who work in more disadvantaged schools and in schools with large populations of African-American students. However, the same differences could also indicate that classroom racial dynamics, such as stereotype threat and role-model effects, are particularly relevant in more disadvantaged and segregated black communities.

Within-Classroom Comparisons

A more straightforward way to assess this concern is to compare students within the same classrooms, some of whom share the teacher's race while others do not. In effect, this technique holds teacher quality constant by comparing the relative performance of white and black students under the same teacher. A disadvantage of this approach is that it is no longer possible to look separately at students grouped by race and gender.

In this analysis, students still performed better when taught by teachers of their own race, but the effects were somewhat less dramatic. In mathematics, the observed gain for all students dropped slightly, from 3.8 to 3.1 percentile points. Nevertheless, the effect was still quite large (representing 35 percent of the corresponding black-white test-score gap in this data set) and statistically significant. In reading, the observed gain declined from 3.1 to 1.6 percentile points, but it still represented 29 percent of the black-white test-score gap in reading (see Figure 2). These results clearly indicate that the unobserved aspects of teacher quality cannot explain the sizable achievement gains associated with students' being assigned to teachers who share their race.

Looking at the data in this way also allows us to see what happens when students are assigned to a teacher of the same race for more than one year. Are the effects cumulative? The results suggest that they are. On average, students' performance

improved by roughly 2 to 3 percentile points during their first year with a teacher of the same race. During the second year, no further improvements were observed in the data. But among students who spent three or four years with a teacher who shared their race, test scores increased by 2 to 3 percentile points with each additional year. The cumulative effect of being assigned to an own-race teacher for four consecutive years is roughly 9 percentile points in math and 8 points in reading (see Figure 3). However, it is important to note that, as one would expect, 96 percent of the students who had a teacher of the same race for four consecutive years were white. It is unclear whether similar patterns would emerge for black students who experienced black teachers for multiple consecutive years.

Conclusion

These results clearly support the conventional assumption that recruiting minority teachers can generate important achievement gains among minority students. However, they also suggest that a typically overlooked cost of such efforts may be a meaningful reduction in the achievement of nonminority students. Several important caveats also deserve mention. For instance, students and teachers in Tennessee may experience unique cultural and racial dynamics that make it difficult to extrapolate the findings to other areas of the country. In addition, this study does not say much about racial interactions in the upper grades or about the effects of teachers' race on long-term outcomes such as attainment of further education or employment.

But the most important caveat is that this study tells us little about why the racial match between students and teachers seems to matter. Noting this is especially important since the results could be construed narrowly as supporting increased racial segregation of teachers and students as a means of improving overall achievement. Not only is this interpretation blind to the potentially adverse social consequences of such a policy, but it also ignores the possibility of more balanced policies informed by an improved understanding of why the racial interactions between students and teachers influence student outcomes. Learning why, for instance, white teachers are not as effective with black students as black teachers appear to be might suggest improvements in training that could make teachers equally effective for all students, regardless of race.



Fall 2022

Salem High School
77 Willson St.
Salem, MA

Dear Principal Burns:

Congratulations!

On behalf of Special Olympics International, we are honored to declare Salem High School an official Special Olympics national banner Unified Champion School! Under your leadership, the Salem High School staff and students have demonstrated their commitment to inclusion.

Your school community has shown impressive determination and is helping us move towards our collective goal of creating a truly 'Unified Generation' of young people who embrace differences and lead social change. You are literally redefining the future as you make your communities more inclusive of people with intellectual disabilities, and in doing so, making the world a more accepting place for all.

Since you've come this far, we want to personally challenge you to push even further. Continue to support the innovative minds of youth and adults in your school and be leaders in inclusion in your community.

We look forward to seeing Salem High School forge new paths towards inclusion for people of all abilities and transforming the world in the process. Seize this moment and claim your rightful place as agents of dignity and unity.

Best wishes,

Handwritten signature of Timothy P. Shriver in black ink.

Timothy P. Shriver, Ph.D.
Chairman
Special Olympics International

Handwritten signature of Andrea Cahn in black ink.

Andrea Cahn
Vice President, Unified Champion Schools
Special Olympics North America



To: Salem School Committee

CC: Dr. Stephen Zrike

From: Elizabeth Pauley

Date: September 15, 2023

Re: FY23 Budget Transfer Request 3

The Business Office requests the following transfer be made to ensure the funding for Translation Services is posted in the correct object code (contracted services).

Account Org/Object & Description	From:	To:
Student & Family Services, DARE 13590161-5325	\$40,000	
Student & Family Services, Contract Services 13590161-5320		40,000

I recommend approval of the transfer.

Elizabeth A. Pauley

29 Highland Avenue,
Salem, Massachusetts 01970
Tel: (978) 740-1222
Email: mdelai@salemk12.org

COMMUNITY RELATIONS 1000

COMMUNITY USE OF SCHOOL FACILITIES 1200

COMMUNITY USE OF KITCHENS 1203

It is the policy of the Salem School Committee, through the superintendent, that a member of the school lunch staff **who is a Certified Food Protection Manager** must be present whenever a community group or caterer uses a school cafeteria **to secure food storage, prevent contamination or cross-contamination of food, and clean surfaces and equipment** ~~that requires the use of ovens and/or stoves.~~

KITCHEN ORIENTATION REQUIREMENT

Any community group or caterer that intends to use the kitchen must first receive an orientation from a member of the school lunch staff **who is a Certified Food Protection Manager** regarding operation and care of equipment, safety procedures, and clean-up protocols prior to operating such equipment.

AUTHORITY LEVELS

~~While it is expected that common courtesies will be the standard,~~ The school lunch staff members **are** empowered by the School Committee to intervene as necessary if **they/he** feels that school lunch equipment, facilities, supplies, or other property is being misused.

DAMAGE TO SCHOOL EQUIPMENT/FACILITIES

Any damage done to school equipment or facilities which may occur must be recorded on a form, which will be provided to the spokesperson for the community group and caterer and given to the school lunch staff member prior to exiting the building. If necessary, the school staff member may assist in filling out the form.

CLEAN UP

Kitchens must be thoroughly cleaned and left in the same condition in which they were found. School supplies must be used. Specific cleaners and sanitizers will be available for this purpose.

COMPENSATION

~~In that the school lunch fund is self-sustaining and is supposed to operate on a non-profit basis, the cost for a school lunch staff member's salary for his/her presence shall be borne by the community group or caterer.~~

DELEGATION OF AUTHORITY

The superintendent is responsible for communicating all provisions of this policy. The school lunch manager is responsible for enforcing this and communicating this policy through all appropriate correspondence, brochures, discussions, and by demonstration.

Reviewed August~~December~~ **2022**~~16~~ **by Policy Subcommittee.** ~~referred to Buildings and Grounds Subcommittee for further review.~~