

Salem Public Schools School Committee

Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vice Chair



AJ Hoffman
Mary A. Manning
Veronica Miranda

Mayor Dominick Pangallo, Chair

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

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on February 3, 2025 at 7:00 p.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/84890685156?pwd=8keLITvZv0VUtRX4ruAYB7ADlIX4xL1>

Passcode: **422279**


1. Call of Meeting to Order

1. Summary of Public Participation Policy (School Committee Policy #6409).

Read aloud: *The Salem School Committee would like to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. Spanish interpretation is available for anyone who needs it. The members of the School Committee would like to remind the public that Salem Public School students regularly attend School Committee meetings. We encourage all meeting participants to model respectful and productive public discourse for our young learners.*

2. 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**.

2. Approval of Agenda

3. Public Comment

See above instructions for participating in public comment.

4. Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on January 21, 2025
2. Approval of FY25 Warrants:
 1. 01/23/2025 - \$495,797.09
 2. 01/30/2025 - \$493,429.07

5. Student Representative Report

6. Superintendent's Report

1. Program of Studies
2. 2025-2026 Calendars Draft (Strategy 4.2)
3. 2025-2026 Enrollment Targets for Student Assignment (Strategy 4.1)
4. New Salem High School Building Grade Configuration (Strategy 4.3)
5. Massachusetts School Building Authority (MSBA) Update
6. Finance and Operations Report
 1. FY 26 Capital Requests

7. Subcommittee Reports

1. Finance Subcommittee
2. Personnel Subcommittee
3. Building & Grounds Subcommittee
4. Curriculum Subcommittee
5. Policy Subcommittee

8. Motions and Resolutions

1. Program of Studies
2. 2025-2026 Calendars
3. 2025-2026 Enrollment Targets for Student Assignment
4. New Salem High School Building Grade Configuration
5. FY 26 Capital Requests
6. [Policy 5103](#) Controlled Choice Student Assignment - Third Reading
7. Policy 5214.01 Graduation Requirements and Competency Determination - First Reading

9. Announcements

10. Adjournment

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and 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.”

Escuelas Públicas de Salem Comité Escolar

*Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vicepresidente*



*AJ Hoffman
Mary A. Manning
Veronica Miranda*

Alcalde Dominick Pangallo, Preside

“Conozca sus derechos bajo la Ley de Sesiones Públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la normativa municipal”

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 3 de Febrero de 2024 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 de a continuación.

Enlace Zoom para participar:

<https://us06web.zoom.us/j/84890685156?pwd=8keLITvZv0VUtRX4ruAYB7ADlIX4xI.1>

Passcode:**422279**


1. Orden del día

1. Resumen de la Política de Participación Pública (Política del Comité Escolar n° 6409).

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

2. Interpretación en directo al español.

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

2. **Aprobación del orden del día**
3. **Comentarios del público**
Consulte las instrucciones anteriores para participar en los comentarios públicos.
4. **Aprobación del orden del día**
 1. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 21 de enero de 2025.
 2. Aprobación de órdenes de pago Año Fiscal 25:
 1. 23-ene-2025 - \$495,797.09
 2. 30-ene-2025 - \$493,429.07
5. **Informe del representante estudiantil**
6. **Informe del Superintendente**
 1. Programa de Estudios
 2. Borrador de Calendarios 2025-2026 (Estrategia 4.2)
 3. 2025-2026 Metas de Matriculación para la Asignación de Estudiantes (Estrategia 4.1)
 4. Configuración de los grados del edificio de la New Salem High School (Estrategia 4.3)
 5. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
 6. Informe de Finanzas y Operaciones
 1. Solicitudes de capital para el año fiscal 26
7. **Informes de los subcomités**
 1. Subcomité de Finanzas
 2. Subcomité de Personal
 3. Subcomité de Edificios y Terrenos
 4. Subcomité de Planes de Estudios
 5. Subcomité de Política
8. **Mociones y resoluciones**
 1. Programa de Estudios
 2. Calendarios 2025-2026
 3. 2025-2026 Metas de Matriculación para la Asignación de Estudiantes
 4. Configuración de los grados del nuevo edificio de Salem High School
 5. FY 26 Capital Requests
 6. [Política 5103](#) Asignación de Estudiantes de Elección Controlada - Tercera Lectura
 7. Política 5214.01 Requisitos de Graduación y Determinación de Competencias - Primera Lectura
9. **Anuncios**
10. **Clausura**

Respetuosamente presentado por,

Shirley Dorai

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

**Minutes of the Regular Session
of the Salem School Committee
Monday, January 21, 2025
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

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

Others in Attendance: Superintendent Stephen Zrike and Assistant Superintendent Pauley

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

Approval of Agenda

Vice Chair Cruz made a motion to approve the agenda. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Public Comment

Kate Mattern

Ms. Mattern said that her son attends Kindergarten at the Bentley Academy Innovation School but prior to that, he attended two years at the Early Childhood Center (ECC). Ms. Mattern said that the playground at the ECC which serves about 130 three and four year old students is very bare bones with a swing set, a water table that has no water source, a short tunnel and a spinning cup that is safety rated for children ages 5-12. Ms. Mattern continued that for many families and students, the playground is the first exposure to Salem Public Schools. The Salem Recreation Department owns the playground and they co-signed a grant for a shade structure which would be installed soon. However, the department is unable to commit more money or prioritize this property for grant opportunities in the near future because they have so many

properties to manage. Ms. Mattern added that the Salem Recreation Department can place a small climbing structure if the cost can be covered by the district. Ms. Mattern said that over the last two and a half years, she has contacted and written to many people and organizations for funding but has not been very successful.

Superintendent Zrike thanked Ms. Mattern for her involvement with the ECC even though her child attends a different school now.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on December 16, 2024
2. Approval of Overnight Field Trip to Orlando, Florida for Salem High School (SHS) Boys Basketball Team from February 19-22, 2025
3. Approval of Field Trip to Londonderry, NH Middle School for SHS Percussion Ensemble participation in the New England Scholastic Band Association Clinic on February 8, 2025
4. Approval of Field Trip to Salem, NH High School for Salem Junior & Senior Winter Color Guard & Percussion Ensemble Competition on March 15, 2025
5. Approval of Overnight Field Trip to Washington D.C for SHS Music Department from May 1-4, 2025.
6. Approval of FY25 Warrants:
 1. 12/05/2024 - \$567,913.13
 2. 12/26/2024 - \$635,029.59
 3. 01/09/2025 - \$615,378.15
 4. 01/16/2025 - \$415,636.52

Member Campbell made a motion to approve the consent agenda with the exception of Items #2 and #3. Member Cornell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

In response to Member Manning, Superintendent Zrike said that the basketball team's trip is during vacation and they will be practicing as well as looking for an opportunity to scrimmage while in Florida. Superintendent Zrike added that the Massachusetts Interscholastic Athletic Association (MIAA) had changed their rules about games.

Member Cornell said that this matter was raised last year where the coach was informed that if the students did not participate in a game or a play while on the trip, they needed to do some kind of service related activity. Member Cornell added that the field trip policy needs to be referred to the Policy Subcommittee.

Vice Chair Cruz made a motion to approve Item #2. Member Campbell seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Student Representative Report

Student Representative Qualkenbush said the student advisory committee reviewed the building survey questions with particular focus on the types of spaces needed as well as the grade configuration for the new school. Most students favored the grades 9-12 option. Student Representative Qualkenbush mentioned that the spice bar in the cafeteria had been implemented with good reception from students. The student advisory committee has an official meeting room in Room 101 and a Google Meet link as the teacher who was on leave had returned. Student Representative Qualkenbush is in talks with students from the other two high schools about becoming members of the student advisory group. Their last meeting had between 10-12 new student members. The new members were selected via a survey.

The student advisory committee had a meeting about Artificial Intelligence (AI) usage. Student Representative Qualkenbush said that Salem Public Schools is taking a slow and steady approach instead of banning it outright. Marc LeBlanc, Executive Director of Instructional Technology had joined their meeting and discussed this matter.

Vice Chair Cruz said that the student advisory committee is supposed to have monthly meetings with the School Committee. Vice Chair Cruz suggested that Member Campbell and himself who are the liaisons could speak with Student Representative Qualkenbush about setting up the first meeting between the School Committee and Student Advisory Committee.

Superintendent Zrike congratulated Student Representative Qualkenbush on his acceptance to Boston University. Assistant Superintendent Pauley commented that the spice bar came about from one of the suggestions from the student advisory committee to the Food and Nutrition Services Department. Information about spices requested by students was gathered through a survey.

Superintendent's Report

Superintendent Zrike commended the student advisory committee for their work, the Chicago student performance at Salem High School as well as the four students from Horace Mann Laboratory School (HMLS) who won the Salem State University's Center for Justice and Liberation Martin Luther King, Jr., Essay Contest. Superintendent Zrike also commended Mr. Joel

Tobin, the 5th grade teacher at HMLS who encourages his students to enter this contest every year.

1. New Salem High School Building Grade Configuration (Strategy 4.3)

Member Cornell said the designers, engineers, architects and the liaisons from the firms do not play any role when it comes to how the district educates students. The building will support the district's educational plans and objectives. The architectural firm, Perkins & Will, has already started engaging with students and different programs at the high school. Member Cornell stressed that any ideas they are sharing about the middle/high school are just ideas and that everything will depend on the School Committee vote around grade configuration. Member Cornell said that the recent School Committee retreat was productive and raised many considerations especially around the middle school experience. Member Cornell continued that middle school students deserve an educational experience that is unique to them, distinct from the experiences of high school or elementary students and that is driven as well as supported by middle school educators who understand and are committed to this particular age group.

Superintendent Zrike presented the Salem High School building configuration slides.

Member Manning provided some historical information on the Collins Middle School building which was built in the early 1900s. Member Manning continued that the building is well suited for the middle schoolers and proceeded to name the spaces in the school. Member Manning voiced her concerns over whether the 7th and 8th graders in the proposed new 7-12 high school will get a fair share of the use of spaces in the building. The increased scheduling to share these spaces will affect the flexibility of the middle school grades. Collins Middle School offers more spaces for smaller groups. Member Manning expressed that it is difficult to understand a decision in support of a Grades 7-12 High School with the expectation that programs, schedules, and educational needs can all be retrofitted afterwards.

Member Manning was also concerned that 6th graders will not have a "home". Member Manning said that the same reasons that Superintendent Zrike mentioned for moving the Saltonstall middle schoolers to Collins Middle School also applies to keeping all the 6th graders with the 7th graders. Member Manning cited expectations, responsibilities, climate, resource and organizational issues that need to be age appropriate. Member Manning also questioned how the pilot program can be extended to the 6th graders if they are with elementary students. Science and social studies are addressed differently at the elementary and middle school levels.

Member Manning noted that from the very beginning of the building project a few years ago, the feasibility consultants presented a mindset of a senior/junior high school to the Building and Grounds Subcommittee. Member Manning said that the current design team's interactions with parents involves just focusing on the 7-12 high school because they state that parents already know what a middle school model looks like. However, Member Manning pointed out that the parents do not have that understanding because their children are not yet in middle school. One of the presenters from the design team informed parents that it would be less frightening for 8th graders to transition to higher grades if it is a 7-12 school. Member Manning said that the vast majority of students are not afraid but rather they are excited and perhaps nervous. Member Manning added that there is also a lot of discussion on how to keep the students separate at the high school. Member Manning questioned why the middle schoolers are in one building with the high schoolers if the focus is to keep them separate. Member Manning said the presentations are unclear because they emphasize the high school grades even though it is supposed to be a 7-12 school.

Member Manning said that many were surprised that the decision on the grade configuration needed to be made quickly by the end of January. Member Manning was concerned that this does not provide much opportunities for discussions. Member Manning also raised the issues of parking, entrances and exits. Member Manning asked if one of the advantages of having a 7-12 school is more after school activities but she was concerned there might not be enough space for these activities. At this moment, some high schoolers come to the Collins Middle School for activities as there is not enough room at the high school.

Member Manning said that the money for the new building could be used to improve the current 9-12 high school instead of adding the 7th and 8th graders to the school. Member Manning continued that she has been working in middle school for a long time and spoken to many people who do not like the idea. Member Manning added that no one has told her a really good reason to proceed and that she has seen a lot of reasons not to do so.

Member Campbell asked about the accountability data to compare between 7-12 schools to review any unintended consequences. Superintendent Zrike said he would look for the data.

Vice Chair Cruz said that one of the takeaways from the retreat was for the design team to do a follow-up regarding configurations but that he has not received anything yet. Vice Chair Cruz also asked about opportunities to visit the firm's previous designs. In response to Vice Chair Cruz's questions about when this decision would need to be made, Mayor Pangallo said that it will be on the agenda for the next School Committee meeting. This timeline was established with the Superintendent by working backwards from the Massachusetts School Building Authority (MSBA) process. In response to Vice Chair Cruz's question about visiting previous designs, Superintendent Zrike said that he can provide the list of 7-12 and 9-12 buildings in the area.

Member Miranda asked if the School Committee members would be asked about their ideas for grade configuration after listening to the concerns about 6th grade and options for PreK and Kindergarten. Mayor Pangallo responded that this is the platform in which to do so and that there is some time to develop the teaching model for the 6th grade. Mayor Pangallo added that the facility master plan lays out a very strong concept for a configuration of a 7-12 building, 1-6 elementary schools and a centralized PreK/ Kindergarten facility as a potential future model for this district. Mayor Pangallo said that there is time and expertise in the district to have a solid program before the building is operational. Mayor Pangallo added that the timing for configuration decisions that the design team needs to have locked in place does necessitate some of these decisions being made now. Member Campbell raised the matter about 6th grade standards for English Language Arts, math, science and social studies. Superintendent Zrike would look into it.

Superintendent Zrike said schools are not going to be defined by grade configurations and that whatever is decided will require careful planning. Superintendent Zrike said that good questions were raised at the meeting. Superintendent Zrike said that what needs to be done should be in the best interest of the community and the moment in time. Superintendent Zrike added that there is work to do with continuity between grade levels as well as the alignment between middle and high school.

2. 2025-2026 Calendars Draft (Strategy 4.2)

Superintendent Zrike presented the slides on the draft 2025-2026 draft calendars.

In response to Member Hoffman, Superintendent Zrike said that the suggestion to change the back-to-back professional development days in March from Wednesday and Thursday to Monday and Tuesday instead was made to lessen the number of absenteeism on Friday.

Vice Chair Cruz mentioned that there will be a preliminary election in September and that it should be noted on the calendars. Vice Chair Cruz said that he is comfortable with the recommendation to have school on Good Friday but wanted to know about the staffing for that day. Vice Chair Cruz asked how long it would take to produce the attendance data for the attendance incentive. Superintendent Zrike said that the data could be available by early June. Superintendent Zrike added that the students already have no school on November 4th and that the messaging will only be for staff.

In response to Member Manning, Superintendent Zrike said that the back-to-back professional development days in March are for parent teacher conferences. Member Manning said that it should not be called professional development days as it could be confusing when counting all professional development days in the year.

Vice Chair Cruz commented that the longer winter break is good because families may extend their travels and also because there are incidents of illness during that period. Member Campbell was concerned that the Carlton draft calendar shows students returning for just one day on Monday before the start of the winter break. Member Campbell also indicated that she was uncomfortable that school would be in session during the preliminary election, especially in a year where the mayoral, city councillors and School Committee members elections are taking place.

Superintendent Zrike said that the longer winter break is a good idea as student attendance might be an issue. Mr. LeBlanc provided the following student attendance figures for January 2025 as follows:

1/2/2025 = 79.9%

1/3/2025 = 82.1%

1/9/2025 = 92.6%

1/10/2025 = 91.2%

Superintendent Zrike informed the School Committee that the district is receiving questions regarding immigration. The district is working on getting clear guidance to staff for when immigration officials come to the schools. Superintendent Zrike said that earlier in the day, there was some information about the ban on coming in and around schools being lifted which is very concerning. School leaders have been guided to direct officials to the Superintendent's Office and school district attorney. Superintendent Zrike added that the Salem Public Schools does not ask for any immigration status from current or prospective students and does not keep such data. The district is also working on getting information to families.

Member Hoffman asked how the district is going to protect immigrant and LGBTQIA+ students who are traveling out of state on school trips who might run into problems with bathrooms, locker rooms, gender identity and so on. Superintendent Zrike responded that he did not have an answer at the moment but that he would provide directions.

Vice Chair Cruz said that immigration and anti-discrimination law might require external support beyond School Committee counsel. Vice Chair Cruz informed Superintendent Zrike and the School Committee that he can provide a contact at the Massachusetts Immigrant and Refugee Association as well as other state-wide legal groups such as Lawyers for Civil Rights and American Civil Liberties Union (ACLU). Vice Chair Cruz added that some of these organizations are hosting "Know Your Rights" events and sending materials to school districts. Superintendent Zrike said that there are also a few state-wide webinars on this topic with the Massachusetts Department of Elementary and Secondary Education (DESE) and the Association of School Superintendents.

Member Cornell requested that the School Committee meet again to review the language in policies and ways in which the School Committee can reaffirm to educators and district leaders that they have their support as well as making students feel safe and respected. Member Cornell added that more information is needed around what should be done for students who are going on field trips outside the state. Member Cornell suggested that the School Committee could invite Lieutenant Governor Driscoll to speak about areas where the district can do more in this area. Superintendent Zrike added that Laura Assade, Director of Diversity, Equity, Inclusion & Engagement is already working on having a webinar on immigration matters for families towards the end of January.

Superintendent Zrike mentioned the virtual Early Childhood Expo scheduled for Wednesday, January 22, 2025 at 6:30pm. An in-person meeting will be held the week after at Collins Middle School.

- 3. 2025-2026 Enrollment Targets for Student Assignment (Strategy 4.1)**
Superintendent Zrike said the enrollment targets will be provided at the next meeting once the state publishes the data for low income households.
- 4. FY25 Mid Year Budget Transfers**
Assistant Superintendent Pauley spoke about the budget transfers as outlined in her memo which was part of the School Committee meeting packet. Assistant Superintendent Pauley said that most of these transfers are moving from expense line items to personnel line items and that there were some corrections as some items that were meant for personnel line items were placed in contracted services line items.
- 5. Massachusetts School Building Authority (MSBA) Update**
This matter was addressed earlier in the meeting.
- 6. Finance and Operations Report**
This matter was addressed earlier in the meeting.

Subcommittee Reports

- 1. Finance Subcommittee**
No report at this time.
- 2. Personnel Subcommittee**
No report at this time.
- 3. Building and Grounds Subcommittee**
No report at this time.
- 4. Curriculum Subcommittee**
No report at this time.

5. Policy Subcommittee

1. Marine Corps Junior Reserve Officer Training Corps (MCJROTC) Memorandum of Agreement

The School Committee had previously referred this matter to the Policy Subcommittee for review. Member Cornell said that this does not require a vote and that all members of the Policy Subcommittee recommended that Superintendent Zrike sign the Memorandum of Agreement. Member Cornell added that from the perspectives of the Mayor and City Solicitor, having a rifle range at the high school violates the city ordinance prohibiting air rifles. Member Cornell said that this is not within the purview of the School Committee and that the City needs to bring this to the attention of the MCJROTC.

Member Cornell also provided an update on the Hall of Fame which does not require a vote. The Hall of Fame proposed two amendments to their by-laws which the Policy Subcommittee recommended that they move ahead both the amendments but with

some

changes to the first amendment. The first amendment is the non-discrimination by-law because prior to 1972, schools made it difficult for women to participate in high school sports. As part of their rubric for analyzing candidates, their second amendment was to create a legacy level of Salem High Hall of Fame which retires a uniform for exceptional graduates. Vice Chair Cruz expressed his gratitude to the Athletics Director, Athletics Committee and Member Cornell for all their work on this matter. Member Manning also thanked the former Athletics Director, Mr. Robert Geswell and former Physical Education Teacher, Mr. Peter Dolan for researching and providing input.

Motions and Resolutions

1. Policy 5103 Controlled Choice Student Assignment - Second Reading

Member Cornell made a motion to approve Policy 5103 for second reading. Vice Chair Cruz seconded and it was so VOTED. Motion passed unanimously.

2. 2025-2026 Calendars

Superintendent Zrike said that this item will be deferred to the next meeting.

3. 2025-2026 Enrollment Targets for Student Assignment

Superintendent Zrike said that this item will be deferred to the next meeting.

4. FY25 Mid Year Budget Transfers

Member Cambell made a motion to approve the FY25 mid year budget transfers. Member Manning seconded and it was so VOTED. Motion passed unanimously.

Announcements

In response to Member Manning’s inquiry about students commenting that they would prefer a 9-12 high school configuration, Student Representative Qualkenbush said that there were no notes from the student advisory meeting but that he was going to raise the topic again when the students meet. Mayor Pangallo and Superintendent Zrike mentioned the upcoming budget forums.

Adjournment

Vice Chair Cruz made a motion to adjourn at 9:00 pm. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

DRAFT

SALEM HIGH SCHOOL COURSE CATALOG



Where opportunity & passion intersect.
EXPLORE • BELONG • CREATE



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Principal/Main Office	(978) 745-9300
College & Career/Guidance	(978) 740-1157
IMC/Library	(978) 740-1128
Family Engagement Facilitator	(978) 825-3450
CTE Program	(978) 825-3602
Website	https://spssalemhs.salemk12.org/



PRINCIPAL'S MESSAGE

Dear Scholars and Families:

It is my pleasure to present the Salem High School 2025-2026 Course Catalog. The 2025-2026 Course Catalog will provide you with comprehensive and detailed information on all courses and programs offered at Salem High School.

In order to increase the potential of achieving college and career goals, scholars and parents should consider the following steps when choosing classes:

1. **Explore:** Use this book as a resource to generate a plan to meet graduation requirements and college and career goals. Work with your scholar's counselor or current teachers to help answer questions you may have.
2. **Create the Pathway to your Future:** Course selection is an important step in taking ownership of your educational future. Parents/guardians, school and scholars must work together to ensure scholars are not only getting the most out of their high school experience, but also aligning their course selection to their post high school goals.
3. **Choose courses that will accomplish the following:**
 - Satisfy course and credit requirements for graduation
 - Build up academic and vocational skills needed
 - Explore areas of interest and look for courses that will support you in connecting at Salem High School
 - Challenge yourself at a variety of academic levels including Advanced Placement, Early College and Honors.

Salem High School offers an incredible opportunity to discover and grow your passion. We are excited for you to challenge yourself and create a pathway to your future!

Sincerely,

Glenn Burns
Principal
Salem High School





VISION

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

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

MISSION

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

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

CORE VALUES

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

Celebration of Difference	Culture of Learning & Innovation	High Standards of Excellence for All
Equity & Access	Growth for All	Collaboration



ACCREDITATION STATEMENT

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

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

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

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

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

MASSCORE

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



COMMONWEALTH DUAL ENROLLMENT PROGRAM (CDEP)

The Massachusetts Commonwealth Dual Enrollment Partnership (CDEP) provides opportunities for high school scholars to take college-level courses free of charge* and earn credit simultaneously toward high school completion and their future college degrees.

CDEP eases the transition from high school to college, allows scholars to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified scholars who otherwise may not have access to an early college experience.

Salem High School may count the CDEP course either as an elective or a required course. Approval of Dual Enrollment courses replacing required SHS courses must be approved by the Executive Principal of Salem High School. Courses approved to replace required or elective courses at SHS are configured into the high school GPA and weighted the same as AP courses. The final grade will be entered on the transcript, this will coincide with second and fourth marking periods. Transportation to and from all dual enrollment partners is the sole responsibility of the scholar for those courses being taken on the college campus.

For further information on dual enrollment scholars and families can reach out to their college and career counselor.

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



GRADUATION REQUIREMENTS

Salem High School is a four-year comprehensive high school accredited by the New England Association of Schools and Colleges. This booklet is designed to assist scholars and their families make their course selections. This is a vitally important task, and it is imperative that all of the information be read with care. Scholars should discuss the matter of choice of courses with parents, counselors, and teachers before making a decision. Parents and guardians are encouraged to contact their child's school counselor before making the final selection of courses for the upcoming school year.

Graduation Requirements: Total Credits = 26

Area of Study	Units	Credits
English	4	4.0
Mathematics (Must include Algebra II)	4	5.0**
Social Studies	3	3.0
Lab Based Science	3	3.0
World Language*	2	2.0
Physical Education	2	2.0
Career/Tech Ed & the Arts	1	1.0
Health	0.5	0.5
Electives	—	6.5

* World Language requirements may be waived for students participating in Career and Technical Education Pathway from grade 9-12

** Algebra I is a double blocked course and may result in 2 credits

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

Starting with the class of 2026, credits and units will no longer be synonymous with each other. Scholars will be required to take the required units of each subject area for graduation, even if the credit value exceeds the unit requirement. Credits required for graduation will remain 26.

Sophomore Status	6 Credits
Junior Status	13 Credits
Senior Status	19 Credits
Eligible for Graduation	26 Credits

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



WAIVER PROCESS

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

EDUCATIONAL PROFICIENCY PLAN REQUIREMENTS

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



GRADING

Standards-Based Grading

Salem High School has school-wide implementation of Standards-Based Practices and Grading. Scholars learning progress is reported using standards-based grading (chart below).

Proficiency Level		
Above grade Level Proficiency	4.0	Scholar's work shows multiple skills beyond grade level
	3.5	Scholar's work shows skill beyond grade level
Grade Level Proficiency	3.0	Scholar's work meets grade level requirements
Progressing Toward Proficiency	2.5	Scholar's work demonstrates most foundational skills consistently
	2.0	Scholar's work demonstrates some foundational skills
Limited Progress Toward Proficiency	1.5	Scholar's work shows some grade level skills independently
	1.0	Scholar's work shows some grade level skills with help
No Evidence of Proficiency	0	Scholar's work shows no evidence of proficiency

At the end of the school year, numerical grades in all courses are converted to a letter grade on a scholar's transcript.

Traditional Grading

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

HONOR ROLL POLICY

For each marking period, scholars receiving a 90% grade average or above (without a grade of F or I) in traditionally graded courses, or a 3.0 or above (without a grade of F or I) in courses using standards-based reporting are awarded high honor status. Scholars receiving an 80% to 89.99% grade average (without a grade of F or I) in traditionally graded courses, or a 2.8-2.9 (without a grade of F or I) in courses using standards-based reporting are awarded honor status.



GRADE POINT AVERAGE (GPA)

The **GPA** is a measure of a scholar's academic achievement at Salem High School; it is calculated by dividing the total number of grade points received by the total number of credits attempted. Independent Study courses are graded as Pass/Fail and not factored into a scholar's **GPA**.

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

Traditional Grading (Percent)	Standards-Based Grade Mastery Level	Grade	College Prep Level Points towards GPA	Honors Level Points Towards GPA	AP Placement Level Points Towards GPA
98-100	3.8-4.0	A+	4.3	4.8	5.3
93-97	3.4-3.7	A	4.0	4.5	5.0
90-92	3.0-3.3	A-	3.7	4.2	4.7
87-89	2.9	B+	3.3	3.8	4.3
83-86	2.8	B	3.0	3.5	4.0
80-82	2.7	B-	2.7	3.2	3.7
77-79	2.6	C+	2.3	2.8	3.3
73-76	2.5	C	2.0	2.5	3.0
70-72	2.4	C-	1.7	2.2	2.7
65-69	2.3	D	1.3	1.8	2.3
64 or Below No Credit	2.2 and Below No Credit	F	0.0	0.0	0.0
No Credit	NC	NC	0.0	0.0	0.0

Class Rank

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





PATHWAYS

CLASSICAL PATHWAYS

- AP Capstone
- Early College
- Fine/Performing Arts

INNOVATION PATHWAYS

- Biomedical
- Engineering
- Graphic Design & Visual Communication

CTE PATHWAYS

- Automotive Technology
- Building & Property Maintenance
- Carpentry
- Computer Science
- Culinary Arts
- Early Education & Care
- Electrical
- IMedical Assisting: Technology
- Medical Assisting: Pharmacy

AP COURSES

- AP African American Studies
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Capstone
- AP Chemistry
- AP Comparative Government
- AP Economics
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP European History
- AP Modern World History
- AP Music Theory
- AP Physics
- AP Pre-Calculus
- AP Research
- AP Seminar
- AP Spanish Language & Culture
- AP Statistics
- AP Studio Art
- AP US History

EARLY COLLEGE

SALEM STATE UNIVERSITY

- Healthcare and Human Services
- Education

NORTH SHORE COMMUNITY COLLEGE

- Dual Language Liberal Arts
- Business

CERTIFICATIONS

- OSHA 10
- OSHA 30 Construction
- First Aid
- CPR/AED
- CAD
- ServSafe
- Comp TIA
- Hotworks
- ASE Entry Level Certification
- EEC Essentials Training Certificate
- Infant/Toddler or Preschool Certificate
- Electrical Apprenticeship Hours
- CCMA
- Adobe Suite Certification

ARTICULATION AGREEMENTS

- Culinary Institute of America
- Johnson & Wales University
- Keene State University
- Lakes Region Community College
- North Shore Community College
- Salem State University
- All Massachusetts Community Colleges



DEFINITION OF A PATHWAY

An intentional educational structure within a school system which includes a rigorous academic course of study, authentic contextual learning experiences, caring adults to provide guidance and advising; and social, emotional and learning supports designed to prepare students for college and career. To be considered a pathway, the structure should adhere to the five Guiding Principles adapted from the MA Board of Elementary and Secondary Education and Board of Higher Education principles for High Quality College and Career Pathways for Early College and Innovation Pathway designations as described below.

PATHWAY GUIDING PRINCIPLES

Pathways for college and career readiness and civic engagement are intentional educational structures within a school system that enable students to build agency, identify career interests, and understand the connection of academic learning and future success. These structures, grounded in equity, must ensure all students — and especially historically underrepresented student populations — complete a rigorous academic course of study, participate in authentic contextual learning experiences, engage with caring adults to provide guidance and advising, and have social, emotional and learning supports to ensure no student is left behind. All Pathways should provide a variety of experiences that better inform future career and life choices so students create post-secondary plans that are authentic, meaningful and attainable.

**Definition taken from DESE website. For more information, please go to:*
<https://www.doe.mass.edu/ccte/ccr/massgrad/pathways.html>





PATHWAYS

CLASSICAL PATHWAY: AP CAPSTONE



AP Capstone Diploma™

FUTURE CAREERS

- Can vary based on interest/specialty

CREDITS/CERTIFICATIONS

- Potential College Credit
- Internship Experience Available

REQUIRED COURSES FOR ATTAINMENT

- 1 AP Research course with 3 or higher
- 1 AP Seminar course with 3 or higher
- 4 AP Courses with scores of 3 or higher

Occupational Outlook

Students who participate in the College Board AP Capstone program can expect a positive impact on their academic and professional outlook. The program, encompassing AP Seminar and AP Research, equips graduates with crucial skills such as research, critical thinking, and effective communication. This preparation enhances college readiness, making students well-equipped for the challenges of higher education. The emphasis on independent inquiry fosters strong research capabilities, and the requirement to present and defend findings build oral and written communication skills. Successful completion of AP Capstone may also result in college credits, expediting progress through higher education. Overall, graduates gain a competitive advantage, showcasing their commitment to academic excellence and the development of essential skills, positioning them favorably in both college admissions and the job market.



Summary

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. (retrieved from <https://apcentral.collegeboard.org/courses/ap-capstone/how-ap-capstone-works>)

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	AP Modern World	World Lang		Fine Art Theater Music	Health I Fundamentals		8
10th Gr.	AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AP US History	World Lang		2 Credits Fine Art Theater Music	Project Adventure	0.5 Elective Journalism	8
11th Gr.	AP Research	Pre-AP Algebra II	Physics	AP European History	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus		AP Psychology	World Lang OR AP		2 Credits Fine Art Theater Music	0.5 PE Elective	1.5 Elective based on Concentration or internship	8

* Algebra I is double blocked course



CLASSICAL PATHWAY: EARLY COLLEGE



FUTURE CAREERS

- Can vary based on interest/specialty

CREDITS/CERTIFICATIONS

- Up to 30 college credits in a designated pathway

REQUIRED COURSES FOR ATTAINMENT

- Completion of 15 credits at North Shore Community College or Salem State University
- Earn all credits in the Pathway courses senior year

Occupational Outlook

Students who complete an early college pathway in high school often experience a positive occupational outlook due to several key factors. By engaging in college-level coursework during high school, students can accelerate their academic progress and enter the workforce or pursue higher education at an earlier stage. This accelerated pathway allows them to gain a head start on their careers and may lead to earlier entry into professional fields. Additionally, students who complete an early college pathway typically acquire advanced knowledge and skills, making them more competitive in the job market. The exposure to college-level coursework also enhances their adaptability and readiness for the demands of higher education. Furthermore, students completing an early college pathway often establish valuable connections and networks, contributing to increased opportunities for internships, mentorships, and job placements. Overall, the occupational outlook for students completing an early college pathway is promising, with potential benefits in terms of career advancement, skill development, and a smoother transition into the professional world.



Summary

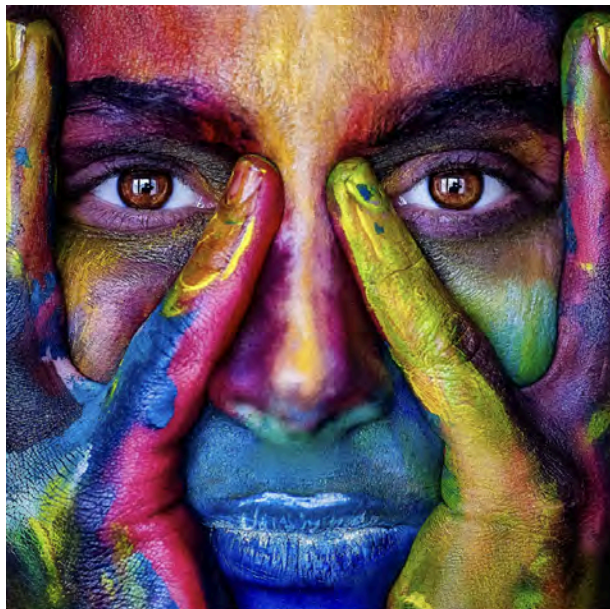
Salem High School offers an Early College Pathway in partnership with North Shore Community College and Salem State University, providing students with a unique and accelerated educational experience. This program focuses on five majors: Dual Language Liberal Arts, Liberal Arts, Healthcare and Human Services, Education and Business. Students engaged in the Dual Language Liberal Arts major gain proficiency in two languages while exploring liberal arts subjects in Spanish. This Early College Pathway collaborative initiative allows students to earn college credits during high school, accelerating their academic and career pathways. The program not only enhances students' subject-specific expertise but also fosters a smooth transition to higher education or entry into the workforce, providing a well-rounded and promising occupational outlook.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang		2 Credits Fine Art Theater Music	Project Adventure	Social Justice Early College	8
11th Gr.	Early College English	Pre-AP Algebra II	Physics	Early College Social Studies	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook 2 subject specific electives	8
12th Gr.	Early College English	Early College Math			World Lang OR AP		.5 Credits Fine Art Theater Music	0.5 PE Elective	3 Early College Pathway Course 2 subject specific electives	8

*Algebra I is double blocked course



CLASSICAL PATHWAY: FINE & PERFORMING ARTS



FUTURE CAREERS

- Curator
- Animator
- Journalist
- Dancer
- Theater Director
- Fashion Designer

CREDITS/CERTIFICATIONS

- AP Studio Art 2D - potential college credit
- AP Music Theory - potential college credit
- Potential AP Capstone Diploma with additional AP coursework
- Internship Experience Available

REQUIRED COURSES FOR ATTAINMENT

- 7 credits in Music, or
- 7 credits in Fine Arts, or
- 7 credits in Theater

Occupational Outlook

The occupational outlook for arts and design occupations is dynamic and influenced by various factors such as cultural trends, technological advancements, and economic conditions. Careers in this field encompass a wide range of disciplines, including visual arts, graphic design, performing arts, and multimedia production. The demand for graphic designers, illustrators, and multimedia artists is driven by the growing need for visually engaging content in marketing, advertising, and digital media. Additionally, professionals in performing arts, such as actors and musicians, may find opportunities in live performances, film, television, and streaming platforms. The evolving landscape of virtual and augmented reality further expands possibilities for artists and designers. However, competition can be keen, and individuals with a diverse skill set, adaptability, and a strong online presence may be better positioned for success. Networking, continuous skill development, and staying abreast of industry trends are crucial for those pursuing careers in arts and design, contributing to a field that thrives on innovation and creativity.



Summary

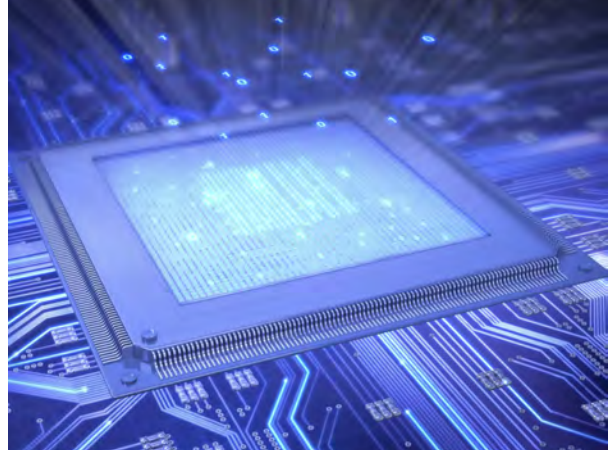
The Fine Arts and Communication Academy seamlessly integrates academic learning with immersive exploration in music, theater, dance, and media production. Offering diverse pathways, the academy creates a dynamic environment that nurtures both intellectual growth and creativity. It provides crucial support for students to develop the knowledge, skills, and commitment necessary to thrive as artists in society. Focusing on the expression of creativity and a profound passion for the arts, students are inspired to transcend artistic boundaries, blend various processes, and delve deeply into the historical and traditional aspects of the arts. The academy places a strong emphasis on honing technical skills through inquiry, innovation, and inventive approaches. Actively promoting diversity in the education of future artists, this academy becomes a hub for inclusive artistic exploration. Through engaging in rehearsals, seizing performance opportunities, tackling real-world projects, receiving daily instruction, and forming community partnerships, students emerge as true masters of their craft. Their contributions to culture are marked by a compelling mix of passion, creativity, intelligence, and excellence.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang		Fine Art Theater Music	Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang		2 Credits Fine Art Theater Music	Project Adventure	0.5 Elective Journalism	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus		AP Psychology	World Lang OR AP		2 Credits Fine Art Theater Music	0.5 PE Elective	1.5 Elective based on Concentration or internship	8

* Algebra I is double blocked course



INNOVATION PATHWAY: COMPUTER SCIENCE



FUTURE CAREERS

- Cloud Infrastructure Engineer
- Data Analyst
- AI/ML Engineer

CREDITS/CERTIFICATIONS

- CompTIA
- Lynx+ISC2 Cybersecurity
- EC-Counsel Certified Ethical Hacker
- AWS Certified Cloud Practitioner
- AWS Certified Developer
- Potential AP credit for:
 - Computer Principles A
 - Computer Science A

REQUIRED COURSES FOR ATTAINMENT

- Principles of Computer Science
- Cybersecurity
- Computer Science A
- PLTW Capstone

Occupational Outlook

The occupational outlook for the computer science field is highly promising, marked by substantial job growth and increasing demand for skilled professionals. Software development remains a key focus, with software developers being sought after for their role in creating diverse applications and systems. Emerging areas like artificial intelligence, machine learning, and cybersecurity are experiencing significant growth, emphasizing the need for experts in these domains. The data science and analytics sector is thriving, driven by the escalating volume of data, while cloud computing specialists are in demand for designing and managing cloud-based systems. Networking professionals play a crucial role in ensuring the smooth operation of digital infrastructure. Moreover, opportunities exist in education and research for those contributing to technological advancements and educating the next generation of computer scientists. To stay competitive, individuals in the field should stay abreast of emerging technologies and continuously enhance their skills. The specific job outlook may vary based on factors such as location, industry, and individual qualifications.



Summary

Programming and Web design scholars learn computer programming and website development. They will enroll in Project Lead the Way (PLTW) courses including Computer Science Essentials, Computer Science Principles, Computer Science A, and Cybersecurity. scholars will be exposed to multiple coding languages with an emphasis on JavaScript and Python. They will use Unity3D to create games and applications for multiple devices. The program is designed to help scholars be successful in a technical and global world. The scholars will start with MIT App inventor as the introduction to programming and coding as an avenue for all levels to engage in the program. Scholars will participate in work-based learning including school-based internships and cooperative education opportunities with local businesses.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Computer Science		Project Adventure	0.5 Elective (sustainability or FAPA)	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Computer Science A		0.5 PE Elective	0.5 Elective	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Cybersecurity		0.5 PE Elective	0.5 Elective STEM	8

*Algebra I is double blocked course



INNOVATION PATHWAY: BIOMEDICAL SCIENCES



FUTURE CAREERS

- Medical Researcher
- Electronics Systems Engineer/Bioinstrumentation Clinical Engineer
- Biomedical Engineer Doctor
- Clinical Engineer
- Biomedical Equipment Technician Genetics Counselor

CERTIFICATIONS

- OSHA 10
- First Aid

REQUIRED COURSES FOR ATTAINMENT

- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions
- PLTW Capstone

Occupational Outlook

The occupational outlook for biomedical science is exceptionally promising, offering a multitude of opportunities for those interested in advancing healthcare and conducting research. Biomedical scientists play a crucial role in pushing the boundaries of medical knowledge and enhancing patient outcomes. Biomedical researchers are at the forefront of groundbreaking discoveries, delving into areas such as genetics, molecular biology, and pharmacology to address complex health challenges. The integration of technology with biology, particularly in fields like bioinformatics, opens up exciting new frontiers. As the global population ages, the need for biomedical professionals to address intricate health issues becomes more pronounced. Career paths in research institutions, pharmaceutical companies, healthcare organizations, and regulatory agencies offer diverse avenues for those passionate about making substantial contributions to human health. The dynamic nature of the field, driven by continuous advancements in medical technology, makes biomedical science an intellectually stimulating and impactful domain for individuals aiming to shape the future of healthcare.



Summary

Project Lead The Way (PLTW) Biomedical Science courses offer a comprehensive and hands-on educational experience for students interested in the field of biomedical science. The program is designed to provide a solid foundation in science, technology, engineering, and mathematics (STEM) with a specific focus on biomedical applications. Students engage in a series of courses that cover various aspects of biomedical science, including human body systems, medical interventions, biomedical innovation, and principles of biomedical science. The curriculum integrates real-world, problem-based learning scenarios, allowing students to apply scientific concepts to solve authentic medical challenges. Through laboratory work, research projects, and collaborative activities, students develop critical thinking, research, and communication skills. PLTW Biomedical Science courses aim to prepare students for future studies and careers in healthcare, medicine, research, and related STEM fields by providing a rigorous and hands-on educational experience.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Biomedical Science		Project Adventure	0.5 Elective	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Human Body Systems		0.5 PE Elective	0.5 Elective	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Medical Interventions		0.5 PE Elective	0.5 STEM Elective 1 PLTW Capstone	8

*Algebra I is double blocked course



INNOVATION PATHWAY: ENGINEERING



FUTURE CAREERS

- Civil Engineering Technician
- Cartographer
- Engineering Manager
- Mechanical Engineer
- Aerospace Engineering Technician
- Industrial Engineer
- Marine Engineer
- Architect

CERTIFICATIONS

- OSHA 10
- First Aid
- CPR/AED
- CAD

REQUIRED COURSES FOR ATTAINMENT

- Introduction to Engineering
- Principles of Engineering
- Civil Engineering and Architecture
- PLTW Capstone

Occupational Outlook

The occupational outlook for civil engineers, mechanical engineers, architects, and marine engineers varies across industries and is subject to regional and global economic conditions. Civil engineers play a vital role in infrastructure development, with ongoing demand for projects such as roads, bridges, and water systems contributing to a positive outlook. The trend towards sustainable and resilient infrastructure further enhances opportunities in green construction and smart city initiatives. Mechanical engineers, integral to manufacturing and technological advancements, experience demand driven by sectors such as robotics, automation, and renewable energy technologies. Architects, closely tied to construction and real estate, find their outlook influenced by economic fluctuations and construction activities. Sustainable and energy-efficient design, alongside digital technologies like Building Information Modeling (BIM), shapes the evolving landscape for architects. For marine engineers, their prospects are closely linked to the shipping industry and offshore exploration, with a growing emphasis on environmentally friendly and energy-efficient marine solutions. Continuous advancements in ship design further drive trends in this field. It is crucial to consider regional nuances and industry-specific factors when assessing the outlook for these professions, and staying informed through labor market reports and professional networks is essential for understanding current employment trends and future developments.



Summary

The PLTW Engineering pathway offers students a progressive exploration of engineering principles, commencing with an "Introduction to Engineering" course that instills problem-solving skills and teamwork. This foundational stage introduces students to real-world challenges and sparks their interest in engineering. Advancing to the "Principles of Engineering" level, students delve deeper into essential engineering concepts such as statics, dynamics, materials science, and thermodynamics. This phase of the program is designed to foster critical thinking and creativity through hands-on projects and collaborative activities, providing a solid theoretical foundation for further exploration.

For those inclined towards civil engineering or architecture, the PLTW Engineering pathway offers a specialized segment. This stage of the program focuses on topics like structural engineering, environmental engineering, urban planning, and architectural design. Students engage in practical projects that involve designing structures, creating architectural plans, and addressing real-world challenges specific to civil engineering and architecture. By combining theoretical knowledge with hands-on applications, the PLTW Engineering pathway equips students with a well-rounded understanding of the engineering field, enabling them to make informed decisions about their educational and career paths within various engineering disciplines.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Engineering		Project Adventure	0.5 Elective (sustainability or FAPA)	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Introduction of Engineering		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Civil Engineering and Architecture		0.5 PE Elective	1.5 Elective STEM	8

*Algebra I is double blocked course



INNOVATION PATHWAY: GRAPHIC DESIGN & VISUAL COMMUNICATION



FUTURE CAREERS

- Art Director
- Animator
- Web Designer
- Branding
- Illustrator
- UI Designer

CERTIFICATIONS

- OSHA 10
- Adobe Certifications

REQUIRED COURSES FOR ATTAINMENT

- Graphic Design & Visual Communication I
- Graphic Design & Visual Communication II
- Graphic Design & Visual Communication III

Occupational Outlook

The occupational outlook for graphic and visual communication design is positive, reflecting a growing demand for skilled professionals in the field. Graphic designers play a crucial role in creating visual content for various purposes, including marketing, advertising, and brand communication. With the increasing importance of digital media, there is a rising need for designers who can create engaging and visually appealing content for websites, social media, and other online platforms. The integration of design in areas such as user experience (UX) and user interface (UI) design further expands job opportunities. As businesses and organizations recognize the impact of strong visual communication on their brand identity, the demand for talented graphic and visual communication designers is expected to continue. Additionally, advancements in technology, including augmented reality and virtual reality, offer new avenues for creative expression in the design field. Overall, the occupational outlook for graphic and visual communication design indicates a dynamic and evolving profession with diverse opportunities across various industries.



Summary

From conception to finished product scholars will get an introduction to converting ideas, information, and emotions into a successful design. They will gain design skills using typography, illustration, photography, and electronic media. Programs from the Adobe Design Suite are offered with comprehensive instruction. Using this state-of-the-art digital imaging, digital video, illustration, and page layout software and equipment, scholars learn to apply their creativity to communications media. Projects include logo/identity design, perspective illustration, commercial photography, poster, packaging, advertising, and web design. Several Techniques include print production, storyboarding, filming and editing video footage, and many more. Scholars will also learn how the digital print industry translates the process designers use to produce the designs, using modern state-of-the-art digital printing equipment and offset printing equipment. Scholars are also given an opportunity to obtain an Adobe Certification in several programs, allowing them the edge needed in their future.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Graphic Design I		Project Adventure	0.5 Elective (sustainability or FAPA)	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Graphic Design II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Graphic Design III		0.5 PE Elective	1.5 Elective STEM	8

*Algebra I is double blocked course



CTE PATHWAY: AUTOMOTIVE TECHNOLOGY



FUTURE CAREERS

- Automotive Technician
- Service Specialist
- Parts Specialist
- Service Consultant
- Automotive Sales
- Shop Foreman
- Service Dispatcher
- Field Engineer
- Manufacturer Representative
- State Motor Vehicle Inspector
- Fleet Technician
- Service Director

CERTIFICATIONS

- SP/2
- OSHA 10
- Hot Works
- First Aid
- CPR/AED
- ASE Entry Level Certification
- ASE Entry Level Certification Brakes
- ASE Entry Level Certification In Maintenance and Light Repair

REQUIRED COURSES FOR ATTAINMENT

- Automotive 1
- Automotive 2
- Automotive 3

Occupational Outlook

The job outlook for automotive technicians is promising, reflecting the ongoing demand for skilled professionals. As technological advancements continue to evolve, there is a growing need for technicians who can diagnose, repair, and maintain complex automotive systems. The automotive sector, in particular, is adapting to electric and hybrid technologies, creating new opportunities for technicians with expertise in these areas. Overall, with the increasing complexity of vehicles and the constant need for maintenance and repairs, the job outlook for automotive technicians remains robust.



Summary

Automotive Technology provides students with comprehensive training and hands-on experience working with automobiles that are complex systems and that combine computer technology and integrated systems that include gasoline, hybrid, and battery-powered engines, electronic braking systems, and automated support systems for drivers. Students in the Automotive Technology program learn to diagnose automotive system problems, repair them, and handle general automobile maintenance. The program focuses on the latest techniques and diagnostic procedures the industry uses. Students work on vehicles donated by automobile manufacturers and private citizens and on automobiles needing repairs from customers within the community.

The Marine Service Technology program introduces scholars to the recreational marine repair industry. It covers all aspects of vessel repair with an emphasis on engine mechanical repair, DC electrical circuitry, and computer diagnostics. Instruction will involve extensive hands-on projects in a group setting, enhanced with demonstration and traditional theory. Throughout this STEM-based program, modern diagnostic procedures will be performed using industry service on the most technologically advanced equipment available.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Auto I		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Auto II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Auto III Or Marine Services		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: BUILDING & PROPERTY MAINTENANCE



FUTURE CAREERS

- Facilities Engineer
- Building Superintendent
- Entrepreneur
- Building Maintenance Supervisor
- Building Automation Technician
- Project Manager
- Building Maintenance associate
- Grounds Crew technician
- Janitorial services

CERTIFICATIONS

Certifications

- OSHA 30 Construction
- Hotworks
- First Aid CPR/AED

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University

REQUIRED COURSES FOR ATTAINMENT

- Building and Property I
- Building and Property II
- Building and Property III

Occupational Outlook

The occupational outlook for building and property maintenance is favorable, with a steady demand for skilled professionals in this field. Building and property maintenance workers play a crucial role in ensuring the functionality, safety, and aesthetics of structures. The need for maintenance, repairs, and renovations in residential, commercial, and industrial properties contributes to a consistent demand for maintenance personnel. Skilled trades such as electricians, plumbers, and HVAC technicians are integral to building maintenance. The emphasis on energy efficiency and sustainable practices in building management further adds to the demand for professionals with expertise in green building technologies. As the real estate and construction industries continue to grow, the outlook for building and property maintenance professionals remains positive, offering a range of opportunities for those with technical skills in maintaining and enhancing the built environment.



Summary

Building Property and Maintenance scholars learn how to maintain homes and commercial buildings while ensuring safe work environments. The program prepares scholars for employment in the field by teaching skills in multiple trade-related areas including electricity, plumbing, HVAC, painting, and carpentry. Scholars work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Scholars also learn how to operate hand and power tools. BPM scholars focus on all types of building repair, building, and ground maintenance, client relations and record-keeping, and green building technologies. Scholars collaborate with other CTE programs and building personnel on extended activities and projects.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World OR AP Modern World	World Language	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I	World Language	BPM I		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	World Language	BPM II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				BPM III		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: CARPENTRY



FUTURE CAREERS

- 3D Modeler
- Site superintendent
- Entrepreneur
- Building Inspector
- Solar Installer
- Estimator
- Framing Carpenter
- Roofer
- Laborer

CERTIFICATIONS

- OSHA 30 Construction
- Hotworks
- CPR/First Aid AED

REQUIRED COURSES FOR ATTAINMENT

- Carpentry I
- Carpentry II
- Carpentry III

Occupational Outlook

The occupational outlook in the carpentry and construction field remains promising with a steady demand for skilled professionals. As the construction industry continues to grow, carpenters play a crucial role in various projects, including residential and commercial construction. Carpenters are involved in tasks such as framing, installing structures, and finishing details. The demand for carpenters is influenced by factors like population growth, urban development, and renovations. Additionally, there is a need for carpenters who are proficient in sustainable and energy-efficient construction practices. With opportunities for specialization and the ongoing need for infrastructure development, the carpentry and construction field offers a stable and rewarding career path for individuals with the right skills and training.



Summary

Carpentry scholars learn how to operate multiple types of hand and power tools, both stationary and portable. They are able to demonstrate safety protocol and the proper use of equipment. They work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Carpentry scholars are also able to identify and describe many varieties of wood. They learn finishing techniques and precision work while building custom furniture. SHS Carpentry scholars often work collaboratively with other CTE programs and other Salem schools on extended projects and activities.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Carpentry I		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Carpentry II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Carpentry III		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: CULINARY ARTS



FUTURE CAREERS

- Food Technologist
- Dietician
- Private Chef
- Food Safety Specialist
- Restaurant Manager
- Purchasing Coordinator
- Prep Chef
- Line cook
- Prep & Service

CERTIFICATIONS

- OSHA 10
- Servsafe

REQUIRED COURSES FOR ATTAINMENT

- Culinary I
- Culinary II
- Culinary III

Occupational Outlook

The occupational outlook for culinary arts and hospitality management is promising, reflecting the continued demand for skilled professionals in the foodservice and hospitality industries. Culinary arts professionals, including chefs and cooks, are essential in restaurants, hotels, and various food establishments. With the rising interest in diverse cuisines and culinary experiences, there is a sustained need for creative and well-trained culinary experts. Additionally, hospitality and management roles, such as hotel managers and event planners, are vital for ensuring smooth operations in the hospitality sector. As global travel and tourism industries expand, professionals with expertise in hospitality management are in demand to provide exceptional customer service and manage the overall guest experience. The incorporation of technology in reservations, bookings, and customer interactions further influences the landscape, creating opportunities for individuals with skills in both culinary arts and hospitality management. Overall, the occupational outlook in these fields indicates a diverse range of career opportunities, with prospects for growth in response to evolving consumer preferences and the expanding global hospitality industry.



Summary

Culinary Arts scholars learn to cook and bake as they prepare for a career in the Food Service Industry. They study Safety and Sanitation, Cooking Techniques, Knife Skills, and Nutrition. Scholars also prepare to work in a restaurant, training in Front of the House (Service) as well as the Back of the House (Kitchen). Additionally, scholars receive training in management, OSHA, ServSafe, entrepreneurial skills, and related theory. Salem High School has a diner called the Black Cat Café which is open to staff and community partners. Scholars have the opportunity to participate in a variety of work-based learning experiences including cooking and serving at events for the Council on Aging and the Salem Rotary Club. Upperclassmen also participate in cooperative education and are employed at local area restaurants to hone their skills.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Culinary I		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Culinary II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Culinary III		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: EARLY EDUCATION & CARE



FUTURE CAREERS

- Early Childhood Behavior Specialist
- Educational Consultant
- Entrepreneur
- Lead EEC Teacher
- Teacher (including Special Education)
- Preschool/ Childcare Center Director
- Babysitter
- Nanny
- Teacher Assistant

CERTIFICATIONS

Certifications

- OSHA 10 General Industry
- Infant/Toddler or Preschool teacher Certificate
- EEC Essentials Training
- First Aid CPR/AED

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University

REQUIRED COURSES FOR ATTAINMENT

- Child Development
- Working with Children
- Field Experience

Occupational Outlook

The occupational outlook for educators is characterized by both ongoing demand and evolving challenges. Teachers, especially in STEM subjects, continue to be in demand, but factors like teacher shortages and varying compensation levels present challenges. The COVID-19 pandemic has accelerated the integration of technology in education, opening up opportunities for educators with digital literacy skills. Diversity, equity, and inclusion are increasingly important, creating a demand for educators who can foster inclusive learning environments. Special education teachers and ESL instructors are also sought after to address diverse student needs. Despite challenges such as managing large class sizes and adapting to changing policies, the impact of dedicated educators on students remains substantial, emphasizing the need for continuous professional development and adaptability in this dynamic field.



Summary

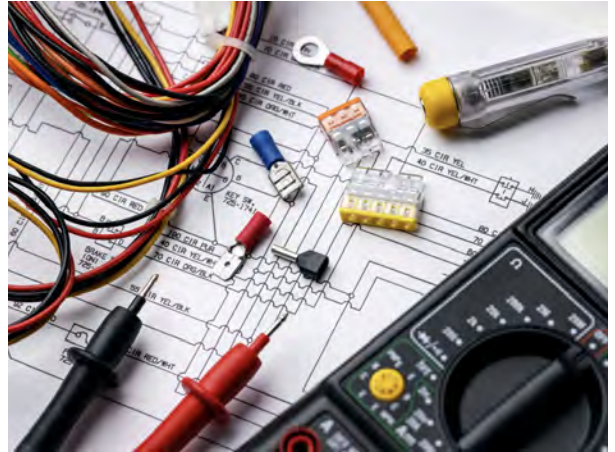
The Early Education and Care Program at Salem High School prepares scholars for various careers working with children. Scholars learn about EEC laws, policies, and regulations. Scholars also explore and learn about different aspects of child development, developmentally appropriate practices, curriculum planning, health, nutrition, and wellness to be able to work with different ages (infancy through adolescence). Scholars in the EEC program will have opportunities that provide field experience through partnerships with YMCA, Elementary Schools in Salem, and our on-site daycare provided by Angela’s Preschool & Daycare.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Child Development		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Working with Children		0.5 PE Elective	0.5 Elective	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Field Experience		0.5 PE Elective	2 Electives	8

*Algebra I is double blocked course



CTE PATHWAY: ELECTRICAL



FUTURE CAREERS

- Electrician
- Lineman
- Construction Manager
- Electrical Designer
- Power Plant Operator
- Electrical Engineer

CERTIFICATIONS

Certifications

- OSHA 30 Construction Industry
- Apprenticeship hours
- First Aid CPR/AED

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University
- International Brotherhood of Electrical Workers

REQUIRED COURSES FOR ATTAINMENT

- Electrical I
- Electrical II
- Electrical III

Occupational Outlook

The occupational outlook for the electrical field is highly promising, reflecting the increasing dependence on technology and the growing demand for energy solutions. Electricians are essential in various industries, including construction, manufacturing, and renewable energy. As society continues to embrace advancements like smart technologies and green energy, skilled electricians are in high demand to install, maintain, and repair electrical systems. The transition to renewable energy sources also creates opportunities for electricians specializing in solar and wind power installations. With a focus on safety, efficiency, and sustainability, the electrical field offers a dynamic and evolving landscape for those seeking a rewarding and in-demand career.



Summary

Electrical scholars learn the skills necessary to succeed in residential and commercial wiring. The scholars gain knowledge of equipment, blueprints, and safety skills. scholars will become proficient in a variety of electrical projects in compliance with the National Electric Code, Massachusetts Electrical Code, and NFPA (National Fire Protection Association) Safety Code. The classroom curriculum stresses mathematics and science. Emphasis is placed on the ability to solve practical problems. Scholars work on projects both in the shop and in the school under the supervision of a master electrician. In their final year of the program, scholars participate in cooperative education and work for local Electrical companies during the school day and beyond. A graduate from the program will leave with hours to apply towards the requirements of the State of Massachusetts Electrical Board for the Electrical License Examination.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Electrical I		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Electrical II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Electrical III CTE Capstone		0.5 PE Elective		8

*Algebra I is double blocked course



CTE PATHWAY: MEDICAL ASSISTING TECHNOLOGY



FUTURE CAREERS

- Registered Nurse
- Physician's Assistant
- Doctor
- Certified Medical Assistant
- Physical Therapy Assistant
- U/S Sonographer
- EMT Emergency Tech
- Pharmacy Tech
- EKG/Phlebotomist Tech

CERTIFICATIONS

Certifications

- OSHA 10 General Industry
- First Aid CPR/AED
- CCMA

Articulation Agreements

- Massachusetts State Community Colleges
- Keene State University

REQUIRED COURSES FOR ATTAINMENT

- Medical Assisting I
- Medical Assisting II
- Medical Assisting III

Occupational Outlook

The occupational outlook in the medical assisting field is positive, reflecting the crucial role medical assistants play in the healthcare system. As the demand for healthcare services continues to rise, medical assistants are increasingly sought after to support clinical and administrative functions in medical facilities. Their responsibilities include taking patient vitals, assisting with examinations, managing medical records, and ensuring smooth communication between healthcare providers and patients. With an aging population and advancements in medical technology, the need for medical assistants is expected to grow.



Summary

Medical Assisting scholars learn the skills necessary to work in the healthcare industry. Scholars will gain the knowledge and skills to read and interpret a patient's medical history, perform vital signs, and assist a primary care provider directly during an examination. Scholars also develop advanced skills in anatomy & physiology, medical terminology, and caring for the whole person. The program also offers specific training in Medical Simulation in our Medical Lab.

Scholars are trained to give injections, perform venipuncture for labs, and conduct Electrocardiography testing. They are able to choose any desired specialty in medicine and focus on their chosen area of study. A graduate from the program possesses the necessary skills to be employed as a medical assistant. scholars also may decide to continue post-secondary education.

Pharmacy Technicians work with pharmacists to help prepare and give out prescription medication. Working in pharmacies and hospitals, pharmacy techs work behind the counter performing various jobs. They take prescriptions over the phone and in person, work with health professionals and customers, help mix medicines, count pills, measure medication, label and give instructions for medicine, and help take payments. Pharmacy techs are the liaison between the public and pharmacists, helping set up consultations and recommendations. Scholars will gain customer service skills by talking to customers and healthcare professionals and relaying information directly to the Pharmacists. Senior scholars are out of the building participating in Cooperative Education all year. Upon successful completion, scholars will be eligible to sit for the Pharmacy Technician Licensure Exam.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	Spanish I	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	Spanish II	Medical Assisting I		Project Adventure	Intro to Entrepreneurship	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	Spanish III	Medical Assisting II		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	Probability and Statistics				Medical Assisting III		0.5 PE Elective		8

*Algebra I is double blocked course



COLLEGE AND CAREER CENTER

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

Academic Development • Social Emotional Learning • Post High School Planning

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

- communicating
- problem solving
- thinking
- collaborating

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

College and Career workshops incorporate tools from the web-based Naviance program and MEFA Pathways. The intent of these group workshops is to disseminate grade-appropriate information in the areas of academic, career, and personal/social development. “**My Career and Academic Plan** prepares students for college, career and civic readiness. The MyCAP process engages students in authentic postsecondary planning through a continuum of learning focused on the individual student's interests, skills and talents. This process allows students to be the drivers of their education and empowers them to connect their course taking with career interests, to seek out career development opportunities such as internships, apprenticeships, capstone projects, and to identify the personal, social, and behavioral skills needed to be successful in the workplace.”

(<https://www.doe.mass.edu/ccte/sec-design/mycap/default.html>)

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



FRESHMAN YEAR: HIGH SCHOOL TRANSITION AND PERSONAL GROWTH

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

Topics throughout freshmen year will include the following ([MyCap Scope and Sequence](#)):

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

SOPHOMORE YEAR: EXPLORATION & OPTIONS

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

Topics throughout sophomore year will include the following ([MyCap Scope and Sequence](#)):

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



JUNIOR YEAR: COLLEGE & CAREER READINESS EXPLORATION

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

Topics throughout junior year will include the following ([MyCap Scope and Sequence](#)):

- Review of transcript and graduation progress
- Continuing work on Naviance:
 - Career Research - credentials, training, education, growth, salaries
 - College search - majors, distinguishing features, costs
- Review college application process and links to the Common Application
- Sample college essays and review writing process
- Visit Colleges - spring
- College Fairs - fall
- Career Fair - spring
- SAT - preparation and test in the spring
- Junior Parent Night
- Review College Application and Admissions Timeline
- Dual Enrollment/Early College opportunities at North Shore Community College and Salem State
- Exploring Job Shadow & Externship opportunities
- Review of course selection process
- Review NCAA guidelines for scholar athletes



SENIOR YEAR: PUTTING COLLEGE & CAREER PLANS INTO MOTION

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

Topics to be covered include ([MyCap Scope and Sequence](#)):

- Graduation and SHS diploma requirements
- College application progress and support
- Naviance – linking to the Common Application and teacher/counselor recommendation process
- College essay – final review and editing
- Review of college testing plan
- NCAA clearinghouse requirements for scholar athletes
- Early Action and Early Decision planning and deadlines
- College visits and SHS absentee policy
- Meet with College Representatives at SHS - fall
- Meet with Career and Training Representatives - spring
- Job shadow and externships experiences
- Post-high school career planning
- Senior Parent Night – fall
- Financial Aid Night - fall
- Financial Aid Support - FAFSA and CSS completion, fall and spring
- Scholarship information
- Student records law
- Finalizing Post-Grad College and Career Plans - spring
- Senior Questionnaire and Survey

Planning with College & Career in Mind

Scholars seeking a college education or postsecondary training need to recognize the importance of performing well throughout their academic careers. Competition for admission to two and four year institutions of higher learning continues to accelerate. Successful admission to a four year program requires proper selection of courses, course levels, academic achievement, and participation in activities outside of the classroom. Additionally, scholars are encouraged to follow our recommended guidelines for PSAT and SAT testing.

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



- Minimum admissions standards for freshman applicants are 3.0 GPA
- Successful completion of MCAS tests in mathematics, ELA, and science
 - Sixteen college preparatory courses distributed as follows:
 - English 4 courses
 - Mathematics 4 courses (that include up to Algebra II)
 - Natural Sciences 3 courses (3 with laboratory work)
 - Social Sciences 2 courses (United States History required)
 - World Language 2 courses (Two years of the same language)
 - Electives 2 courses

For first-year applicants (including international) who do not meet the minimum weighted 3.0 GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

SAT Score Sliding Scale Tables for University of Massachusetts

Average GPA	Combined SAT Score	ACT Score
2.51 - 2.99	1030	20
2.41 - 2.50	1070	21
2.31 - 2.40	1110	22
2.21 - 2.30	1140	23
2.11 - 2.20	1180	24
2.00 - 2.10	1220	25

SAT Score Sliding Scale Table for State Universities

Average GPA	Combined SAT Score	ACT Score
2.51 - 2.99	990	19
2.41 - 2.50	1030	20
2.31 - 2.40	1070	21
2.21 - 2.30	1110	22
2.11 - 2.20	1140	23
2.00 - 2.10	1180	24

Note: An Applicant With A High School Minimum Weighted Gpa Below 2.0 May Not Be Admitted To A State University Or Umass Undergraduate Campus.

Suggested Credits for Admission to Post-Secondary School					
	English	Social Studies	Mathematics	Science	World Language
Highly Selective College	4	4	4-5	4	3-4
Four Year College	4	3	4	3-4	2-4
Two Year College	4	3	3	3	1-2
Technical College/Union	4	3	3	3	1-2





COURSES

ENGLISH LANGUAGE ARTS DEPARTMENT



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

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

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

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

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

012 ENGLISH I

012S ENGLISH I *weighted as CP*

Credits: 1

Full Year

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



022 ENGLISH II**022S ENGLISH II** *weighted as CP**Grade Level: 9**Grade Level: 10**Credits: 1**Full Year*

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

032 ENGLISH III*Grade Level: 11**Credits: 1**Full Year*

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

037 EARLY COLLEGE ENGLISH: FOUNDATIONS OF WRITING: SALEM STATE COURSE CREDIT*Grade Level: 11**Credits: 1**Semester*

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

042 ENGLISH IV*Grade Level: 12**Credits: 1**Full Year*

This course builds upon the foundational skills of critical thinking, close reading, and analytical writing emphasized in English I, II, and III. Scholars read a wide selection of literature and write for a variety of purposes and audiences as they prepare for post-secondary education and career readiness. Senior English scholars consider how the components of culture impact a person's identity. They investigate how authors craft their texts with the intention to create character identity. Scholars apply their understanding of identity and author's craft when revising their college essays. Scholars develop informed opinions on the relationship



between national security and privacy as they investigate and reflect on current refugee policy. Scholars evaluate character agency in creating and resolving conflict. Finally, scholars conduct extensive research on a potential career choice and assess their compatibility with this profession.

045 AP ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

Grade Level: 12

Credits: 1

Full Year

Scholars read a variety of texts, including novels, plays, and poems, in order to understand their complexity and consider the texts' tone and themes, as well as their structural and stylistic elements. Creative writing assignments are also given in order to allow scholars to see from the inside out how literature is written.

Additional summer work is required. Scholars are expected to take the AP exam in the spring.

046 AP ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION

Grade Level: 11-12

Credits: 1

Full Year

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

061 EXPLORING WRITING: FICTION AND NONFICTION

Grade Level: 9-12

Credits: 0.5

Semester

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

070 YOUNG ADULT LITERATURE

Grade Level: 9-12

Credits: 0.5

Semester

Scholars in Young Adult Literature read a variety of texts that explore universal themes and challenge readers to reexamine their beliefs. The class read, discuss, and write about books that relate to current issues and reflect the rich diversity of today's society, including sexual and cultural identity, voice and silence, and technology.

Scholars are expected to read independently and arrive for each class prepared to facilitate and participate in literature circles as well as full-class discussions. Scholars explore a variety of texts, including graphic novels, novels in verse, and genres such as horror and fantasy. Scholars write for a variety of purposes and audiences.



076 JOURNALISM*Grade Level: 9-12**Credits: 0.5**Semester*

Students will develop their writing, interviewing, business, and publication skills while they participate in the publication of the school newspaper. Students will improve their writing through writing multiple genres of journalism articles (such as news, features, and sports articles). Students will learn the essential elements of photography and page design and will acquire business skills, including conducting interviews and acting in a professional manner. Students will learn the steps of the publication process and meet publication deadlines and will work together as a part of a professional team.

077 YEARBOOK*Grade Level: 9-12**Credits: 0.5**Semester*

Yearbook is a half year course in which students produce the Salem High School yearbook. Students develop their skills in feature writing, sports writing, photography, design, proofreading and editing. The yearbook class is designed to serve students who have developed an interest in journalism and have already reached grade level competency in writing. In addition, students gain insight to the business side and budgeting of publishing by promoting and selling yearbooks and advertisements. There is an emphasis on time management due to the necessary adherence to deadlines with the publishing company.

158 MEDIA LITERACY AND CURRENT WORLD AFFAIRS*Grade Level: 9-12**Credits: 0.5**Semester*

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

160 SOCIAL JUSTICE*Grade Level: 9-12**Credits: 0.5**Semester*

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



**050 COMMUNICATIONS FOR ENGAGEMENT & SOCIAL JUSTICE: EARLY COLLEGE SALEM
STATE COURSE CREDIT***Grade Level: 10**Credits: 1**Full Year*

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

047 AP ADVANCED PLACEMENT SEMINAR*Grade Level: 10**Credits: 1**Full Year*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.



MATHEMATICS DEPARTMENT



The Mathematics Department offers scholars core math courses including Algebra 1, Geometry, and Algebra 2, as well as a variety of electives including Pre-Calculus, Calculus, Statistics, and Discrete Math. Salem High School has a 4 unit math requirement. One mathematics course must be taken each year.

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

213 PRE-AP ALGEBRA I

Grade Level: 9

Credits: 2

Full Year

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

213A CREDIT-RECOVERY ALGEBRA I

Grade Level: 10

Credits: 1

Full Year

This course is meant for students who do not receive credit for Pre-AP Algebra I during 9th grade. Topics include linear, quadratic and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials.



225 PRE-AP GEOMETRY

225F PRE-AP GEOMETRY *accelerated freshmen cohort*

225S GEOMETRY *weighted as CP*

Grade Level: 9

Grade Level: 9-10

Credits: 1

Full Year

Prerequisite: Successful completion of Algebra I or concurrent

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

230 PRE-AP ALGEBRA II

230F PRE-AP ALGEBRA II *accelerated sophomore cohort*

230S PRE-AP ALGEBRA II *weighted as CP*

Grade Level: 10-11

Credits: 1

Full Year

Prerequisite: Algebra I

Algebra II may be taken concurrently with Geometry.

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

237 PRE-CALCULUS

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra II

This year-long course will provide scholars with the necessary background to pursue the study of Calculus and other areas of mathematics. Topics include polynomial and rational functions, exponential and logarithmic functions, unit circle trigonometry and identities, trigonometric functions and modeling, transformations, sequences, series and limits. Graphing calculators are used extensively throughout the course.

239 AP ADVANCED PLACEMENT PRE-CALCULUS

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra II

This year-long course will provide scholars with the necessary background to pursue the study of Calculus and other areas of mathematics. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions and polar/vector functions, and function modeling. Graphing calculators are used extensively throughout the course. This course is based on the College Board syllabus. Scholars are expected to take the AP exam in the spring.



240 DISCRETE MATH

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra II

Discrete mathematics is the study of mathematical structures that are discrete, separated or distinct; in contrast with calculus which deals with continuous change. It is an important area of pure and applied mathematics, as well as providing the mathematical basis for the understanding of computers and modern computation. This Discrete Mathematics course introduces scholars to the basic concepts of discrete mathematics, covering topics such as sets, logic, enumeration methods, probability, recurrence relations, induction, and election theory.

246 PROBABILITY AND STATISTICS

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Algebra II

This year-long course focuses on the study of statistical methods and probability. Topics include data organization, normal distribution, regression and correlation, counting methods, probability theory, binomial probability distribution, normal distributions and expected value. Throughout the course scholars will use software (calculators, spreadsheets) to manage data.

251 AP ADVANCED PLACEMENT STATISTICS

Grade Level: 10-12

Credits: 1

Full Year

Prerequisite: Algebra II - Advanced Placement Statistics may be taken concurrently with Algebra II.

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

255 CALCULUS

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Pre-Calculus

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

257 AP ADVANCED PLACEMENT CALCULUS AB

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Pre-Calculus or Advanced Placement Pre-Calculus

This course is designed to be the equivalent of a college introductory calculus course offered to first year college



scholars. Topics include functions, limits, derivatives, anti-derivatives, definite and indefinite integrals, transcendental functions and their inverses and various applications, differential equations and slope fields. Scholars are expected to take the Advanced Placement Exam in the spring.

258 AP ADVANCED PLACEMENT CALCULUS BC

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Pre-Calculus or Advanced Placement Pre-Calculus

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



SCIENCE, TECHNOLOGY & ENGINEERING DEPARTMENT



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

* The science department has also adopted courses from **Project Lead the Way** that include Principles of Biomedical Sciences, Medical Interventions, Human Body Systems, Introduction to Engineering Design, Principles of Engineering, and Environmental Sustainability. PLTW courses are weighted as AP coursework in a scholar's GPA.

330 PRE-AP BIOLOGY

330S PRE-AP BIOLOGY *weighted as CP*

Grade Level: 9

Credits: 1

Full Year

Lab-based science course

In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. This course provides a thorough foundation in the structure of organisms and their environment. Topics include: ecology, evolution and adaptations, biochemistry and nutrition, cell structure and function, cell metabolism, cell reproduction, basic human anatomy and physiology and genetics.

326 PROJECT LEAD THE WAY (PLTW) HUMAN BODY SYSTEMS

Grade Level: 10-12

Credits: 1

Full Year

Prerequisite: Pre-AP Biology or Newcomer Biology

Scholars examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Scholars design experiments, investigate the structures and functions of the human



body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, scholars build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries.

329 AP ADVANCED PLACEMENT BIOLOGY

Grade Level: 9-12

Credits: 2

Full Year

Lab-based science course

AP Biology is an introductory college-level biology course. Scholars study the core scientific principles, theories, and processes that govern living organisms and biological systems with hands-on laboratory work as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

331 PRE-AP CHEMISTRY

331S PRE-AP CHEMISTRY *weighted as CP*

Grade Level: 10-12

Credits: 1

Full year

Lab-based science course

In Pre-AP Chemistry, students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. This course studies the qualitative and quantitative topics of Chemistry. The topics investigated include: Properties of Matter, Atomic Structure and Nuclear Chemistry, Periodicity, Chemical Bonding, Chemical Reaction and Stoichiometry, States of Matter, the Kinetic Molecular Theory and Thermochemistry, Solutions and Rates of Reactions, Equilibrium, Acids and Bases, and Oxidation-Reduction.

334 AP ADVANCED PLACEMENT CHEMISTRY

Grade Level: 11-12

Credits: 2

Full Year - Offered Alternate Years

Prerequisites: Pre-AP Chemistry or AP Biology

Lab-based science course

The AP Chemistry course provides scholars with a college-level foundation to support future advanced coursework in chemistry. Scholars will learn to examine the atomic and molecular interactions that result in all the varied materials and changes that you observe daily, as well as how to properly test and analyze errors in an experiment as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.



**340 PHYSICS
XXX PHYSICS HONORS**

Grade Level: 11-12

Credits: 1

Full Year

Prerequisite: Recommended Algebra I

Lab-based science course

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

346 AP ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED

Grade Level: 11-12

Credits: 1

Full Year

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

Lab-based science course

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work

347 AP ADVANCED PLACEMENT PHYSICS 2: ALGEBRA-BASED

Grade Level: 11-12

Credits: 1

Full Year - Offered Alternate Years

Prerequisite: AP Physics 1

Lab-based science course

This course is the equivalent to a second-semester college course in algebra-based physics. Scholars will learn about thermodynamics, electricity and magnetism, and quantum, atomic, and nuclear physics. Scholars are expected to take the Advanced Placement Exam in the spring. This course includes summer work.

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

Grade level: 9-12

Credits: 1

Full Year

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



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

Grade level: 9-12

Credits: 1

Full Year

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

344 PROJECT LEAD THE WAY (PLTW) PRINCIPLES OF ENGINEERING

Grade level: 10-12

Credits: 1

Full Year

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

345 PROJECT LEAD THE WAY (PLTW) CIVIL ENGINEERING/ARCHITECTURE

Grade level: 12

Credits: 1

Full Year

Prerequisites: Principles of Engineering and Introduction to Engineering

Scholars are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Scholars will progress from completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review. Scholars will develop skill in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions.



MARINE SCIENCE & ENVIRONMENTAL SCIENCE

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

348 PHYSICAL OCEANOGRAPHY

349 PHYSICAL OCEANOGRAPHY HONORS

Grade Level: 10-12

Credits: 0.5

Fall Semester

Prerequisite: Biology

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

350 MARINE BIOLOGY

351 MARINE BIOLOGY HONORS

Grade Level: 10-12

Credits: 0.5

Spring Semester

Prerequisite: Biology

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

353 ENVIRONMENTAL SYSTEMS

352 ENVIRONMENTAL SYSTEMS HONORS

Grade Level: 10-12

Credits: 0.5

Spring Semester

In this Spring semester course scholars will identify and explore various local and global environmental systems. Scholars will use a combination of hands-on lab and field experiences and a systems thinking based approach to better understand the interconnected variables underlying complex environmental systems. Scholars will take an active role in the various sustainable food production systems active on the high school campus to demonstrate mastery of course concepts and skills.

354 ECOLOGY

355 ECOLOGY HONORS

Grade Level: 10-12

Credits: 0.5

Fall Semester

In this fall semester course scholars will use a combination of hands-on field investigations and lab simulations/modeling to explore the natural and human variables influencing wildlife populations, biodiversity



and ecosystem stability at local and global levels. Scholars will then use systems thinking models to develop, evaluate and refine solutions/management strategies for problems facing local and global ecosystems and biodiversity.

356 AP ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grade Level: 10-12

Credits: 1.5

Full Year

Prerequisite: Biology.

Lab-based science course

In this course scholars explore and investigate the natural world and analyze environmental problems, both natural and human-made, including lab and field work. Scholars are expected to take the AP exam in the spring. Summer work is also required.

380 PROJECT LEAD THE WAY (PLTW) MEDICAL INTERVENTIONS

Grade level: 11-12

Credits: 1

Full Year

Prerequisites: PLTW PBS and PLTW HBS

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



SOCIAL STUDIES DEPARTMENT



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

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

Our Social Studies curriculum equips scholars with a deeper understanding of the past as they begin to develop their own voices as agents of justice and change in the complexities of their world, nations, and communities.

During American and World Encounters I, scholars complete a non-partisan scholar-led civics project to fulfill their high school social studies requirement from DESE per Massachusetts Chapter 296.

133 PRE-AP WORLD HISTORY I

133S PRE-AP WORLD HISTORY *weighted as CP*

Grade Level: 9

Credits: 1

Full Year

In this course, scholars engage in four thematic units to explore patterns in World History. In the first semester, scholars examine the importance of world religions and their interactions across time, as well as the the rise and fall of empires and the aspects that made each empire unique. In semester two, scholars will take a critical look at the effects of rapid global change as world communities began to interact more frequently. Finally, scholars that take this class will analyze world governments and complete an introductory civics project that allows them to be change makers in their community.

134 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1900)

136 AMERICAN AND WORLD ENCOUNTERS I (1750 – 1900) HONORS

Grade Level: 10

Credits: 1

Full Year

This course explores United States history, from the seeds of revolution in the 1750s through eras of change, conflict, and expansion leading up to World War I. Scholars examine both American and global perspectives to develop understandings of foundational American history, and its impacts across the world. This survey course



highlights important political, social, economic, and cultural moments in early American history through multiple perspectives, and requires scholars to look closely at the global impact of these moments. The course culminates in a civics action project where scholars investigate local issues, take action to build a support within their community, and present their learning.

137 AMERICAN AND WORLD ENCOUNTERS II (1914 - PRESENT)
138 AMERICAN AND WORLD ENCOUNTERS II (1914 - PRESENT) HONORS

Grade Level: 11

Credit: 1

Full Year

This course explores United States history from the evolving economic and cultural landscape of Pre-WWI America to the ongoing struggle for civil rights, equity, and a just world for all people. Scholars examine American and global perspectives during periods of conflict and cooperation in order to develop their understanding of the relationship between America and various regions of the world. This survey course highlights important political, social, economic, and cultural moments in modern history through multiple perspectives, and asks scholars critically examine the lasting impact of decisions and events in today's world.

127 AP ADVANCED PLACEMENT EUROPEAN HISTORY

Grade Level: 11-12

Credits: 1

Full Year - Offered alternate years (2026-2027)

This course engages scholars in the study of European history since 1450, emphasizing cultural, economic, political, and social developments. Scholars explore these themes through the analysis of historical evidence including primary sources. They conduct historical research and interpretation, and express historical understanding in writing. Scholars in this course are expected to take the national AP exam in May.

130 EARLY COLLEGE HISTORY: US HISTORY & CONSTITUTIONAL GOVERNMENT
SALEM STATE UNIVERSITY COURSE CREDIT

Grade Level: 11-12

Credits: 1

Semester

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

132 AP ADVANCED PLACEMENT UNITED STATES HISTORY

Grade Level: 11

Credits: 1

Full Year

This course is an in-depth study of United States History with an emphasis on a conceptual understanding of the subject. Outside materials and information are incorporated into the course. Evaluation of the scholar is determined not only by standard testing procedures but also by independent study involving the writing of major research papers and several opinion papers. Scholars in this course are expected to take the national AP exam in May.



139 AP ADVANCED PLACEMENT PSYCHOLOGY*Grade Level: 11-12**Credits: 1**Full Year*

This psychology class is designed to introduce scholars to the systematic and scientific study of the behavior and mental processes of human beings and other animals, and the psychological facts and principles within each of the major subfields within psychology. Scholars in this course are expected to take the national AP exam in May.

142 AP ADVANCED PLACEMENT COMPARATIVE GOVERNMENT*Grade Level: 11-12**Credits: 1**Full Year- Offered alternate years (2025-2026)*

The AP Comparative Government and Politics course is designed to introduce scholars to a variety of political institutions through examining issues such as citizen participation, governmental organization, the idea of sovereignty and the root of power, public policy, and the ways in which political and economic institutions change. The primary goal of the course is to increase understanding of the different political institutions, values, and structures of different governmental systems. Scholars will become more familiar with these institutions through examining case studies of Great Britain, Nigeria, Mexico, Iran, China, and Russia. This course is designed to have the workload and rigor of a freshman or sophomore level college course. The course will emphasize critical thinking and application of knowledge with the goal that scholars will have a better critical perspective of the inner workings of different systems of government. Scholars in this course are expected to take the national AP exam in May.

145 CRIMINAL JUSTICE*Grade Level: 11-12**Credits: 0.5**Full Year*

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

158 MEDIA LITERACY & CURRENT WORLD AFFAIRS*Grade Level: 11-12**Credits: 0.5**Semester*

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



129 AP ADVANCED PLACEMENT US GOVERNMENT AND POLITICS*Grade Level: 11-12**Credits: 1**Full Year - Offered alternate years (2026-2027)*

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

160 SOCIAL JUSTICE*Grade Level: 9-12**Credits: 0.5**Semester*

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

170 REGIONAL STUDIES: CARIBBEAN HISTORY*Grade Level: 11-12**Credits: 0.5**Semester*

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

155 AP ADVANCED PLACEMENT ECONOMICS*Grade Level: 11-12**Credits: 1**Full Year - Offered alternate years (2025-2026)*

AP Economics is broken up into two major topics: Microeconomics and Macroeconomics. Microeconomics gives scholars a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Macroeconomics gives scholars a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops scholars' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Scholars are expected to take the AP test for both courses in the spring.



154 AP ADVANCED PLACEMENT MODERN WORLD*Grade Level: 9-10**Credits: 1**Full Year*

AP Modern World History is a continuation of the learning from Pre-AP World History and Geography where students investigate significant events, individuals, developments, and processes from 1200 to the present. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

153 AP ADVANCED PLACEMENT AFRICAN AMERICAN STUDIES*Grade Level: 11-12**Credits: 1**Full Year*

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources including art and music. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. Scholars are expected to take the national AP exam in May.

048 AP ADVANCED PLACEMENT RESEARCH*Grade Level: 11**Credits: 1**Full Year*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

174 HOLOCAUST AND GENOCIDE STUDIES*Grade Level: 11-12**Credits: 0.5**Semester*

Holocaust and Genocide Studies examines the history and comparative analysis of genocidal mass murder in the 20th and 21st centuries. In the course, students will define genocide and develop an understanding of how it can occur in order to increase student awareness of atrocities around the globe. Using primary sources, students will bear witness to the voices of the atrocities and reflect on the role of memory in creating a more just world. While historical analysis of genocide will be the main focus of the class, a portion of it will also be geared towards encouraging student activism, community outreach and awareness, as well as empathy and support for individuals and countries that have experienced genocide.



WORLD LANGUAGE DEPARTMENT



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

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

MISSION STATEMENT

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

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

REQUIREMENTS

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

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

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



CURRICULUM FRAMEWORKS

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

The United Nation sustainable goals include:

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

The AP College Board framework includes:

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

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

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

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

Connections – reinforce and expand knowledge from other disciplines

Communities – interactions with and contributions to the target communities

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

Proficiency Levels

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

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



Proficiency Levels:

Course (Level)	Target Proficiency	Scholar will be able to
Spanish & French Level 1	Novice High Mid	<ul style="list-style-type: none"> •Communicate about very familiar topics in the present tense Respond to simple, rehearsed questions. •Be understood, when discussing familiar themes, by sympathetic listeners
Spanish and French Level 2 Hispanohablantes 1	Intermediate Low	<ul style="list-style-type: none"> •Communicate about familiar topics in the present and past tense and recombine learned materials in order to express personal meaning •Manage straightforward survival situations •Be understood by sympathetic listeners
Spanish & French Level 3 Hispanohablantes 2	Intermediate Mid Weak	<ul style="list-style-type: none"> •Create with the language when talking about familiar topics in the past, present and future •Manage straightforward social situations
Spanish & French Level 4 Hispanohablantes 3	Intermediate Mid Strong	<ul style="list-style-type: none"> •Engage in conversation with both familiar and spontaneous themes in a variety of tenses and moods •Navigate a variety of social situations •Demonstrate sufficient control of basic structures and generic vocabulary Be understood by sympathetic speakers
Spanish & French AP	Intermediate High/Advanced Low	<ul style="list-style-type: none"> •Engage in conversation with spontaneous themes in a variety of tenses and moods •Navigate a variety of social situations with unexpected complications •Demonstrate sufficient control of language structures and broad vocabulary •Be understood by all speakers

ASL**440 AMERICAN SIGN LANGUAGE I***Credits: 1**Full Year*

This is the introductory course in the study of American Sign Language. The content includes grammar; basic vocabulary; manual alphabets/numbers; visual gestural communication; ASL stories, songs and poetry; and information about the deaf culture and community.



FRENCH

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

409 FRENCH I

Credits: 1

Full Year

Prerequisite: Emerging or Novice Low proficiency level

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

410 FRENCH II

411 FRENCH II HONORS

Credits: 1

Full Year

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

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

412 FRENCH III

413 FRENCH III HONORS

Credits: 1

Full Year

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

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



441 FRENCH IV**461 FRENCH IV HONORS***Credits: 1**Full Year**Prerequisite: Performance at an Intermediate Mid proficiency level as indicated by passing Level III French, teacher recommendation or placement test.*

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

SPANISH

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

422 SPANISH I*Credits: 1**Full Year**Prerequisite: Emerging or Novice Low proficiency level*

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

423 SPANISH II**424 SPANISH II HONORS***Credits: 1**Full Year**Prerequisite: Performance at a Novice High proficiency level as indicated by passing Level I Spanish, teacher recommendation or placement test. Level I Spanish is considered the completion of both 7th and 8th grade Spanish at the middle school level.*

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



432 SPANISH III**433 SPANISH III HONORS***Credits: 1**Full Year**Prerequisite: Performance at an Intermediate Low proficiency level as indicated by passing Level II Spanish, teacher recommendation or placement test.*

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

434 SPANISH IV**435 SPANISH IV HONORS***Credits: 1**Full Year**Prerequisite: Performance at an Intermediate Mid proficiency level as indicated by passing Level III Spanish, teacher recommendation or placement test.*

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

482 AP ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE*Credits: 1**Full Year**Prerequisite: Performance at least an Intermediate Mid-Strong level as indicated by passing Level IV Spanish or Hispanohablantes III; teacher recommendation or placement test.*

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

HISPANOABLANTES

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

425 SPANISH FOR HISPANOABLANTES I*Credits: 1**Full Year**Prerequisite: Teacher recommendation and/or placement test.*

This is a beginning level course for scholars who speak and understand Spanish but who read and write at a



novice level. The culture of the Spanish-speaking world is also woven into each unit through the study of music, art, literature and holidays. There is a strong emphasis on the development of interpersonal, presentational and interpretive skills through the development of reading comprehension, presentational speaking and writing. Scholars are expected to reach an Intermediate Mid-Weak proficiency level.

428 SPANISH FOR HISPANOABLANTES II

429 SPANISH FOR HISPANOABLANTES II HONORS

Credits: 1

Full Year

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

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

430 SPANISH FOR HISPANOABLANTES III

431 SPANISH FOR HISPANOABLANTES III HONORS

Credits: 1

Full Year

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

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



SEAL OF BILITERACY

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

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

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

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

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

In order to earn the Seal of Bilingual Literacy, scholars must:

Pathway Award	Standardized Assessment for Partner Language & English
State Seal of Bilingual Literacy Award with Distinction	State Seal of Bilingual Literacy Award with Distinction English - Score of "Exceeding Expectations" on the grade 10 ELA MCAS. Partner Language - Score of "Advanced"- Low in the lowest domain/mode on a proficiency test
State Seal of Bilingual Literacy Award	State Seal of Bilingual Literacy Award English - Score of "Meeting Expectation" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Intermediate-High in the lowest domain/mode of a proficiency test.
Language Opportunity Coalition Bilingual Literacy Achievement Award	Language Opportunity Coalition Bilingual Literacy Achievement Award English - Score of "Partially Meeting Expectations" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Score of Intermediate-Low in the lowest domain of proficiency.



PHYSICAL EDUCATION & HEALTH DEPARTMENT



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

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

901 FUNDAMENTALS OF FITNESS

Grade Level: 9 (Highly Recommended)

Credits: 0.5

Semester

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

902 PROJECT ADVENTURE

Grade Level: 10 (Highly Recommended)

Credits: 0.5

Semester

This highly recommended course will provide scholars with an opportunity to work individually, as well as together in a group, through unique challenges, to solve problems and experience success. These unique and relevant experiences will promote individual and group goal setting, critical thinking, collaboration, and empower scholars to make positive change through experiential learning. Scholars will realize increased self-confidence, develop leadership skills, discover the power of group cooperation, and learn to view obstacles



as opportunities for growth. Activities are accessible to all scholars and set in an environment that is fun, safe, and respectful. Scholars are evaluated on their effort and engagement throughout the semester. This course is based on the belief that a learning environment that utilizes adventure and cooperative learning techniques, in a supportive classroom, is an optimal educative experience.

903 LIFETIME FITNESS & TEAM SPORTS

Grade Level: 10- 12 Elective

Credits: 0.5

Semester

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

915 OUTDOOR RECREATION & THE ENVIRONMENT: EARLY COLLEGE: SALEM STATE UNIVERSITY COURSE CREDIT

Grade Level: 10

Credits: 1

Semester

This course examines the history of the environment movement, the development of environmental policy, and the associated management activities and land ethics of natural resource management agencies in providing opportunities for outdoor recreation. Emphasis will be placed on understanding the benefits of outdoor recreation as well as behaviors and issues arising from human-environment interactions.

904 LIFETIME FITNESS THROUGH LIFETIME ACTIVITIES

Grade Level: 11-12 Elective

Credits: 0.5

Semester

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

905 ADVANCED PROJECT ADVENTURE

Grade Level: 11-12

Credits: 0.5

Semester

Prerequisite: 902 Project Adventure and/or Instructor Approval.

Activities offered are: ropes course and rope skills, nature study, new games, problem solving and belay techniques. There is an emphasis on scholar involvement, high elements, and safety.

907 PHYSICAL MANAGEMENT

Grade Level: 11-12

Credits: 0.5

Semester

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



951 UNIFIED PE

Grade Level: 11-12

Credits: 0.5

Semester

This course combines scholars of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Scholars will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all scholars.

914 NUTRITION AND ATHLETIC PERFORMANCE

Grade Level: 11-12

Credits: 1

Full Year

This course will provide student athletes the ability to understand and demonstrate the dynamic relationship between nutrition and the impact it has on health, exercise and athletic performance. This course prepares student athletes to engage in goal setting with nutritional planning, dietary management techniques and fitness planning as a way to enhance health, exercise and athletic performance.

910 HEALTH EDUCATION*

Grade Level: 9-10 Required

Credits: 0.5

Semester

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

912 HEALTH II*

Grade Level: 11-12

Credits: 0.5

Semester

Prerequisite: 910 Health Education

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

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



FINE & PERFORMING ARTS DEPARTMENT



VISUAL ARTS

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

599 PHOTOGRAPHY I

Grade Level: 9-12

Credits: 0.5

Semester

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

613S PHOTOGRAPHY II

613SH PHOTOGRAPHY II HONORS

Grade Level: 9-12

Credits: 0.5

Semester

Prerequisite: Photography I

This course will dive deeper into the magic and wonders of the darkroom as well as transition to using a digital SLR camera and learning to edit using Photoshop. You will learn how to use a digital SLR in manual mode, understanding both technical and creative controls. This knowledge will be applied to using a fully manual,



35mm film camera. You will learn to take properly exposed photographs using your technical skills, and learn how to print photos from your negatives in the darkroom. Historical, experimental and advanced darkroom techniques will be taught, letting you explore and experiment through truly hands on learning. Then you will be introduced to editing techniques on Photoshop, working with both your film and digital images. In this class you will go beyond making images, and will begin to incorporate your own style and incorporate meaning into your photographs.

605 PAINTING AND DRAWING I

Grade Level: 9-12

Credits: 0.5

Semester

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

606S PAINTING AND DRAWING II

616SH PAINTING AND DRAWING II HONORS

Grade Level: 9-12

Credits: 0.5

Semester

Prerequisite: Painting and Drawing I

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

607 CERAMICS AND SCULPTURE I

Grade Level: 9-12

Credits: 0.5

Semester

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

608S CERAMICS AND SCULPTURE II



608SH CERAMICS AND SCULPTURE II HONORS*Grade Level: 9-12**Credits: 0.5**Semester**Prerequisite: Ceramics and Sculpture I*

This is an advanced course that allows the scholar who has successfully completed Ceramics and Sculpture I to expand their capabilities and understanding of sculpture through deep exploration of material. Through this process, we will create expressive, meaningful and well-crafted, three-dimensional works of art. Units of study include, but are not limited to, clay techniques Units of study include but are not limited to a focuses on understanding the ceramic medium including the beginnings of chemistry, plaster casting, mold making, wood and wire work.(hand building, potters wheel, glazing, and surface applications) and Plaster (carving, casting and mixed media). Working with these mediums in depth, will help scholars create complicated structures, practice critical decision-making and produce some amazing outcomes. Scholars will demonstrate the powers of observation, invention, and expression using a variety of sculpture materials and techniques and demonstrate in-depth knowledge of the Elements and Principles of art. *Please note this class can be messy.

616 MIXED MEDIA ART*Grade Level: 9-12**Credits: 0.5**Semester*

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

695 FASHION DESIGN*Grade Level: 9-12**Credits: 0.5**Semester*

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

610 JUNIOR / SENIOR PORTFOLIO HONORS*Grade Level: 11-12**Credits: 1**Full Year**Prerequisite: Painting and Drawing II, or Sculpture and Ceramics II, or Graphic Design II, or Photography II AND by portfolio review*

This course is recommended for the scholar who wants to build a portfolio of work for entrance into art school or for the scholar with a strong interest in the visual arts who wants to develop a portfolio as part of their college application process. This course builds on the technical skills learned in the previous classes to create artworks that will lead to a well rounded portfolio. You will work on various creative assigned projects, as well as develop a mini concentration of work using your own ideas and vision. Emphasis will be placed on developing your own



style and discovering your artistic voice. You will be expected to take quality photographs of your work, both in process and completed, for your portfolio, as well as writing artist's statements about your work. You will create a professional portfolio website showcasing your completed work. The teacher works individually with each scholar to develop their portfolio, in addition to scholars critiquing their own work and the work of others and exhibiting your artwork.

700 AP ADVANCED PLACEMENT 2-D ART & DESIGN

Grade Level: 11-12

Credits: 1

Full Year

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

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

DIGITAL & FILM

XXX DIGITAL ART

Grade Level: 9-12

Credits: 0.5

Semester

This course leverages scholars' foundational understanding of painting and drawing, in producing art with up-to-date computer-based creativity tools. Using Adobe applications such as Photoshop, Illustrator, Animate, and After Effects, scholars apply the Elements and Principles of Art to produce artworks that expand their understanding of their own creative potential. Class projects develop raster-based and vector-based art and illustration skills, resulting in innovative works in both still image and short animation formats.

XXX DIGITAL FILM I

Grade Level: 9-12

Credits: 0.5

Semester

This course introduces scholars to the world of digital video production. They study the concepts and the technology underlying frame-based digital media, and they apply that understanding in the production of short films. Live-action video projects encompass scripting, shooting, and editing entire productions. Scholars are expected to participate in both individual and group projects, and must budget time effectively to meet deadlines. The introduction of basic concepts in Media Literacy is a key element of the course.

894 FILMMAKING: JOURNALISM



894H FILMMAKING: JOURNALISM HONORS

Grade Level: 10-12

Credits: 1

Full Year

Prerequisite: Digital Film & Animation I

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

895 FILMMAKING AND ANIMATION: PORTFOLIO

Grade Level: 11-12

Credits: 1

Full Year

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

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

PERFORMING ARTS**MUSIC****807 ORCHESTRA****808 ORCHESTRA HONORS**

Grade Level: 9-12

Credits: 1

Full Year

This is an inclusive course for string scholars (violin, viola, cello, and string bass) for all levels. Instruments will be provided according to availability and demand. Emphasis will be on note reading, getting a good sound and playing in an ensemble. A variety of musical styles will be used. All scholars will have the option to complete the Practical Theory Workbook enabling them to continue to Music II, the prerequisite for AP Music Theory.

Honors level scholars will complete a project each quarter.

811 CONCERT BAND

812 CONCERT BAND HONORS

Grade Level: 9-12

Credits: 1

Full Year

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

Honors level scholars will complete a project each quarter.

806 WIND ENSEMBLE HONORS

Grade Level: 9-12

Credits: 1

Full Year

Prerequisite: Audition required

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

813 CHAMBER SINGERS HONORS

Grade Level: 9-12

Credits: 1

Full Year

Prerequisite: Audition required

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

817 CHORUS**819 CHORUS HONORS**

Grade Level: 9-12

Credits: 1

Full Year

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

820 DIGITAL MUSIC

Grade Level: 9-12

Credits: 0.5

Semester

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

826 PIANO LABORATORY

Grade Level: 9-12

Credits: 0.5

Semester

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

829 EXPLORING MUSIC

829H EXPLORING MUSIC HONORS

Grade Level: 9-12

Credits: 0.5

Semester

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

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

830 MUSIC II HONORS

Grade Level: 9-12

Credits: 1

Full Year

Prerequisite: Exploring Music Honors or by placement test and completion of Practical Theory workbook by Feldstein. This course serves as a continuation to Exploring Music, incorporating music theory, history, and composition. In addition, scholars study possible careers in music and delve further into the knowledge and skills presented in Exploring Music, including rhythmic and melodic dictation, sight singing and ear training. This course should be taken by any scholar considering a career in a music-related field.

831 AP ADVANCED PLACEMENT MUSIC THEORY



Grade Level: 10-12

Credits: 1

Full Year

Prerequisite: Music II or placement test by instructor.

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

857 JAZZ I

Grade Level: 9-12

Credits: 0.5

Semester

Prerequisite: Music I Theory book or equivalent.

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

858 JAZZ II

Grade Level: 9-12

Credits: 0.5

Semester

Prerequisite: Jazz I or permission of instructor

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

DRAMA

827 FOUNDATIONS OF DRAMA

Grade Level: 9-12

Credits: 0.5

Semester

An introductory course for anyone interested in acting! In this course, you will practice and develop skills in a variety of theatrical areas including improv comedy, dramatic scenes, and Shakespearean monologues. Develop your understanding of physical and verbal expression, voice and diction, collaboration, and critique. Culminates in a performance.

828 FOUNDATIONS OF MUSICAL THEATER



Grade Level: 9-12

Credits: 0.5

Semester

An introductory course for anyone interested in musical theater! In this course, you will practice and develop skills in musical theater performance including: vocal technique, acting through song, introductory music theory, and voice and projection. Class culminates in the performance of two songs.

802 TECHNICAL THEATER

Grade Level: 9-12

Credits: 0.5

Semester

Are you interested in working behind the scenes of a play? In this course, we explore all of the amazing elements that work together to create a play or musical including: lighting, sound design, stage makeup, costuming, and scenic design. The products designed in this course will be featured in the current play/musical in production with the SHS Drama Club.

868 GLOBAL DANCE

Grade Level: 9-12

Credits: 0.5

Semester

Dancers of all skills and abilities are welcome! In this course, scholars will get the opportunity to learn various dance styles from all over the world including (but not limited to): salsa, tango, samba, ballroom, step, and ballet. Culminates in a showcase performance.



CAREER & TECHNICAL EDUCATION DEPARTMENT



Salem High School's Comprehensive Career and Technical Education (CTE) department is one of the few unique vocational programs in the state of Massachusetts. Salem High School is a comprehensive educational setting that is one of the most flexible educational models available to secondary scholars in our society. Scholars are introduced to CTE programs through the ninth-grade exploratory program. This fast-paced program presents introductory information from all of our Career and Technical areas to scholars over their ninth-grade year. After this experience, the scholars will choose three areas of concentration and will enter one of those choices for the remainder of the year. The acceptance into a program is followed by three years of progressive intensive study in their chosen field. Throughout the program, the scholar will have the opportunity to complete nationally recognized certifications and accreditations in their career area, including OSHA safety, Entrepreneurship, and general post-secondary education and career skills including emotional intelligence.

All career and technical education scholars are on a direct pathway to post-secondary education in the form of an associate degree or higher. This career plan is accomplished through articulation agreements with multiple Colleges and Technical Institutes in the United States. Career and Technical Education scholars are leaders and role models of the school and hardworking young adults who are risk-takers, life-long learners, and the industry leaders of tomorrow.

**Massachusetts state regulations ([603 CMR 4.00](#)) require all state-funded career/vocational-technical education (CVTE) schools and CVTE programs at public high schools to develop and implement admissions policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education and the U.S. Department of Education. When Salem High School's Career and Technical Education program receives more applications than it has available seats, SHS CTE applies a lottery to determine which scholars it will admit. SHS CTE admission policy is on file at the Department of Elementary and Secondary Education and on our [website](#).*

***In compliance with state and federal laws, Salem Public Schools maintains a non-discrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges, and courses of study of our schools, regardless of race, color, religion, sex, sexual orientation, age, gender identity, genetic information, national origin, ancestry, homelessness, physical or mental disability, veteran status, or any other basis prohibited by state and/or federal statute. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities.*



CO-OPERATIVE EDUCATION*

The Cooperative Education Program is a continuation of the school CTE program that provides qualified senior scholars with a vocational occupational employment opportunity in an industry setting. The work engaged in must be directly related to the vocation in which the scholar has been trained and cooperating employers agree to provide additional training as specified by the school career instructor and approved by the co-op coordinator. Scholars participating in this program work a rotating schedule according to the school block schedule. The employer reports scholar performance to the school on a regular basis and scholars are paid for their work. The career instructor and the co-op coordinator will perform bi-weekly site visits to evaluate the scholar's job performance and site safety evaluations.

CTE CO-OPERATIVE EDUCATION

Grade Level: 12

Credits: 1 to 4

**Eligibility for CO-OP begins their senior year based on the following criteria using their junior year fourth quarter report card:*

- *A scholar must maintain a 95% attendance rate (no more than 2 days absent per quarter)*
- *A scholar must maintain an average of 70% or better in all academic and CTE classes*
- *A scholar must complete any and all industry safety certifications by junior year*
- *A scholar must meet the CTE program portfolio requirement*
- *A scholar must meet minimum shop competency requirements and receive the recommendation of the Director of Career and Technical Education and Cooperative Education Coordinator*
- *A completed Co-operative Education checklist, along with all required documentation completed*

INTERNSHIP PROGRAM*

The Internship Program is an opportunity to apply content proficiency to post-secondary readiness. Scholars align post-secondary goals with an internship experience that engages them in challenging and educational work-based experiences. The internships build scholar agency, professional networks, and experience with community service. The first component of the internship prepares scholars with the basic “soft skills” that they will need in order to successfully establish an internship. They engage in: expectations/policy, career exploration, skill self-assessment, post-high school planning, application skills, resume building, emailing etiquette, making phone calls, elevator pitches, building a schedule/time management, and searching for and solidifying an internship. During their internship, scholars continue to work on various soft-skill development activities including communication, technology/social media, workplace safety, leadership development, social justice and diversity, financial literacy, and interview readiness.

091-095 INTERNSHIP

Grade Level: 11-12

Credits: 1 to 4

**Eligibility for Internship:*

A scholar must meet all graduation requirements to enroll



CTE EXPLORATORY

The CTE Exploratory Program allows scholars to explore the technical programs offered at Salem High School. This is a valuable opportunity for scholars to spend time immersed in each program and gain insight into career options available, post-secondary training, and what skills are needed in each program. Through hands-on activities, they learn about safety, equipment, and trade terminology. This exploration allows scholars to develop independent ideas about their own interests. Additionally, each scholar will write a reflection based on their experience following each rotation. Scholars will review these reflections with their Counselor, Teachers, and/or the Vocational Director and this will help scholars select their career and technical program placement choices. A primary function of secondary education is to prepare scholars for the workplace. The Exploratory and CTE programs in general provide them with the skills, knowledge, and encouragement they need to get the most out of their desired career path.

Scholars display higher levels of engagement and motivation when they have a clear understanding of what they want to do. Exploratory hones their focus so that they can make informed choices about their careers.

590 VOCATIONAL EXPLORATION

Grade Level: 9

Credits: 1

Full Year

Recommended course of study to earn CTE Certificate of Attainment:

<i>English</i>	<i>English</i>	<i>English</i>	<i>English</i>
<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Physical Education/Elective</i>
<i>Science, Technology, Engineering</i>	<i>Science, Technology, Engineering</i>	<i>Science, Technology, Engineering</i>	<i>Elective</i>
<i>World Language</i>	<i>World Language</i>	<i>Physical Education/Elective</i>	<i>Elective</i>
<i>Physical Education/Health</i>	<i>Physical Education/Elective</i>	<i>Elective</i>	<i>CTE Program Level 3</i>
<i>Elective</i>	<i>CTE Program Level 1</i>	<i>CTE Program Level 2</i>	<i>CTE Program Level 3</i>
<i>CTE Exploratory</i>	<i>CTE Program Level 1</i>	<i>CTE Program Level 2</i>	<i>CTE Program Level 3</i>



AUTOMOTIVE TECHNOLOGY

The Automotive Technology courses at Salem High offer an introduction to the automobile industry including safety practices, shop equipment and tools, vehicle subsystems, and vehicle maintenance. The program prepares scholars for employment as entry-level technicians in the automotive repair business. Scholars will learn about oil changes, minor services, car inspections to Massachusetts RMV standards, used car inspections, tire service, tire replacement and balance, battery and charging system service, basic engine fundamentals, brakes system diagnosis, and service. Scholars will learn repair orders and billing procedures. The classes focus on job readiness, hand skills as well as craftsmanship.

646 AUTOMOTIVE I

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

647 AUTOMOTIVE II

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Automotive I

648 AUTOMOTIVE III

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Automotive II



BUILDING & PROPERTY MAINTENANCE

Building Property and Maintenance scholars learn how to maintain homes and commercial buildings while ensuring safe work environments. The program prepares scholars for employment in the field by teaching skills in multiple trade-related areas including electricity, plumbing, HVAC, painting, and carpentry. Scholars work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Scholars also learn how to operate hand and power tools. BPM scholars focus on all types of building repair, building, and ground maintenance, client relations and record-keeping, and green building technologies. Scholars collaborate with other CTE programs and building personnel on extended activities and projects.

632 BUILDING AND PROPERTY MAINTENANCE I

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

633 BUILDING AND PROPERTY MAINTENANCE II

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Building and Property Maintenance I

634 BUILDING AND PROPERTY MAINTENANCE III

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Building and Property Maintenance II

500 CTE CAPSTONE

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Enrolled in a Construction cluster course



CARPENTRY

Carpentry scholars learn how to operate multiple types of hand and power tools, both stationary and portable. They are able to demonstrate safety protocol and the proper use of equipment. They work on technical plans and prints and will utilize CAD technology to create, read and interpret drawings. Carpentry scholars are also able to identify and describe many varieties of wood. They learn finishing techniques and precision work while building custom furniture. SHS Carpentry scholars often work collaboratively with other CTE programs and other Salem schools on extended projects and activities.

623 CARPENTRY I

Grade Level: 10

Credits: 1

Full Year

Prerequisite: Vocational Exploration

624 CARPENTRY II

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Carpentry I

625 CARPENTRY III

Grade Level: 12

Credits: 2

Full Year

Prerequisite: Carpentry II

500 CTE CAPSTONE

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Enrolled in a Construction cluster course



CULINARY ARTS

Culinary Arts scholars learn to cook and bake as they prepare for a career in the Food Service Industry. They study Safety and Sanitation, Cooking Techniques, Knife Skills, and Nutrition. Scholars also prepare to work in a restaurant, training in Front of the House (Service) as well as the Back of the House (Kitchen). Additionally, scholars receive training in management, OSHA, ServSafe, entrepreneurial skills, and related theory. Salem High School has a diner called the Black Cat Café which is open to staff and community partners. Scholars have the opportunity to participate in a variety of work-based learning experiences including cooking and serving at events for the Council on Aging and the Salem Rotary Club. Upperclassmen also participate in cooperative education and are employed at local area restaurants to hone their skills.

664 CULINARY ARTS I

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

665 CULINARY ARTS II

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Culinary Arts I

666 CULINARY ARTS III

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Culinary Arts II



GRAPHIC DESIGN & VISUAL COMMUNICATION

From conception to finished product scholars will get an introduction to converting ideas, information, and emotions into a successful design. They will gain design skills using typography, illustration, photography, and electronic media. Programs from the Adobe Design Suite are offered with comprehensive instruction. Using this state-of-the-art digital imaging, digital video, illustration, and page layout software and equipment, scholars learn to apply their creativity to communications media. Projects include logo/identity design, perspective illustration, commercial photography, poster, packaging, advertising, and web design. Several Techniques include print production, storyboarding, filming and editing video footage, and many more. Scholars will also learn how the digital print industry translates the process designers use to produce the designs, using modern state-of-the-art digital printing equipment and offset printing equipment. Scholars are also given an opportunity to obtain an Adobe Certification in several programs, allowing them the edge needed in their future.

661 GRAPHIC DESIGN & VISUAL COMMUNICATIONS I

Grade Level: 10

Credits: 1

Full year

Prerequisite: Vocational Exploration

662 GRAPHIC DESIGN & VISUAL COMMUNICATIONS II

Grade Level: 11

Credits: 2

Full year

Prerequisite: Graphics Design & Visual Communications I

663 GRAPHIC DESIGN & VISUAL COMMUNICATIONS III

Grade Level: 12

Credits: 2

Full year

Prerequisite: Graphics Design & Visual Communications II



EARLY EDUCATION AND CARE

The Early Education and Care Program at Salem High School prepares scholars for various careers working with children. scholars learn about EEC laws, policies, and regulations. Scholars also explore and learn about different aspects of child development, developmentally appropriate practices, curriculum planning, health, nutrition, and wellness to be able to work with different ages (infancy through adolescence). Scholars in the EEC program will have opportunities that provide field experience through partnerships with YMCA, Elementary Schools in Salem, and our on-site daycare provided by Angela's Preschool & Daycare.

641 CHILD DEVELOPMENT

Grade Level: 10

Credits: 2

Full year

Prerequisite: Vocational Exploration

643 WORKING WITH CHILDREN

Grade Level: 11

Credits: 2

Full year

Prerequisite: Child Development

645 EARLY CHILDHOOD FIELD EXPERIENCE

Grade Level: 12

Credits: 3

Full year

Prerequisite: Working With Children

Early Education & Care Scholars can elect to take Educators Rising as an additional course starting in grade 11

Educators Rising assists schools feed teacher preparation programs by providing our scholars a community for support and networking, a strong curriculum that delivers a structured way for scholars to prepare for their future profession in education, while hosting competitions to give scholars a chance to prove themselves as professionals, and conferences to provide a national stage in which to network and be recognized for their achievements to the profession and develop the collegiality that comes from being part of a network.



ELECTRICAL

Electrical scholars learn the skills necessary to succeed in residential and commercial wiring. The scholars gain knowledge of equipment, blueprints, and safety skills. scholars will become proficient in a variety of electrical projects in compliance with the National Electric Code, Massachusetts Electrical Code, and NFPA (National Fire Protection Association) Safety Code. The classroom curriculum stresses mathematics and science. Emphasis is placed on the ability to solve practical problems. Scholars work on projects both in the shop and in the school under the supervision of a master electrician. In their final year of the program, scholars participate in cooperative education and work for local Electrical companies during the school day and beyond. A graduate from the program will leave with hours to apply towards the requirements of the State of Massachusetts Electrical Board for the Electrical License Examination.

658 ELECTRICITY I

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

659 ELECTRICITY II

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Electricity I

660 ELECTRICITY III

Grade Level: 12

Credits: 2

Full Year

Prerequisite: Electricity II

500 CTE CAPSTONE

Grade Level: 12

Credits: 1

Full Year

Prerequisite: Enrolled in a Construction cluster course



BUSINESS

520 ACCOUNTING

Grade Level: 10-12

Credits: 1

Full Year

This introductory course in organizing and maintaining business records covers the complete accounting cycle. Scholars learn how to make various entries in journals and ledgers. An understanding of the operations of accounts along with elementary financial statement preparation is covered. The principles of accounting, which are taught in this course, are used in every business. This course is recommended for scholars planning a college major in accounting, business, or management. This course expands the scope of accounting principles by including the areas of sales, purchases, payroll, and taxes for a merchandising business and corporation. Scholars regularly reinforce accounting principles by maintaining the complete accounting records of a corporation. The last quarter may include time spent on a computerized simulation, which brings together all of the elements covered throughout the course.

532 PERSONAL FINANCE

Grade Level: 10-12

Credits: 0.5

Semester

Where does your money go? Where does it come from? Need a loan to buy a car? How will you pay for college? Can you manage your own finances? Will you avoid credit card debt? Do you have a long-range financial plan? Budgeting your money and learning about financial planning concepts will put you in the driver's seat. The semester-long personal finance course covers all of the essential personal finance topics necessary to become a financially capable scholar. Topics include banking, credit, budgeting, investing, career planning, and more.

244 MATH FOR BUSINESS

Grade Level: 11-12

Credits: 1

Full Year

This course puts emphasis on the skills needed to solve problems in the complex business and consumer world of today. Topics covered include personal money records and commissions, savings and investments including annuities, home expenses, computer math, income taxes, and compound interest. Other topics include the problems of small business ownership, merchandise planning, pricing and markup, trade discounts, present value, and breakdown analysis.



MEDICAL ASSISTING

Medical Assisting scholars learn the skills necessary to work in the healthcare industry. Scholars will gain the knowledge and skills to read and interpret a patient's medical history, perform vital signs, and assist a primary care provider directly during an examination. Scholars also develop advanced skills in anatomy & physiology, medical terminology, and caring for the whole person. The program also offers specific training in Medical Simulation in our Medical Lab. Scholars are trained to give injections, perform venipuncture for labs, and conduct Electrocardiography testing. They are able to choose any desired specialty in medicine and focus on their chosen area of study. A graduate from the program possesses the necessary skills to be employed as a medical assistant. scholars also may decide to continue post-secondary education.

691 MEDICAL ASSISTING I

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

693 MEDICAL ASSISTING II

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Medical Assisting 1 & Project Lead the Way (PLTW) Human Body Systems

694 MEDICAL ASSISTING III

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Medical Assisting 2 & Project Lead the Way (PLTW) Principles of Biomedical Science

- *For Full CTE Certificate Attainment Scholars Must Also Complete: 380 Project Lead the Way (PLTW) Medical Interventions*

Medical Assisting Scholars can elect to take Pharmacy Technician as a pathway starting in grade 11

Pharmacy Technicians work with pharmacists to help prepare and give out prescription medication. Working in pharmacies and hospitals, pharmacy techs work behind the counter performing various jobs. They take prescriptions over the phone and in person, work with health professionals and customers, help mix medicines, count pills, measure medication, label and give instructions for medicine, and help take payments. Pharmacy techs are the liaison between the public and pharmacists, helping set up consultations and recommendations. Scholars will gain customer service skills by talking to customers and healthcare professionals and relaying information directly to the Pharmacists. Senior scholars are out of the building participating in Cooperative Education all year. Upon successful completion, scholars will be eligible to sit for the Pharmacy Technician Licensure Exam.



COMPUTER PROGRAMMING AND WEB DEVELOPMENT

Programming and Web design scholars learn computer programming and website development. They will enroll in Project Lead the Way (PLTW) courses including Computer Science Essentials, Computer Science Principles, Computer Science A, and Cybersecurity. Scholars will be exposed to multiple coding languages with an emphasis on JavaScript and Python. They will use Unity3D to create games and applications for multiple devices. The program is designed to help scholars be successful in a technical and global world. The scholars will start with MIT App inventor as the introduction to programming and coding as an avenue for all levels to engage in the program. Scholars will participate in work-based learning including school-based internships and cooperative education opportunities with local businesses. Scholars will take the AP exam for Computer Science Principles and Computer Science A for potential college credit

502 Computer Science Essentials (PLTW)

Grade Level: 10

Credits: 2

Full Year

Prerequisite: Vocational Exploration

503 Computer Science Principles (PLTW)

Grade Level: 11

Credits: 2

Full Year

Prerequisite: Computer Science Essentials

505 Cybersecurity (PLTW)

Grade Level: 12

Credits: 3

Full Year

Prerequisite: Computer Science Principles



MARINE CORPS JUNIOR ROTC PROGRAM



All Marine Corps Junior ROTC courses are aligned to all applicable state and federal education frameworks. The instructors are not recruiters and there is no obligation to join the military after graduation.

485 LEADERSHIP 101 (MCJROTC)

Grade Level: 9-12

Credits: 1

Full Year

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

486 LEADERSHIP 201 (MCJROTC)

Grade Level: 10-12

Credits: 1

Full Year

Prerequisites: Leadership I (MCJROTC) or instructor approval.

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



487 LEADERSHIP 301 (MCJROTC)

Grade Level: 11-12

Credits: 1

Full Year

Prerequisites: Leadership I (MCJROTC) and Leadership II (MCJROTC) or instructor approval. This course further strengthens the scholar's leadership skills. Scholars are placed in leadership positions and help develop other scholars' leadership abilities through practical application exercises. Scholars learn to work with local medias and elected officials. Scholars continue to develop their leadership skills through public speaking and community service. They study the role of government and the responsibility of citizens in a democracy. Participation in afterschool extra-curricular activities is expected.

488 LEADERSHIP 401 (MCJROTC)

Grade Level: 12

Credits: 1

Full Year

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

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



Early College



Salem High School offers an Early College Pathway in partnership with North Shore Community College and Salem State University, providing students with a unique and accelerated educational experience. This program focuses on five majors: Dual Language Liberal Arts, Liberal Arts, Healthcare and Human Services, Education and Business. Students engaged in the Dual Language Liberal Arts major gain proficiency in two languages while exploring liberal arts subjects in Spanish. This Early College Pathway collaborative initiative allows students to earn college credits during high school, accelerating their academic and career pathways. The program not only enhances students' subject-specific expertise but also fosters a smooth transition to higher education or entry into the workforce, providing a well-rounded and promising occupational outlook. Specific course information is available upon acceptance into the program.

10th Grade

EARLY COLLEGE ELECTIVE COURSE #1

Grade Level: 10

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE ELECTIVE COURSE #2

Grade Level: 10

Credits: 1 (3 College Credits)

Semester



11th Grade

EARLY COLLEGE PATHWAY COURSE #1

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #2

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #3

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #4

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #5

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #6

Grade Level: 11

Credits: 1 (3 College Credits)

Semester



12TH GRADE

All courses are held on either Northshore Community College campus or Salem State University campus

**May fulfill Core Course graduation requirements.*

EARLY COLLEGE PATHWAY COURSE #1

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

***EARLY COLLEGE ELECTIVE COURSE #1**

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE ELECTIVE COURSE #2

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE PATHWAY COURSE #1

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

***EARLY COLLEGE ELECTIVE COURSE #1**

Grade Level: 11

Credits: 1 (3 College Credits)

Semester

EARLY COLLEGE ELECTIVE COURSE #2

Grade Level: 11

Credits: 1 (3 College Credits)

Semester



Multilingual Language Department



The Multilingual (ML) Department offers courses for scholars who are identified as English Learners (EL) who are determined to be eligible according to MA DESE guidelines. The courses provide instruction of the English language in the four domains of language acquisition (speaking, listening, reading and writing). The acquisition of both social and academic English language skills is imperative for scholar success. Our program strives to give scholars social and academic language, cultural awareness, and content area knowledge to thrive as scholars and productive citizens.

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

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

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

SHELTERED ENGLISH IMMERSION

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



ENGLISH LANGUAGE DEVELOPMENT (ELD)

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

1083 NEWCOMER ELD

Credits: 2

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. Scholars will learn English through project based learning and exploring essential questions (ie: *What language do I need to be successful at my new school? Who am I? How can I use my experiences to achieve my goals? Why is it important to share my immigration story?*). Scholars' linguistic progress is measured by both ELD and ELA state standards.

1084 BEGINNER ELD

Credits: 1

Full Year

This course is designed to build upon the reading, writing, speaking and listening skills, strategies and knowledge that scholars achieved in the Newcomer ELD course. Scholars will increase their linguistic skills through project based learning that connects scholars to real world issues and experiences. A primary focus of this course is to equip MLs with the integration of content and language that will be necessary for success in their academic courses. Scholars' linguistic progress is measured by both ELD and ELA state standards that are aligned with the mandated state assessments of ACCESS and MCAS ELA.

1085 INTERMEDIATE ELD

Credits: 1

Full Year

This course is designed to build upon the reading, writing, speaking and listening skills, strategies and knowledge that scholars achieved in the Beginner ELD course. Scholars will deepen their linguistic skills through critical thinking, comprehension, and analysis of both fiction and non-fiction texts. Scholars are exposed to a variety of literary genres and write for a variety of purposes including but not limited to argumentative, explanatory, and narrative. Scholars' linguistic progress is measured by both ELD and ELA state standards that are aligned with the mandated state assessments of ACCESS and MCAS ELA.



NEWCOMERS PROGRAM

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

901 PHYSICAL EDUCATION/HEALTH

Credits: 0.5

Semester

This course is designed for newly arrived Multilingual Learners. This course is an introduction to a wide variety of sports, fitness, and overall health topics. The goal is to obtain a basic understanding of personal fitness where scholars are encouraged to make healthy lifestyle choices.

1083 NEWCOMER ELD

Credits: 2

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. Scholars will learn English through project based learning and exploring essential questions (ie: What language do I need to be successful at my new school? Who am I? How can I use my experiences to achieve my goals? Why is it important to share my immigration story?). Scholars' linguistic progress is measured by both ELD and ELA state standards.

1075 NEWCOMER WORLD HISTORY

Credits: 1

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. It provides a foundation for scholars in both American and World Histories. Topics include: Colonization, Revolutions, Industrialization, Civil Rights, Geography, and Cause/Effect Relationships. Scholars will be exposed to multiple perspectives and how different events lead to the development of the world we live in today.

XXXX NEWCOMER AMERICAN & WORLD ENCOUNTERS I

Credits: 1

Full Year

This course explores United States history, from the seeds of revolution in the 1750s through eras of change, conflict, and expansion leading up to World War I. Scholars examine both American and global perspectives to develop understandings of foundational American history, and its impacts across the world. This survey course highlights important political, social, economic, and cultural moments in early American history through multiple perspectives, and requires scholars to look closely at the global impact of these moments. The course culminates in a civics action project where scholars investigate local issues, take action to build a support within their community, and present their learning. This course uses SEI strategies appropriate for students with little to no English and who have not had previous experience with U.S. historical content.

1078 NEWCOMER ALGEBRA I

Credits: 2

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. This course is an entry-level high school mathematics course. Topics include linear,



quadratic, and exponential expressions, equations, and functions, linear inequalities, systems of linear equations and inequalities, operations with polynomials, data analysis, and statistics.

XXXX NEWCOMER GEOMETRY

Credits: 1

Full Year

This course is a study of Euclidean Geometry. Topics include inductive and deductive reasoning, parallel and perpendicular lines, angle relationships, congruence and similarity of polygons, transformations, coordinate geometry, using the Pythagorean Theorem and special right triangle formulas to solve right triangles, trigonometry, circles, area and volume. Algebra concepts are applied and reviewed when solving geometry-related problems. This course uses appropriate SEI strategies for students with little to no English.

1080 NEWCOMER BIOLOGY

Credits: 1

Full Year

This course is designed to develop skills in reading, writing, speaking and listening for newly arrived Multilingual Learners. It provides a foundation in the structure of organisms and their environment. Topics include: ecology, evolution and adaptations, biochemistry and nutrition, cell structure and function, cell metabolism, cell reproduction, basic human anatomy and genetics.

1089 CERAMICS & SCULPTURE I (OR COMPARABLE FAPA CLASS)

Credits: 0.5

Semester

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



The ML Department supports MLs through offering co-taught sections of certain content courses. These courses are collaboratively taught by both a content certified teacher and an ML certified teacher. The intention of these co-taught courses is to support WIDA level 1 and 2 English Learners as they access their grade level course. (See course descriptions under their corresponding department sections)

022 ENGLISH II

Credits: 1
Full Year

134 AMERICAN & WORLD ENCOUNTERS I

Credits: 1
Full Year

215 ALGEBRA I

Credits: 2
Full Year

225 GEOMETRY

Credits: 1
Full Year

235 ALGEBRA II

Credits: 1
Full Year

321 BIOLOGY

Credits: 1
Full Year

332 CHEMISTRY

Credits: 1
Full Year



SEAL OF BILITERACY

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

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

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

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

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

In order to earn the Seal of Bilingualism, scholars must:

Pathway Award	Standardized Assessment for Partner Language & English
State Seal of Bilingualism Award with Distinction	State Seal of Bilingualism Award with Distinction English - Score of "Exceeding Expectations" on the grade 10 ELA MCAS. Partner Language - Score of "Advanced"- Low in the lowest domain/mode on a proficiency test
State Seal of Bilingualism Award	State Seal of Bilingualism Award English - Score of "Meeting Expectation" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Intermediate-High in the lowest domain/mode of a proficiency test.
Language Opportunity Coalition Bilingualism Achievement Award	Language Opportunity Coalition Bilingualism Achievement Award English - Score of "Partially Meeting Expectations" on the grade 10 ELA MCAS or 4.2 composite score with 3.9 literacy score on ACCESS test. Partner language - Score of Intermediate-Low in the lowest domain of proficiency.



SPECIAL EDUCATION DEPARTMENT



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

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

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



RELATED SERVICES

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

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

ACADEMIC SUPPORT

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

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



FLARE PROGRAM

This program is designed for students who have been determined by the Team as meeting the eligibility criteria for a Specific Learning Disability (SLD). As a direct result of the language based learning disability, students require extensive modifications in the areas of reading, literacy and writing across all curriculum areas. Students in the program may exhibit some attention and social-emotional issues; however, it is the Language Based Disability that most interferes with the child's ability to access the curriculum and make effective progress.

STEP PROGRAM

The Step Program is a small, highly structured and nurturing learning environment which provides academic, language, fine motor, gross motor and social skill development. Positive reinforcement and success-oriented experiences are used to support student growth towards personal independence, specific IEP goals and overall academic achievement. During high school this program includes transition, vocational and career support.

RISE PROGRAM

Students receiving support through the RISE program require intensive communication support and receive frequent instruction through the methodology of discrete trial instruction and/or ABA. The RISE Program serves students who meet the criteria for Autism and/or other developmental disabilities. This program is overseen by a BCBA and provides a supportive, structured environment for students in which to develop educational, social pragmatic and communication skills, and to develop positive peer relationships.

ACT PROGRAM

The ACT Program supports students with Autism Spectrum Disorder (ASD) and Nonverbal Learning Disability (NVLD) who require specialized instruction in communication, executive functioning, and social skills. This structured, partial sub-separate program fosters academic growth, social-pragmatic development, and positive peer relationships within a supportive learning environment.

TIDES PROGRAM

The TIDES Program is a small, highly structured therapeutic learning environment which provides comprehensive and proactive behavior management strategies, social/emotional skills instruction and ongoing counseling support individualized to the specific needs of the student. This includes structured, consistent and systematic approaches to learning that is utilized along with clear, well-defined expectations. There are many opportunities for inclusion instruction within the program with a strong focus on strategies.



STRIDE PROGRAM

The STRIDE Program caters to students with significant cognitive and language development delays, as well as medical and behavioral challenges. Operating within a secure and nurturing learning environment, we integrate functional academics, life skills, and social skill development. Our focus spans communication, self-care, social interaction, recreation/leisure, and life skills, with comprehensive therapies and adaptive technology support. The program targets functional, communication, self-help, and social skills while minimizing challenging behaviors.

BRIDGE PROGRAM

The goal of the Bridge program is to maximize the potential and independence of each student through direct instruction in transition planning, vocational opportunities and functional academics. The program provides services to students aged 18-22 years of age with disabilities that significantly impacts their progress in school and in the community. The program focuses on developing and strengthening the students' functional life skills, including understanding money, time management, community safety, travel training, vocational training, and personal care and self-advocacy skills. The students in this program are active participants in their transition from high school to adult services





Welcome all. Challenge yourself. Create a positive impact.

Program of Study

New Liberty Innovation School
Different by Design

New Liberty Innovation School ~ Different by Design

New Liberty Innovation School is a high school that responds to the needs of students and families looking for an educational experience different from the traditional model. New Liberty was created to give students in Salem and the surrounding towns a high school capable of not only reducing student drop-out rates, but also of truly engaging them in their education and in their community. Being different by design, we wholeheartedly believe in the mantra, “*reach while you teach.*” As trust builds between staff and students, relationships deepen and so does our ability to leverage that connection to raise expectations for all of our students.

Anchored in three pillars:

- **Academic:** competency-based model, blended and project-based learning and personalized pathways to graduation
- **Student Support:** trauma-informed counseling and social-emotional learning learning focus
- **College and Career Readiness:** community-based internships and the creation of individual post-secondary plans

New Liberty is intentionally different from a traditional high school. We are designed to address the needs of students at high risk of dropping out of high school. By re-engaging students into a learning experience tailored to their strengths, interests and post high school goals we can re-ignite the desire to learn and finish high school. We focus on the whole student and their social emotional needs through on-site counseling and by explicitly teaching social emotional and executive functioning skills. Finally, we have an employment and post graduate planning specialist who works to ensure that every student has real-world job and/or internship experiences to be exposed to a variety of career pathways, providing students first hand knowledge of the world of work.

Our Mission:

The mission of NLIS is to engage all students in real-life learning about themselves and the world, to empower them to create a positive impact on their communities, and to ensure they have the tools to pursue their goals after graduation.

Our Vision of Excellent Instruction:

Learning at NLIS is anchored in culturally and community responsive models of instruction with a focus on equity, independence and high expectations for all. We do this by creating authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection.

What is “competency-based” education?

Competency-based education is an approach to learning that requires students to master the skills and knowledge at one level before they can advance to the next level. Why? We want to make sure every student has a strong foundation of knowledge and skills to build on as they progress through school and prepare for life after graduation.

In traditional schools, students are grouped based on their age, and they progress through school based on *time* (the “school year”). In competency-based schools, students progress through school based on their *learning*. A student’s age will never hold them back, and they don’t have to wait for the next school year to begin before they can move on to the next level. Students can advance to the next level - and earn “competencies” toward graduation - as soon as they show mastery of skills!

Our school is a place where students can learn at their own pace, explore their interests, and prepare for their future, all while getting the individual support needed. Everything students are expected to do has one main purpose: *to help prepare them for their future.*

At New Liberty we are different by design! Our goal is that students will graduate from high school fully prepared for the next step in life!

Why Competency-Based Education (CBE)?

The goal of competency-based education is to transform our education system from a time-based system to a learning-based system. Instead of awarding credits based on how much time students spend learning, **this model awards credits based on whether students have mastered competencies—the skills, abilities, and knowledge required in an area of study.** Put simply, competency-based education is not about time—it’s about what you know and are able to do.

Our [New Liberty Competency Curriculum Framework](#) is a competency-based framework structured to replace time-based, age-based, and course-based structures with one that focuses on learning, growth, and readiness. Our framework defines the competencies, skills, and experiences students will need to master and/or complete in order to demonstrate readiness, earn credit, and graduate from high school. Competencies are created with a developmental continuum that shows how learning progresses and becomes more complex.

- Each skill of each competency has a rubric, which we call a **continua**, that transparently details for students what learning looks like at each level.
- Competencies are grouped into sets (such as Humanities) and each competency set has a portfolio that students need to complete to earn credit.

- Performance-based assessments are required for students to demonstrate their learning through the application of skills, knowledge, and strategies to construct an answer, produce a product, or perform an activity.
- Performance-based assessments are rated using the continua, and revision occurs through continua-based feedback.
- One portfolio = credit: When students complete each portfolio at the minimum growth or performance level, they receive credit, regardless of seat time.
- Learning can occur and be assessed in multiple contexts and experiences both within and beyond the walls of the school building.

Each content area has sets of competencies or experiences that students are required to complete to earn credit and graduate from high school.

- **Core Content Area Competencies (Humanities, Math and Science):** These competency sets are aligned to national and state standards and focus on the application of knowledge in multiple ways through multiple experiences. Math and Science have specific concept lists (standards) students much show proficiency in along with the competency and skills.
- **Habits of Success Competencies:** These competencies focus on developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggests are essential to success in learning, self-direction, goal setting and well-being.
- **Portrait of Graduate Competency:** This competency focuses on a set of skills developing their strengths in creative problem solving, critical thinking, communication, collaboration, self awareness and cultural humility all important skills beyond high school. These skills are transferable in the world of work.
- **Wayfinding Experiences:** These experiences focus on developing and identifying interests and passions, navigating transitions, learning from failure, and building social capital culminating in a postsecondary plan upon graduation.
- **Health & Wellness:** In addition to physical education, NLIS also requires students to learn about and practice social emotional health concepts and skills for responsible decision-making and healthy relationships. These concepts are aligned with the Massachusetts Comprehensive Health and Physical Education framework.

How are Massachusetts and national standards incorporated into our Curriculum Frameworks?

Our curriculum competency framework includes both state and national standards that are linked to our competencies and skills. Students take courses and are rated depending on the portfolio in which they are enrolled. See below for portfolio description.

- In our **Humanities Courses** the Massachusetts Framework for English Language Arts and Social Studies are built into our competency framework and graded on the learning continua.
- For **Math Courses** in the Discovery (Integrated Math I) and Action (Integrated Math II) portfolios, content is backwards mapped with priority standards in order to ensure students are ready to be successful on the math MCAS. Students in the Impact portfolio will be required to complete Personal Finance along with an entrepreneurship course while demonstrating skills in mathematical problem solving.
- In our **Science Courses** students in the Discovery portfolio focus on specific Massachusetts Frameworks for biology to ensure readiness for the biology MCAS. In addition we focus on the biomedical pathway with Project Lead The Way (PLTW).

At NLIS we have our [New Liberty Competency Curriculum Framework](#) that represents our entire program of study with discrete competencies, skills and concepts taught. These are all aligned with the state and national standards.

See the example below for ONE Humanities Competency and Skill:

HUM.2 = Competency “Make Arguments”

HUM.2.2 = Skill (aligned to standard) CCSS.ELA-LITERACY.W.1.B

Level 2 - 12 = Learning Continua students earn ratings on (NOT GRADE LEVELS)

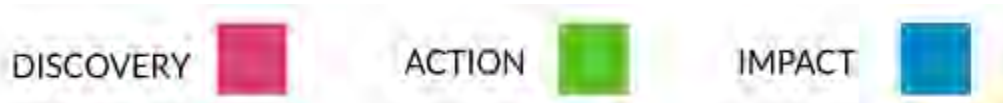
HUM.2 Make Arguments

I can compose evidence-based arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

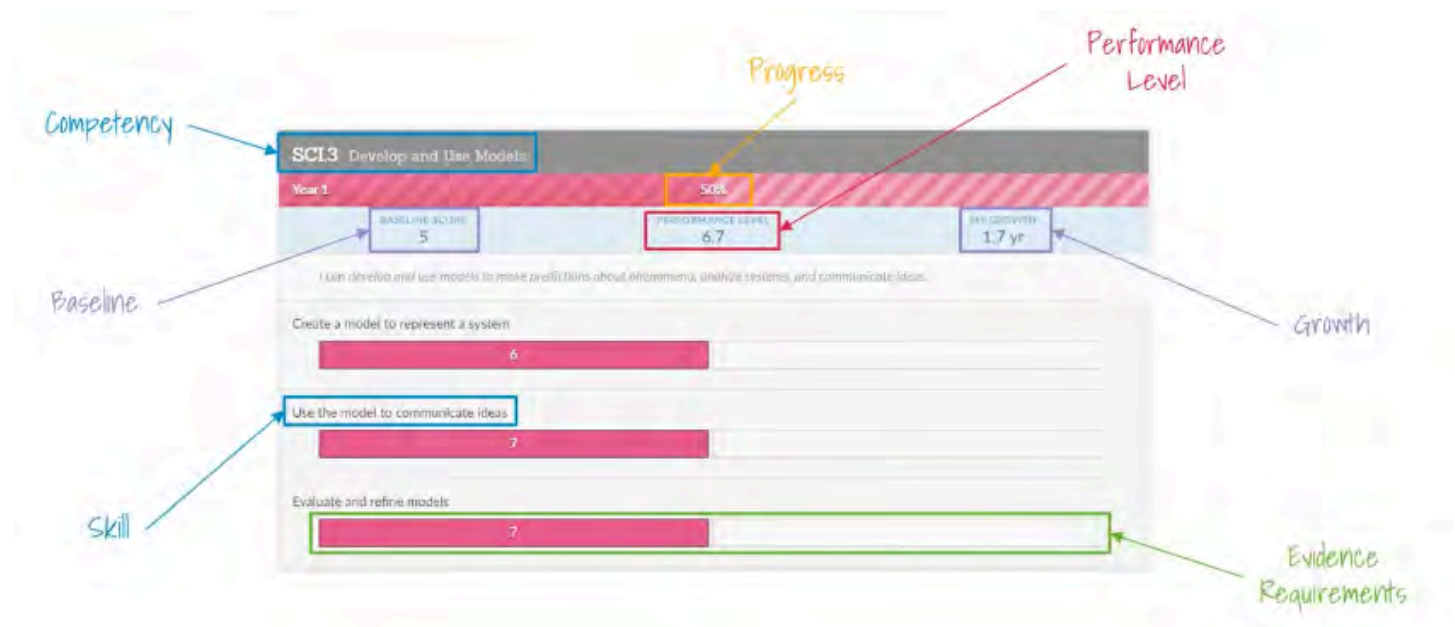
	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
HUM.2.2 Develop my claim and counterclaims	I can include reasons to support my opinion.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can include several logical reasons to support my opinion or claim.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can include several logical reasons that support my claim. I can support each reason with relevant evidence from credible sources. I can briefly mention one or more counterclaims.	I can organize my ideas in a logical order in a format appropriate to the task (e.g., 5 paragraph essay, editorial, debate, speech). I can include several logical reasons that directly support my claim. I can support each reason by citing two or more relevant and convincing pieces of evidence from credible sources. I can use evidence to refute or disprove the counterclaim.	I can compose a cohesive argument that follows a logical progression in the format that is most appropriate for the task (e.g., 5 paragraph essay, editorial, debate, speech). I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason. I can fairly and thoroughly develop and refute counterclaims.	I can compose a cohesive argument that follows a logical progression in the format that is most appropriate for the task. I can develop several logical reasons that directly support my claim, citing multiple pieces of relevant and convincing evidence from credible sources to support each reason. I can attend to the knowledge level, concerns, values, and/or possible biases of my audience throughout my argument. I can fairly and thoroughly develop and refute counterclaims, using evidence and logic to critique the strengths and limitations of the counterargument (e.g., reasons, sources, and/or supporting evidence).

Portfolio System:

Credits are awarded to students via a portfolio system. Instead of grade levels, we track progress of individual competencies across all experiences through multiple portfolios. A portfolio is a body of work that demonstrates a student's level of mastery of a set of competencies. **Competencies and skills remain the same throughout the different portfolios, but the performance level expectations increase as students move through the NLIS curriculum.** At New Liberty we have three portfolios that students must complete to graduate.



Anatomy of Portfolio



“Mastery” is defined as demonstrating proficiency of a skill multiple times in multiple ways.

Meeting the requirements of a portfolio

Progress is measured on how much of a portfolio a student has completed. A student must complete all evidence requirements in a portfolio with high enough ratings to reach the minimum performance level required to complete their portfolio. When this happens we call it “flipping” their portfolio. At New Liberty,

portfolios can “flip” at any time during the school year. Therefore at a given moment, a NLIS student might be working in the Action portfolio in one area of study, but have already flipped to the Impact portfolio in another area.

Beacon: Student-Centered Platform & Dashboard

Beacon is our unique platform designed to help easily report and track progress aligned to the competencies. In partnership with Building 21 this student-centered platform and dashboard helps us track students’ progress and growth across all experiences both within and outside of the school .

Personalized Learning Plans (PLP)

Students at New Liberty all have **Personalized Learning Plans (PLP)** which are customized to meet the needs of the individual students. Certain components of the PLPs are personalized by the student and their advisor. Student PLPs are the tool in which students track their progress through the portfolios and set goals for their learning and post secondary plans.

Components of PLP:

- **My Profile:** snapshot of student’s learning journey, support network and learning preferences
- **My Progress:** real time view of student progress through portfolios, performance levels and pacing toward graduation. This replaces the traditional report card with one that is competency based. *(This is tracked via Beacon and updated daily.)*
- **My Goals:** student sets and tracks goals in academics, personal life and career; students then reflect on these goals periodically
- **My Personal Development:** self reflection component where students rate themselves on *effective effort (growth mindset) , self management and social skills*
- **My Plan:** tracking of post secondary plans, planning for students future!
- **My Experiences:** Learning happens anywhere and anytime. Here, students track their experiences inside and outside of school and reflect on them; these may include, but are not limited to field trips, college tours, and program presentations, including post graduation options.

NLIS GRADING

CHART 1: ALL COMPETENCY PORTFOLIOS: GRADE CONVERSIONS

To meet the graduation requirement for each portfolio, you must complete 100% of your portfolio at or above the required performance level or growth level.

Portfolio Status	Credit Status	Grade Conversion	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	IMPACT PORTFOLIO
			Performance Level	Performance Level	Performance Level
Portfolio Complete	Credit Earned	A	8.0 or higher	9.0 or higher	10.5 or higher
Portfolio Complete	Credit Earned	B	7.5-7.9 Made 2 or more levels of Growth	8.5-8.9 Made 2 or more levels of Growth	10.0-10.4 Made 2 or more levels of Growth
Portfolio Complete	Credit Earned	C	7.0-7.4 Made 1.25 levels of Growth	8.0-8.4 Made 1.25 levels of Growth	9.5-9.9 Made 1.25 levels of Growth
Portfolio Complete	Did Not Meet Requirements	DNM (Did Not Meet)	Below 7.0 and Did Not Meet Growth Target	Below 8.0 and Did Not Meet Growth Target	Below 9.5 and Did Not Meet Growth Target
Portfolio Not Complete	Did Not Complete Requirements	NC (Not Complete)	If you have any M ratings in your portfolio at the end of the year or if your Performance Level or Growth is too low, you will remain in this portfolio until you complete all of the requirements. You must complete your portfolios to graduate.		

NLIS GRADING

CHART 2: HONORS CONVERSIONS

You can earn Honors credit in any of your competency portfolios by completing 100% of your portfolio at or above the Honors levels in the chart below.

Portfolio Status	Credit Status	HONORS CONVERSION	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	IMPACT PORTFOLIO
			Performance Level	Performance Level	Performance Level
Portfolio Complete	Honors Credit Earned	Honors A	8.5 or higher	9.5 or higher	11.1 or higher
Portfolio Complete	Honors Credit Earned	Honors B	8.1-8.4	9.1-9.4	10.6-11.0

NLIS GRADUATION REQUIREMENTS

Competency Area	Required Portfolios	Credits Earned	DISCOVERY PORTFOLIO	ACTION PORTFOLIO	IMPACT PORTFOLIO
Humanities (HUM)	3	4	Required for Graduation Humanities 1	Required for Graduation Humanities 2	Required for Graduation Humanities 3 and 4
Math (MATH) Competencies and Concepts	3	3	Required for Graduation Integrated Math 1	Required for Graduation Integrated Math 2	Required for Graduation Entrepreneurship
Personal Finance Concepts (PF)	1	1			Required for Graduation Personal Finance
Science (SCI)	3	3	Required for Graduation Principles of Biomedical Science (PLTW)	Required for Graduation Human Body Systems (PLTW)	Required for Graduation Medical Intervention (PLTW) or Physics
Habits of Success (HOS)	3	3	Required for Graduation Habits of Success 1	Required for Graduation Habits of Success 2	Required for Graduation Habits of Success 3
Health and Wellness Concepts (PE and HW)	1	2			Required for Graduation Health/PE
Portrait of a Graduate (POG)	3	3	Required for Graduation Design Lab or CTE	Required for Graduation Design Lab or Internships	Required for Graduation Design Labs or Internships
Capstone (CAP)	1	1			Required for Graduation Capstone
Wayfinding (WF)	1	1	Required for Graduation Basic Technology / CTE	Required for Graduation Career Exploration / Internships / Professional Toolkit	Required for Graduation Career Exploration / Internships / Professional Toolkit
Total Credits		21			

Graduation Requirements continued

To graduate from New Liberty Innovation School with a high school diploma, students must also:

- Earn a Competency Determination (CD) in English, Mathematics, and Science outlined by Salem Public Schools*
- Satisfactorily complete the local graduation requirements delineated in the Program of Study for New Liberty Innovation School which is reviewed and approved annually by the SPS School Committee.

*Competency Determination

The awarding of a fully certified diploma from **Salem Public Schools** requires a demonstration of mastery of the 10th-grade Massachusetts Curriculum Framework Standards in the areas of English language arts, Mathematics, and Science.

Content Areas	New Liberty Innovation School
English Language Arts	Humanities 1 and Humanities 2
Mathematics	Integrated Math 1 and Integrated Math 2
Science	Principles of Biomedical Science

For the Class of 2026 and beyond, a successful CD can be met **only** by a passing grade on the coursework listed above.

Students who do not meet the required passing grades (as delineated in the Program of Study) in the above prescribed courses may enroll in summer school, credit recovery courses, or be scheduled to take additional coursework that meets the same MA Curriculum Framework Standards in order to graduate.

New Liberty Course Descriptions

Content Area	Graduation Requirements
Humanities	<p>NLIS students must demonstrate increasing levels of proficiency in areas such as reading critically, writing, historical analysis, discussion, and presentation. These skills are included in each humanities portfolio, and are also frequently integrated into other areas of study.</p> <p>Students in the <i>Discovery</i> and <i>Action</i> portfolios are enrolled in Humanities 1 and Humanities 2 respectively. In both courses, students use literature as a springboard for analyses of social issues and historical events that have shaped society. Students respond and reflect through creative projects, extend their knowledge with research, and practice writing and presenting evidence-based arguments.</p>

	<p>Students in the <i>Impact</i> portfolio are enrolled in Humanities 3 and Humanities 4. In Humanities 3, students expand their understanding of global historical events and patterns through units looking deeply at the history and literature of the Caribbean and Africa. In Humanities 4, our focus returns to the U.S. with a focus on civic issues that affect our community, such as housing policy and policing practices.</p>
<p>Math</p>	<p>Students in the <i>Discovery and Action portfolios</i> are enrolled in Integrated Math I and Integrated Math II respectively. These courses use patterns, models, and conjectures to build mathematical understanding. Students taking these courses will extend their knowledge in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability and apply them to real world scenarios.</p> <p>Students in the <i>Impact portfolio</i> will engage in An Entrepreneurship course in which they have an empowering experience of running a real business. Students demonstrate increased skills in our portrait of graduate and business skills; Communication, Collaboration, Creative Problem Solving, Critical Thinking, Self Awareness, Cultural Competence. They also gain experience in implementing the human centered design process to design innovative solutions and products to solve a problem for the client or the community. Most importantly, students develop a vital sense of self-agency over their education and careers.</p>
<p>Personal Finance</p>	<p>Students in Personal Finance investigate personal incomes and budgets, home and consumer financing, insurance, personal investing and retirement planning. Topics covered will include the power of compound interest, investments, loans and credit, credit management, consumer protection laws, taxes, life and health insurance. Students use this information to make financial decisions applicable to their own life.</p>
<p>Science</p>	<p>NLIS has a biomedical pathway through Project Lead the Way, PLTW.</p> <p>Students in the <i>Discovery portfolio</i> are enrolled in PLTW Principles of Biomedical Studies. In this course (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems.</p> <p>Students in the <i>Action Portfolio</i> are enrolled in PLTW Human Body Systems. This course (HBS) is a full-year high school course designed to</p>

	<p>follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real-world situations, cases, and problems.</p> <p>Students in the <i>Impact Portfolio</i> are enrolled in PLTW Medical Interventions. In this course (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p> <p>Other science learning opportunities for our student include; Physics, Medical Assisting, PLTW Biomedical Innovations, STEM</p>
<p>Habits of Success</p>	<p>All students at NLIS are assigned to an advisory that focuses on personal development through our Habits of Success competencies, building relationships with adults and peers, goal setting and tracking academic progress as well as supporting the development of our students’ Personalized Learning Plans.</p>
<p>Health and Wellness</p>	<p>All students are required to complete physical education. In addition we require students to demonstrate proficiency in social-emotional skills that support communication, conflict resolution, healthy relationships, mental health and decision-making.</p>
<p>Portrait of a Graduate</p>	<p>Students must demonstrate proficiency and growth in 21st century skills: Communication, Collaboration, Creative Problem Solving, Critical Thinking, Cultural Competence and Self Awareness. These skills are assessed throughout their learning experiences at NLIS but explicitly during their Career and Technical Education (CTE) and Internships.</p>
<p>Capstone</p>	<p>Capstone is a required course where students reflect on their learning, interests, and growth, and create a positive impact via a student voice learning project.</p>

New Liberty Innovation School

Salem Public Schools

	<p>Students engage in multiple workshops and assignments focused on personal identity, the power of telling stories, the cycle of socialization and civic action - all through the lens of diversity, equity and inclusion.</p> <p>Students will develop a portfolio that highlights their growth as a student and post graduation plans, while also demonstrating their personal integration and reflection of the <i>New Liberty Portrait of a Graduate Skills</i>.</p>
Wayfinding - Career and College Readiness	<p>All students will engage in internships/employment and post graduation planning. Internship and employment experiences will directly align with their interests and post secondary goals, along with building their Portrait of a Graduate skills. This gives students practice opportunities as they connect their real-world experiences to Cultural Competency, Critical Thinking, Creative Problem Solving, Collaboration, Communication, and Self-Awareness skills for success.</p> <p>Students will continue to receive occupational skill building support, as well as 1:1 career development that is individualized and supports post secondary transitions at school with our Post Grad / Employment Specialist.</p>
Advanced Coursework, online courses and Early College opportunities	<p>Students at NLIS have many ways to extend their learning. They are strongly encouraged to take advantage of advanced coursework such as “Project Lead the Way” (PLTW) in science, online electives in a variety of subjects, or early college courses in partnership with local colleges.</p>
Design Labs	<p>Design Labs are opportunities for students to “extend” their learning based on student interest; <i>art, music, strategic problem solving, lab science, cooking, DIY building</i>, etc. Design Labs are akin to electives in a more traditional model. While Design Labs are not required, they offer students a variety of opportunities to extend their learning while also earning credit in multiple portfolios, including the <i>Portrait of a Graduate</i>.</p>

Students will work on tasks related to their pathway to graduation outlined in their Personalized Learning Plan (PLP) while also building post graduation plans.

Our goal at NLIS is for students to be engaged in their education!

Transfer Students Competency Determination Criteria

High school students transferring to New Liberty Innovation School from another district will undergo a transcript review to ensure alignment with our graduation and competency determination requirements. If a student has met their previous district's local CD criteria, New Liberty Innovation School will honor that determination, provided it aligns with Massachusetts Curriculum Framework standards.

Transfer Credits from Previous Schools:

New Liberty can transfer credits from any previous high school courses in which credit was earned. We never take credit away from a student. Students who have successfully completed ALL MCAS testing will receive credit for the **Discovery and Action Portfolios** and be enrolled in the **Impact Portfolio**. Students can be enrolled in different portfolios based on their credit earned at the previous school. For example; if a student earns credit for Algebra 1 they would be enrolled in the **Action Portfolio** for math. If that same student did not earn credit for English Language Arts they would be enrolled in the **Discovery Portfolio** for humanities, thus creating the student's personalized learning plan. Students transferring to NLIS meet with the Academic Coach or Principal to see how their previous credits align to our competency based portfolio model, and review their Personalized Learning Plan at NLIS.

New students and transfer students who come to NLIS will participate in an orientation process through Habits of Success and complete the NLIS Experience to learn about our school.

Transcript Review for Former Students

Salem Public Schools provides a formal transcript review process for any former student who believes they have earned a Competency Determination (CD) under the new criteria. This review ensures that individuals who have satisfactorily completed the relevant coursework are recognized as meeting the updated CD requirements, and therefore have earned a high school diploma.

To request a formal transcript review process, former students should contact New Liberty Innovation School.

Assessments: Ways to Measure and Demonstrate Learning

Educators at NLIS create authentic learning experiences that prioritize productive struggle, personalization, student choice and passion to build competence in critical thinking, creative problem solving, and reflection. We provide a variety of opportunities for students to demonstrate their mastery of content, skills and competencies outlined in the New Liberty Curriculum Frameworks. Students demonstrate their learning throughout the year on the following assessments:

Assessment: <i>Ways to measure and demonstrate learning</i>	Description
Performance Assessments	These are the main assessments used at NLIS. These allow students the opportunity to demonstrate their learning through engaging, relevant, rigorous projects, assignments and performances that connect to the competency, skill and content they have focused on. Students are offered multiple modalities to demonstrate their learning and can always improve their work through revision cycles.
STAR Assessment (reading & math)	Students will take the STAR assessment at the point of enrollment and in the fall and spring to measure their growth and identify learning needs.
District Common Assessments (DCA) & Edulastic	Assessments curated by standards aligned to district priority standards. Educators have access to this platform and use it for assessments throughout the year
Career and College	All students must engage in college and career readiness as part of their PLP: <ul style="list-style-type: none"> ● Career interest surveys ● Participate in internships/employment based on career interests ● Develop a Post Graduation Plan ● Complete Resume/Cover Letter/References prior to graduation
ACCESS	Students in the Multilingual Language program will take the ACCESS exam yearly during January or February.

Resources

Building21, <https://building21.org/>. Accessed 15 January 2024.

Common Core State Standards Initiative – Preparing America's Students for College & Career,
<https://corestandards.org/>. Accessed 11 February 2024.

“Explore Transformative PreK-12 STEM Curriculum.” *PLTW*, <https://www.pltw.org/curriculum>. Accessed 11 February 2024.

“National Standards for Personal Financial Education.” *Council for Economic Education*,
<https://www.councilforeconed.org/wp-content/uploads/2021/10/2021-National-Standards-for-Personal-Financial-Education.pdf>. Accessed 11 February 2024.

“Public Comment Draft - MA Comprehensive Health and PE Framework, June 2023.” *Massachusetts Department of Elementary and Secondary Education*,
<https://www.doe.mass.edu/frameworks/health/2023-07-health-draft.pdf>. Accessed 11 February 2024.

“Standards.” *ISTE*, <https://iste.org/standards>. Accessed 11 February 2024.

“The Standards.” *Next Generation Science Standards*, <https://www.nextgenscience.org/standards>. Accessed 11 February 2024.

Legal References:

https://www.sec.state.ma.us/divisions/elections/publications/information-for-voters-24/quest_2_full_text.htm

Salem Public Schools

2025 - 2026 Calendar

Bates, Bentley, Collins, ECC, Horace Mann, Saltonstall, Witchcraft Heights

2025

August					September				
M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26
25	26	27	28	29	29	30			

October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		

2026

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			

April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29				

- School Closed: Holiday or Vacation
- All schools closed - Staff Professional Development
- Early Release Day - Staff Professional Development
- New Hire Orientation
- Holiday, school in session

- Early Release before break or end of year
- First day/last day of school (PreK/K)
- First day/last day (Grades 1-12)
- Snow Days as Needed

August	
18-22	New Hire Orientation
25-27	Professional Development Days (full)
28-29	First and second day, grades 1-12
September	
1	Labor Day
4	First day, PreK-K
17	Professional Development Day (half)
October	
13	Indigenous Peoples' Day
22	Professional Development Day (half)
31	Professional Development Day (half)
November	
4	Professional Development Day (full)
11	Veterans Day
26	Thanksgiving Early Release
27-28	Thanksgiving Break
December	
10	Professional Development Day (half)
22-31	Winter Break
January	
1-2	Winter Break
19	Martin Luther King, Jr. Day
28	Professional Development Day (half)
February	
16-20	February Break
27	Dominican Independence Day, school in session.
March	
16	Parent Teacher Conference (no school for students)
17	Parent Teacher Conference (half day for students)
April	
20-24	April Break
May	
13	Professional Development Day (half)
25	Memorial Day
June	
11	Last Day of School PreK/K
16	Last Day of School Grades 1-12
19	Juneteenth Independence Day
17-24	Snow days as needed



Salem Public Schools

2025 - 2026 Calendar

Carlton Innovation School

2025

August					September				
M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26
25	26		28	29	29	30			

October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		

2026

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			

April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29				

August	
18-21	New Hire Orientation
22	Professional Development
25-26	Days (full)
27	First Day, grades 1-12
September	
1	Labor Day
3	First day, PreK-K
October	
13	Indigenous Peoples' Day
31	Professional Development Day (half)
November	
11	Veterans Day
14	Professional Development /Transition Day
26	Thanksgiving Early Release
27-28	Thanksgiving Break
December	
11-12	Professional Development/ Caregiver Conferences
22-31	Winter Break
January	
1-2	Winter Break
19	Martin Luther King, Jr. Day
February	
13	Professional Development Day
16-20	February Break
27	Dominican Independence Day, school in session.
March	
19	Professional Development Day/ Transition & Caregiver Conferences
20	Professional Development Day/ Caregiver Conferences
April	
20-24	April Break
May	
25	Memorial Day
June	
5	Transition Day (full)
10	Last Day of School PreK/K
15	Last Day of School Grades 1-12
19	Juneteenth Independence Day
16-23	Snow days as needed

- School Closed: Holiday or Vacation
- School closed - Staff Professional Development
- Early Release Day - Staff Professional Development
- New Hire Orientation
- Holiday, school in session

- Early Release before break or end of year
- First day/last day of school (PreK/K)
- First day/last day (Grades 1-12)
- Snow Days as Needed



Salem Public Schools

2025 - 2026 Calendar

Salem High School/Salem Prep



2025

August

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

- School Closed: Holiday or Vacation
- All schools closed - Staff Professional Dev
- Early Release Day - Staff Professional Dev
- New Hire Orientation
- Holiday, school in session
- Date of Importance
- Early Release before break or end of year
- First day (Grade 9)
- First day (Grades 10-12)
- Snow Days as Needed

October

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

2026

January

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

May

- 13 Professional Development Day (half)
- 22 Mid Quarter - Quarter 4
- 25 Memorial Day

June

- 5 Salem High School Graduation
- 16 Last Day of School Grades 1-12
- 19 Juneteenth Independence Day
- 17-24 Snow days as needed

August	
18-22	New Hire Orientation
25-27	Professional Development Days (full)
27	First Day (Grade 9)
28	First Day (Grade 10)
September	
1	Labor Day
17	Professional Development Day (half)
18	Meet The Teacher Night 6:00 -8:00pm
October	
7	Mid Quarter - Quarter 1
13	Indigenous Peoples' Day
15	Progress Reports Posted
22	Professional Development Day (half)
23	Parent Conferences 2:40-3:40
31	Professional Development Day (half)
November	
4	Professional Development Day (full)
6	End of Quarter 1
11	Veterans Day
14	Report Cards Posted
20	Parent Conferences 6:00-8:00pm
26	Thanksgiving Early Release
27-28	Thanksgiving Break
December	
10	Professional Development Day (half)
15	Mid Quarter - Quarter 2
19	Progress Reports Posted
22-31	Winter Break
January	
1-2	Winter Break
19	Martin Luther King, Jr. Day
23	End of Quarter 2
28	Professional Development Day (half)
30	Report Cards Posted
February	
5	Parent Conferences 2:40-3:40
16-20	February Break
27	Dominican Independence Day, school in session.
March	
6	Mid Quarter - Quarter 3
13	Progress Report Posted
16	Parent Teacher Conference (no school for students)
17	Parent Teacher Conference (half day for students)
April	
10	End of Quarter 3
17	Report Cards Posted
20-24	April Break

Salem Public Schools

2025 - 2026 Calendar

New Liberty Innovation School

2025

August					September				
M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5
4	5	6	7	8	8	9	10	11	12
11	12	13	14	15	15	16	17	18	19
18	19	20	21	22	22	23	24	25	26
25	26	27	28	29	29	30			

October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		

2026

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			

April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30	25	26	27	28	29	29					

August	18-22	New Hire Orientation
	25-27	Professional Development Days (full)
	28-29	First and second day, Grades 9-12
September		
	1	Labor Day
	3, 10, 17 & 24	Professional Development Days (half)
	4	First day, PreK-K
October		
	1, 8, 15, 22, 29 & 31	Professional Development Days (half)
	13	Indigenous Peoples' Day
November		
	4	Professional Development Day (full)
	5, 12 & 19	Professional Development Day (half)
	11	Veterans Day
	13	Parent Teacher Conference (full)
	26	Thanksgiving Early Release
	27-28	Thanksgiving Break
December		
	3, 10 & 17	Professional Development Day (half)
	22-31	Winter Break
January		
	1-2	Winter Break
	7, 14, 21 & 28	Professional Development Day (half)
	19	Martin Luther King, Jr. Day
February		
	4, 11 & 25	Professional Development Day (half)
	16-20	February Break
	27	Dominican Independence Day, school in session.
March		
	4, 11, 18 & 25	Professional Development Day (half)
April		
	1, 8, 15 & 29	Professional Development Day (half)
	16	Parent Teacher Conference (full)
	20-24	April Break
May		
	6, 13, 20 & 27	Professional Development Day (half)
	25	Memorial Day
June		
	3 & 10	Professional Development Day (half)
	17	Last Day of School Grades 9-12
	19	Juneteenth Independence Day
	18-25	Snow days as needed

- School Closed: Holiday or Vacation
- Early Release before break or end of year
- All schools closed - Staff Professional Development
- First day/last day of school (PreK/K)
- Early Release Day - Staff Professional Development
- First day/last day (Grades 1-12)
- New Hire Orientation
- Snow Days as Needed
- Holiday, school in session



2025-26 Enrollment Targets for Student Assignment February 3, 2025

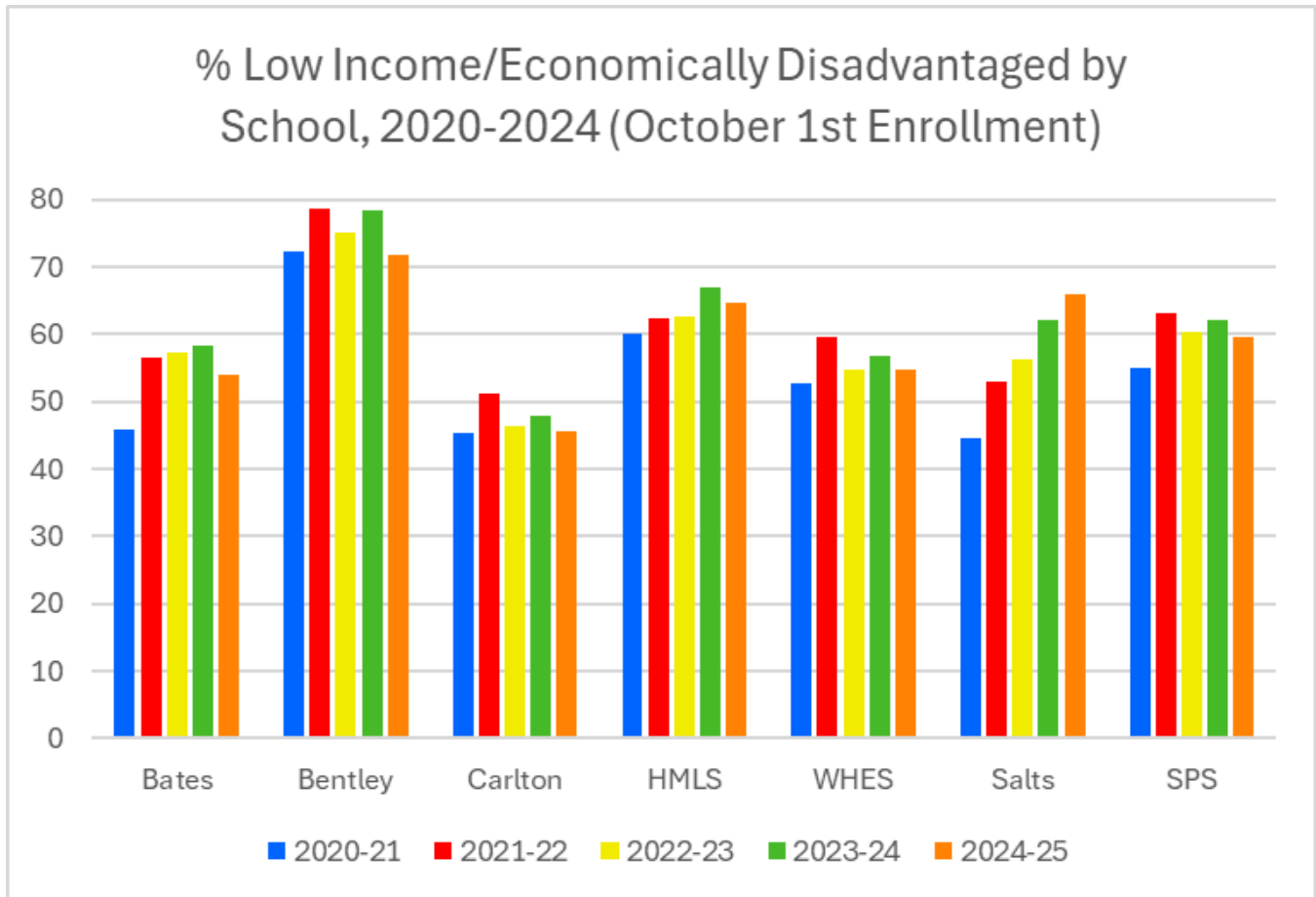
Overview

Following the district's student assignment policy (SC Policy #5103),¹ the Superintendent is charged with setting annual enrollment targets for each individual school. In the Salem Public Schools, we value the benefits of integrated and diverse schools. We know that students thrive when they attend schools that are reflective of our entire community. The overall goal is to have all schools enrolling a percentage of students who are low income that is within five percentage points (5%) of the district average.

The targets to be set are based on the most recently published percentage of low income students, as determined by the state, and include two categories of students, low income, and non-low income. Each school's enrollment targets will be used to assign entering kindergarten and pre-kindergarten students.

Percentage of Low Income Students by School, 2024-25

According to the policy, the annual school enrollment targets are to be based on the most recent state determination of the percentage of low income students within a school. The graph below depicts the percentage of low income students by K-5 school, as determined by the state², from October 2020 to October 2024.



¹ For full text of the policy, please visit: https://www.salemk12.org/families/student_enrollment/student_assignment_policy

² The state determines whether or not a student is low income if they are identified as participating in state public assistance programs, including the Supplemental Nutrition Assistance Program, Transitional Aid to Families with Dependent Children, MassHealth, and foster care; or certified as low income through the new supplemental data collection process.

	Bates	Bentley	Carlton	HMLS	WHES	Salts	SPS
2020-21	45.9	72.3	45.3	60	52.8	44.5	55
2021-22	56.5	78.7	51.3	62.5	59.6	52.9	63.1
2022-23	57.2	75.2	46.3	62.6	54.7	56.2	60.3
2023-24	58.4	78.4	48	67.1	56.7	62.1	62.2
2024-25	54.1	71.7	45.7	64.8	54.9	66.0	59.7

School Enrollment Targets for 2025-26 Student Assignments

The school enrollment targets that will be used for all assignments during the 2025-26 school year are outlined below. Table 1 summarizes the targets for the elementary schools where all student assignments are bound by the district’s student assignment policy. The first column presents the school’s current percentage of low income students and the second column identifies whether or not enrollment is “balanced” within each school, based on the percentage of low income students who are enrolled. The third and fourth columns describe the enrollment targets that will be used to assign both low income and non-low income students within each school. Enrollment targets of 50%/50% will be used for schools with “balanced” enrollment. Targets for schools that are not balanced in their enrollment are set based on the specific data for each school.

Table 1: 2025-26 Enrollment Targets for Elementary and K-8 Schools

Elementary Schools	Oct 2024 (% Low Income)	Is the enrollment within this school balanced (within 5% of district avg)?	2025-26 Low Income Target	2025-26 Non-Low Income Target
<i>Bates preK-5</i>	54.1%	Yes	50%	50%
<i>*BAIS preK-5</i>	71.7%	No	no target	no target
<i>Carlton K-5</i>	45.7%	No	65%	35%
<i>HMLS preK-5</i>	64.8%	Yes	50%	50%
<i>WHES K-5</i>	54.9%	Yes	50%	50%
<i>Saltonstall K-5</i>	66.0%	No	45%	55%
<i>SPS-District</i>	59.7%			

***BAIS Language Learning Bucket #2 only**

Application of the Enrollment Targets to the 2025-26 Student Assignments

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

Important Notes

- Salem saw a slight decrease in low-income students in the last year (from 62.2% in Oct. 2023 to 59.7% in Oct. 2024).
- Saltonstall’s data does not include the current middle school students as the school is shifting to become a K-5 school in SY25-26.
- Bentley Academy Innovation School’s Dual Language enrollment is available to all incoming Pre-K and Kindergarten students who attend the Salem Public Schools. The Dual Language program works by ensuring

that there is a linguistic balance between students that attend the program, with half of the students speaking Spanish as native language models and half speaking English/non-Spanish languages as native language models. For enrollment purposes, students in the Pre-K and Kindergarten Dual Language program are separated into the following two linguistic groups:

- o Group 1: Spanish speakers who are identified as early proficient English Learners and who are measured at WIDA levels 1-3 of English proficiency and are at levels 2 and above on the Pre-Las Español;
- o Group 2: Native English speakers and speakers of non-Spanish languages are determined by information from the home language survey, the bilingual continuum, interviews with family members, and the WIDA screener (given to those who identify a language other than English on the home language survey).
 - Families interested in Dual Language select Bentley as their first choice school in the Kindergarten and Pre-Kindergarten application form.
- o A lottery will only be held for seats in either or both language groups should there be more applicants than available seats. Group 1 has no enrollment targets given the requirement that a student demonstrate proficiency in Spanish in order to be considered. Consistent with the shift made last year, there are also no enrollment targets for language learning Group 2. Rather than assign a low income target, the recommendation is not to establish a Group 2 target for this uniquely and incredibly valuable learning experience. The academic value of strengthening one's native language while gaining proficiency in a second language is unparalleled. Students emerge from the Bentley Dual Language Program biliterate, bilingual and bicultural. In addition to the cultural value, it provides our young people with a competitive advantage as they pursue college and/or career opportunities beyond the Salem Public Schools. For this reason, we want every student, regardless of their socio-economic status, to have the same access to Bentley's dual language program.
- Available seats for our pre-kindergarten program will be assigned to the ratio below (consistent with the last few years):
 - o 65% of the seats for students living in a household identified as low income
 - o 35% of the seats for students living in a household identified as not low income
 - o Current low-income enrollment is 37.2%, during the 23-24 school year it was 47.4%
- For the pre-Kindergarten DL program at Bentley, we will follow the same assignment process as the Bentley DL Kindergarten lottery. One exception is that rising Pre-K students will take the Pre-IPT oral instead of the WIDA screener. Students accepted to the Bentley Pre-Kindergarten program are guaranteed seats in the Kindergarten DL program at Bentley. For the 25-26 school year, there will be fewer Kindergarten DL seats depending on the number of students who stay with the program from Pre-K.



February 3, 2025

RE: Memo to School Committee About Grade Configuration at New SHS Building

School Committee Members,

I am writing to respond to the questions received at our previous school committee (1/22/25) regarding the grade configuration at the new Salem High School building. Please see responses to the questions posed by the Committee:

- **Impact of Decoupling 6th grade:** Please find attached to this memo a document (written by our Academics team) detailing the benefits and challenges of decoupling 6th grade from 7th and 8th grade with three possible models considered: K-6, 5th/6th grouped together and a stand alone 6th grade. While some content areas would be minimally impacted, the scheduling, staffing, and practices of our current elementaries would result in a widely varied academic experience for students in Grade 6.
- **DESE Accountability Impact of a 7-12 vs. 9-12 Building:** Middle-high schools fall in a different accountability bucket than high schools. All middle-high schools are grouped together in a smaller (although growing) cohort of schools statewide. Most of the schools in the middle-high school cohort are from smaller, more affluent school districts and thus our accountability rating would likely be negatively impacted by switching our grouping.
- **Information About Recent Construction of 6-12 or 7-12 Schools in Massachusetts:** Please find attached a memo prepared by our project manager, Margaret Wood, from Accenture. The document provides examples of how middle/high schools are organized and layed out. The schools referenced are the Saugus Middle/High School (grades 6-12, enrollment 713), the Belmont Middle/High School (grades 7-12, enrollment 1,454), and the West Bridgewater Middle/High School (grades 7-12, enrollment 600). Below, please also find a comprehensive list of middle/high schools across the state of Massachusetts.

District Schools	School Name	Grades
Baldwinville	Narragansett Regional	6-12
Belmont	Belmont High School	7-12
Boston	BCLA-McCormack Pilot School	7-12
	Boston Green Academy	6-12
	Boston Latin Academy	7-12
	Boston Latin School	7-12
	Brighton High School	7-12
	Burke High School	7-12
	Charlestown High School	7-12
	Dearborn STEM Academy	7-12





SALEM PUBLIC SCHOOLS

Where belonging leads to opportunity.

	East Boston High School	7-12
	English High School	7-12
	Margarita Muniz Academy	7-12
	Mary Lyon Pilot High School	7-12
	Melvin King Prep & South End Academy	5-12
	New Mission High School	7-12
	O'Bryant School of Math & Science	7-12
	Quincy Upper School	6-12
	TechBoston Academy	6-12
Dighton	Dighton-Rehoboth Regional	6-12
East Sandwich	Middle High	7-12
Great Barrington	Monument Mountain (in design)	7-12
Harvard	Bromfield School	7-12
Hopedale	Junior Senior	7-12
Lee	Lee Middle and High School	7-12
Mashpee	Middle-High	7-12
Northfield	Pioneer Valley Regional	7-12
Orange	Mahar Regional	7-12
Sandwich	Middle-High	5-12
Saugus	Middle-High	7-12
Tahanto	Regional Middle/High	6-12
Ware	Junior-Senior	7-12
West Bridgewater	West Bridgewater Middle-Senior High School	7-12
West Boylston	Middle-High	6-12
Westport	Middle-High	7-12
Williamstown	Mount Greylock Regional	7-12

Charters	School Name	Grades
Boston	Boston Prep	6-12
Marlborough	Advanced Math & Science Academy	6-12
Somerville	Prospect Hill Charter School	7-12
South Hadley	Pioneer Valley Performing Arts	7-12
Tyngsborough	Innovation Academy Charter School	5-12

Please let me know if you have any further questions or information requests.

Sincerely,

Stephen K. Zrike, Jr., Ed.D.

Described below are the academic benefits and challenges of decoupling 6th grade from 7th and 8th grade with three possible models considered: (K)1-6, 5th/6th Academy, 6th Grade Academy. While some content areas would be minimally impacted from an academic content standpoint, **the scheduling, staffing, and practices of our current elementaries would yield a widely varied academic experience for students in Grade 6.**

Social Studies			
Model	Pros	Cons	Mitigations
1-6	Opportunities for interdisciplinary literacy instruction if the teacher is departmentalized (ELA/SS)	<p>Social studies does not receive parity with ELA and Math with regard to instructional time</p> <p>Students take a civics MCAS in 8th grade. Students need a foundation in historical thinking skills and disciplinary literacy skills</p> <p>Challenges supporting teacher collaboration across the elementary schools for social studies teachers, especially if they also teach ELA</p>	<ul style="list-style-type: none"> Adjust elementary schedules to include social studies in the master schedule with the frequency of ELA and Math create DCAs to monitor pacing and student outcomes shift staffing models to be fully departmentalized for social studies teachers in 6th grade. This would potentially increase staffing needs. Vertical Alignment social studies Job Alike meetings
5th/6th Academy	Opportunity to schedule social studies every day if staffed with social studies teachers. Increased access to social studies compared to a 1-6 model.	Disconnected from 8th grade civics expectations and vertical alignment	<ul style="list-style-type: none"> create DCAs to monitor pacing and student outcomes Vertical Alignment social studies Job Alike meetings
6th Grade Academy	Increased opportunities for student work showcases to elevate learning		

Health			
Model	Pros	Cons	Mitigations
1-6		Currently all 6th-8th graders experience a dedicated Health curriculum. Elementary schools are not currently staffed to support Health.	<ul style="list-style-type: none"> Add a district-wide itinerant 6th grade health teacher Provide additional professional development to PE teachers and work with principals to schedule more robust health programming in the elementaries through the specials rotation or extend PE
5th/6th Academy			
6th Grade Academy			

Science			
Model	Pros	Cons	Mitigations
1-6		<p>Science does not receive parity with ELA and Math with regard to instructional time in our current elementary model</p> <p>Students take a science MCAS in 8th grade which assesses standards taught 6-8.</p> <p>Challenges supporting teacher collaboration across the elementary schools for science teachers, especially if they also teach Math</p>	<ul style="list-style-type: none"> Adjust elementary schedules to include science in the master schedule with the frequency of ELA and Math create DCAs to monitor pacing and student outcomes shift staffing models to be fully departmentalized for science teachers in 6th grade. This would potentially increase staffing needs. Vertical Alignment science Job Alike meetings
5th/6th Academy	Opportunity to schedule science every day if staffed with science teachers. Increased access to science compared to a 1-6 model.	Disconnected from 8th grade science expectations and vertical alignment	<ul style="list-style-type: none"> create DCAs to monitor pacing and student outcomes Vertical Alignment science Job Alike meetings
6th Grade Academy	Increased opportunities for student work showcases to elevate learning		

Math			
Model	Pros	Cons	Mitigations
1-6	Current curriculum resource is utilized K-6	The opportunity to provide centralized PD (which has been impactful) is somewhat more challenging in this model especially true if they also teach science	Share math coaches across buildings and provide more access to centralized PD through half days and full days
5th/6th Academy			
6th Grade Academy		Given the smaller population, a dedicated math coach would be unlikely which would have implications for monitoring outcomes, providing PD, and running DII	

ELA			
Model	Pros	Cons	Mitigations
1-6		Current curriculum resources are split by typical grade bands which is not unusual for ELA curriculums:	Share ELA coaches across buildings and provide more access to centralized PD through half days and full days with a coaching focus more broken down to K-2 literacy coaches and 3-6 literacy coaches
5th/6th Academy	Opportunity to clearly define expectations for academic habits by the end of 6th grade and track progress across the academy (vertical alignment)	MyView K-2 MyView 3-5 MyPerspectives 6-8	
6th Grade Academy		Each grade band has different components and coaches would have to support teachers in 3 versions (this has not been historically successful at Saltonstall where all 3 versions are used)	

PLTW			
Model	Pros	Cons	Mitigations
1-6		Currently 6th graders have access to PLTW at CMS and K-8 at Salts	Expand PLTW into the elementaries - would require additional staffing
5th/6th Academy		More expensive to run Gateway Programming and Launch Programming within one building	
6th Grade Academy		Challenging to staff for one grade level and one course	

Instrumental Music			
Model	Pros	Cons	Mitigations
1-6		Staffing to accommodate travel time between elementary schools which would limit 7-12 opportunities	
5th/6th Academy	<ul style="list-style-type: none"> larger ensemble groups like currently run at Salts 	<ul style="list-style-type: none"> small group lessons would not stay small group or running small groups may impact ability to serve multiple schools opportunities for 6th graders to play with 7th and 8th would be limited 	
6th Grade Academy	<ul style="list-style-type: none"> larger ensemble groups 		

Dual Language			
Model	Pros	Cons	Mitigations
1-6	<p>Dual Language could continue up through 6th grade at BAIS.</p> <p>Staffing Dual Language in a 7-12 with shared bilingual staff in the content areas provides more options for Dual Language programming</p> <p>Families would opt in to Dual Language only twice (Elementary (k) and middle (7))</p>		
5th/6th Academy	Three schools within Salem would have the Dual Language Identity	Families would opt in to DL three times which would impact attrition (K, 6, 7)	<ul style="list-style-type: none"> • Increase messaging to families at critical decision making times • locate DL programming in geographically desirable areas
6th Grade Academy			

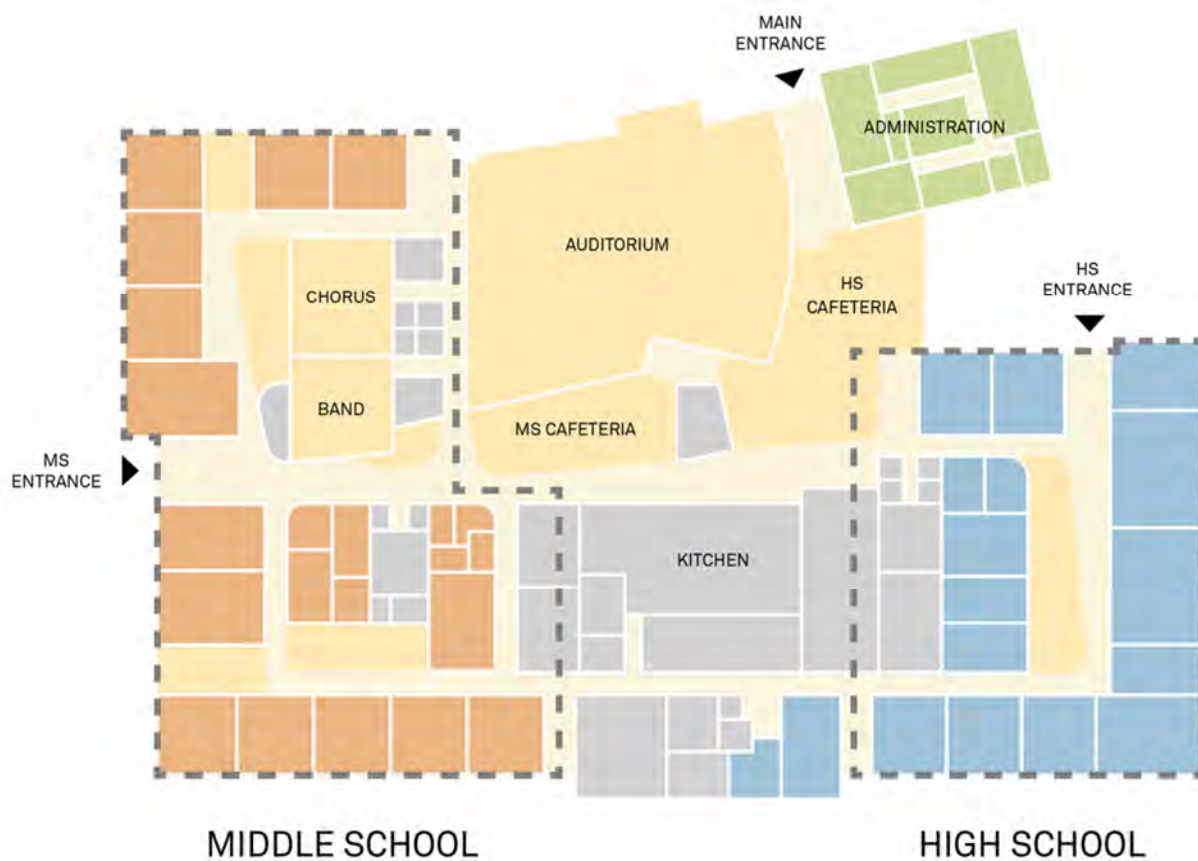
OST			
Model	Pros	Cons	Mitigations
1-6	<ul style="list-style-type: none"> • Student Voice Project could sustained over two years with 5th and 6th grade participation which means project could be sustained over 2 years • There is more funding in the elementary landscape for OST and less for middle which would allow for the funding to be better distributed to fit the needs of 7th and 8th graders 	<ul style="list-style-type: none"> • limited funding for middle school programming would be used for transportation to get students into 6-8 programming if desired 	<ul style="list-style-type: none"> • OST elementary programming could be split into two grade bands 3/4 and 5 • RFP school aged sites contracted with the city in our elementary school buildings to provide childcare for current K-5. Current partnerships would need to be redefined given different age spans
5th/6th Academy		<ul style="list-style-type: none"> • 21st Century funding is attached to elementary funding and is assigned to specific school sites and could result in possible gaps in funding consistent programming 	<ul style="list-style-type: none"> • apply for competitive grants to support additional sites
6th Grade Academy			

MEMORANDUM

To: Superintendent Steve Zrike
 From: Margaret Minor Wood
 Date: 30 January 2025
 Re: Examples of 7-12 school plans

This memorandum provides information on several fairly recent 6-12 and 7-12 schools in Massachusetts. These are provided to give examples of how these types of schools can be configured. The schools are the Saugus Middle/High School (grades 6-12, enrollment 713), the Belmont Middle/High School (grades 7-12, enrollment 1,454), and the West Bridgewater Middle/High School (grades 7-12, enrollment 600).

Saugus. The middle and high schools share a central core with the middle school to the left in the diagram below and the high school to the right. Middle and high schools have separate entrances and a share administration suite.

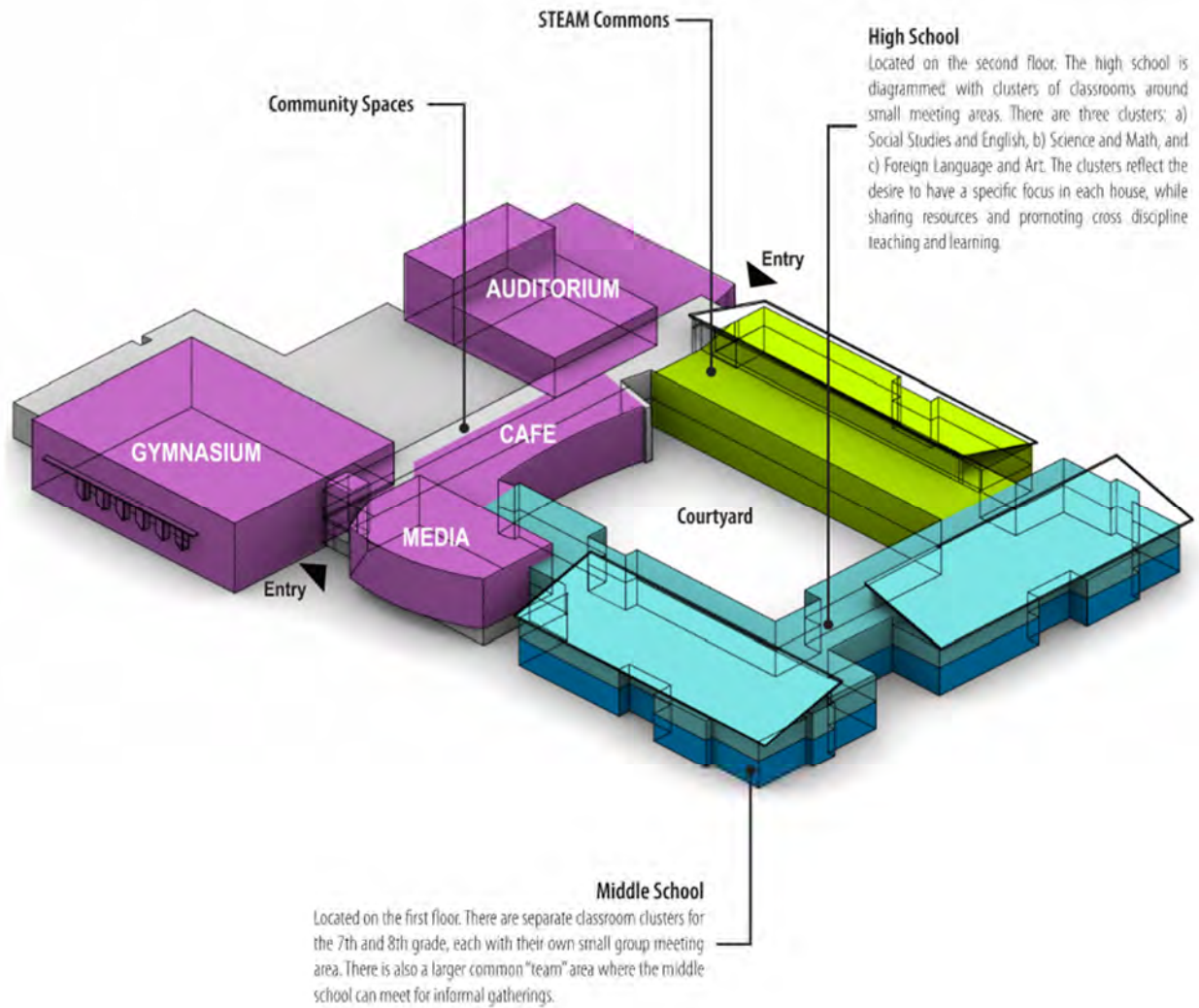


Belmont. Middle and high school programs have separate entrances and are tied together with shared space by a connecting corridor across the breadth of the school. The project was created in several phases around a large existing field house, which is the large rectangle in the middle.

Clear **Paths of Travel to shared resources** for the Middle School and High School students.



West Bridgewater. As noted below, the middle and high school programs are separate by level within the building. They share a common building entrance.



A solid blue diagonal shape that starts from the bottom left and extends towards the top right, covering the bottom right portion of the slide.

FY26 Capital Priorities

February 3, 2025

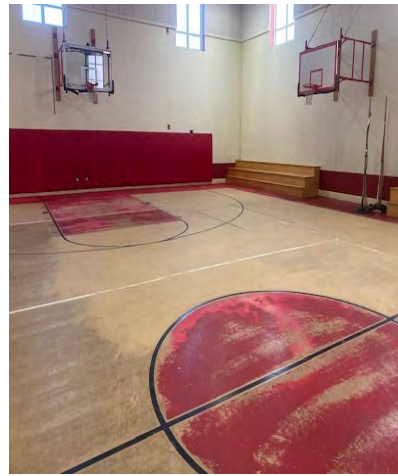
Developing our Capital Requests

- ✓ Aligns with city & school multi year priorities & plans
- ✓ Mix of continuing requests & new purchases, projects, annual maintenance
- ✓ Includes preventative maintenance & repairs
- ✓ Aligns to Ameresco recommendations to reduce energy consumption



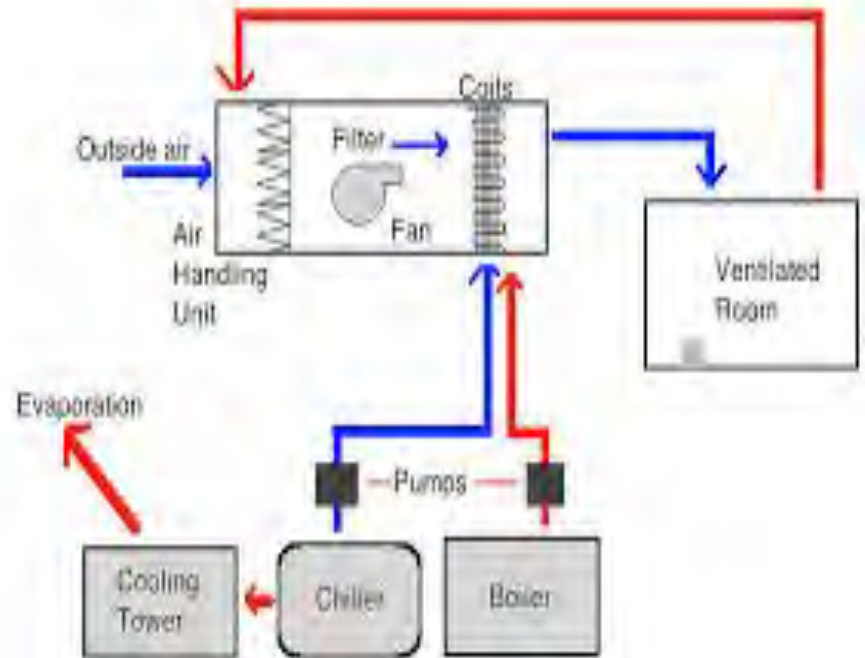
Capital Requests FY26: Highlights

- WHES Boilers \$1 Million
- Collins HVAC Controls \$125k
- Carlton RTUs & chiller \$1.3 Million
- Mechanical/Electrical/HVAC & Plumbing \$500k
- Security & Life Safety /Generators \$600k
- HMLS gym floor \$120k
- Painting \$200k
- Bates Roof (MSBA ARP) \$1.2 Million
- Bertram Field repairs \$210k
- ADA repairs \$25k
- Technology \$550,000



HVAC Systems

- FY25 request: \$1,990,000
(Chillers, Controls, Boilers)
- **FY26 request: \$2.7M**
 - Controls
 - RTUs & Chillers
 - Boilers
 - mechanical components



HVAC: Heating & Cooling: \$2.7M

FY25 Request (\$800,000 Chillers @ CMS & SALTS)

FY 26 Recommendations:

- **WHES Boilers replacement:** (\$1M)
 - Replace 2 boilers in a facility that has new controls and a recent chiller upgrade.
- **CMS Controls** (\$150k)
- **Carlton (RTUs & Chillers):** (\$1,300,000)
 - [This was the only system rated Poor in 2023 on the SPS HVAC Tech assessment](#)
- **Univents-** Make repairs to components that serve classrooms

Mechanical, Electrical, Plumbing: \$500k

FY25 Request (\$900k)

FY 26 Recommendations:

- **Districtwide Repairs \$500k**

Outdoor Spaces: \$225K

FY25 Request: \$500,000 (Bates Playground)

FY26 Recommendations:

- Upgrade Bertram Field
 - Resurface the track (\$150k)
 - New Sound System (\$52k)
 - Access Controls (\$20k)
 - Request: \$222k in total upgrades
- Prioritize HMLS playground (FY27)

PLANNING RECOMMENDATIONS PER EXISTING SCHOOL PLAYGROUND



Outdoor Spaces

FY27 Recommendations:

- Playground renovation for HMLS (FY27)
- **Discussion:**
 - ECC playground
 - timing of planned upgrades (HMLS)
 - Review plans for outdoor spaces

2022 Playground Study Report

Prepared for the City of Salem Public Schools, in Massachusetts

PLANNING RECOMMENDATIONS PER EXISTING SCHOOL PLAYGROUND



Figure 4: Planning Recommendations per Existing School Playground, diagram by M3 Land Studio

Security & Life Safety: \$600k

FY25 Requests: \$185,000 (Generators)

FY26 Recommendations:

- Bates Generator
 - FY25 WHES & CMS
 - FY26: Bates
 - Cost: \$350,000
- **Discussion:** After Bates, the next most pressing need is generator for BAIS. Given the needs in that building, do we continue to prioritize a generator first?

Security & Life Safety: \$600k

FY26 Recommendations:

- **Main Office Access Controls, districtwide**
 - **Cost:** \$50,000
- **BAIS PA system**
 - **Cost:** \$25,000
- **Ongoing safety work**
 - Fire & Sprinklers \$60,000
 - Vape Detectors \$15,000
 - Additional Cameras \$50,000
 - Elevator Repair \$50,000

Envelope/Interior: \$1.55M

FY25 request: \$1,755,000(ESCO project, painting, MEP, weatherization)

FY26 Recommendations:

- **New Bates Roof (\$1.2M)**
- **New gym floor at HMLS (\$60k-\$120k)**
- **Painting (\$200k)**
- **Collins gym curtain (\$30k)**

Technology: \$550,000

FY25 request: \$500,000

FY26 recommendation:
\$550,000

Elementary special rooms, Salem Prep & NLIS: chromebooks	\$94,985.00
8th grade chromebooks	\$91,877.00
9th grade chromebooks	\$112,601.00
Staff replacement devices	\$98,400.00
Classroom displays-Carlton & BAIS	\$100,000.00
Special Ed devices	\$50,000.00
Total:	\$548,063.00

Capital Requests: \$5,830,000 for FY26

- ✓ **HVAC: (\$2.725M)** WHES boilers, CMS, & Carlton Roof Units & Chillers
- ✓ **MEP: (\$500k)** Districtwide repairs & preventative maintenance
- ✓ **Outdoor Spaces: (\$225k)** upgrades to Bertram field
- ✓ **Security & Life Safety: (\$600k)** generators, access controls, PA, ongoing repairs
- ✓ **Envelope/Interior: (\$1.545M)** roof replacement, P.A. systems, painting, gym floor
- ✓ **Technology: (\$550k)** Student/staff/building devices & hardware; replacement technology for Special Education

What's Next?

- ✓ Input from Facilities & Grounds Subcommittee
1/27
- ✓ Finalize Capital Requests
- ✓ Present to School Committee 2/3
- ✓ Begin conversations with city finance



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History and Rationale

The Salem School Committee (the Committee) holds its core values of equity & access in high regard (see SC Policy #6101 for core values). The Committee further believes that when students are assigned to Schools based solely on the geographic location of a student’s home address, the likelihood of creating schools with student bodies that are inequitable in terms of socioeconomic status as well as other factors associated with diversity is increased. For this reason, since the 1980s, the Salem Public Schools has followed a voluntary desegregation plan known as a controlled choice student assignment policy.

SPS Core Value of Equity and Access:

SPS is committed to identifying and eliminating any and all barriers to educational achievement. To this end, we promote policies and practices that are fair and just and make learning opportunities – in and out of school – fully accessible to all. We commit to ensure *every* student, regardless of background, meets our high standards for achievement, participation, and growth.

A controlled choice student assignment policy, a choice-based system, also helps to ensure that the diversity of our community is reflected in the student body attending all of the city’s schools. Other benefits of a controlled choice student assignment system include:

- Offers parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference.
- Eliminating the need to continually redraw attendance boundaries due to changes in the housing patterns throughout the District
- Offers parents and students an assurance that once students are enrolled in a school, they may remain in that school through the highest grade available
- Promotes academic excellence in all schools by allowing students of different backgrounds to learn with and from each other

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- Promotes socio-economic (SES) and other forms of diversity in the schools.
- Allows the District to monitor and manage class size at each building
- Provides the District with the opportunity to monitor school choice trends to better understand the level of “demand” for each school as well as the opportunity to respond to those trends (e.g. intentionally expanding and replicating successful programs that are in high demand and/or addressing challenges in schools that have low demand)

Salem’s controlled choice student assignment policy is designed to create schools that are demographically and economically diverse and academically successful for all students who attend.

Goals of Salem’s Student Assignment Policy

The goals of the Salem Controlled Choice Student Assignment Policy are to:

1. Increase the excellence of all schools so that there are great choices across all of Salem
2. Achieve a more equitable distribution of students across the district based on socioeconomic status and other educational risk factors
3. Maximize, to the extent possible, families’ opportunities to choose schools that best fits their children’s needs.
4. Keep siblings together (to the extent that this is the family’s choice)
5. Increase operational efficiency with regard to facilities and transportation.
6. Ensure that the entire process, from beginning to end, is clear, transparent, and easy to understand and follow.
7. Ensure that the District and schools conduct proactive outreach to families, especially to underrepresented populations, thereby increasing opportunities for all to exercise informed choices
8. Continuously monitor policy implementation, including fidelity to the policy, and explore new ways to improve upon the policy or consider new methods to achieve the overall goals.

Policy Objective

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable socio economic balance within each of Salem’s schools. To that end, each school’s enrollment shall reflect a deviation of no more than five (5) percentage points from the average socioeconomic composition of the

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district’s student enrollment, as measured by the MA Department of Elementary and Secondary Education’s most recently published Economically Disadvantaged indicator.

District Procedures for Determining the Number and Type of Seats Available

The following procedures shall be used to determine the number and types of seats available for family choice:

1. Calculate enrollment projections and determine each school’s capacity to serve, by grade level.

Each yearfall, the Superintendent shall be responsible for reviewing all available enrollment and other demographic data together with the District’s programming needs as well as each school’s enrollment capacity, to make an annual determination as to the number of students who can be assigned at each grade in each school. The annual determination will be based on the projected district-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination shall include any spaces earmarked for programmatic needs such as substantially separate special education, English Language Learners including newcomers, or other specialized programs designated by the Superintendent, within each school.

2. Set annual enrollment targets for each individual school that move each school closer to the policy objective of within 5% of the district-wide average for students’ socioeconomic status (SES).

In January of each year, prior to the annual Kindergarten Information Night, the Superintendent shall set annual enrollment targets for each individual school, based on the state’s most recently published data regarding each school’s percentage of Economically Disadvantaged students. In the event that these data are not published on the state website prior to the Kindergarten Information Night, enrollment targets shall be delayed until the data needed are published.

The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds across the district and to ensure that students who face multiple barriers to success in education are not concentrated within one or more schools.

The socioeconomic status (SES) of each student shall be determined by the degree to which the household income of each student meets the federal standards for low-income as published annually by the U.S. Secretary of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

These annual enrollment targets shall include two categories for each school:

- a) **Low-Income (LI):** Percentage of seats available for students whose household income qualifies them as low-income, according to the above criteria;

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- b) **Non-Low Income (Non-LI):** Percentage of seats available for students whose household income does not qualify them as low-income, according to the above criteria.

The annual enrollment targets for each category shall be based on an analysis of each school’s October 1st enrollment in terms of its socioeconomic status (SES) as published on the state website -- based on the percentage of Low-Income (LI) students enrolled – relative to the district-wide average of LI students. The target set for each school should give higher priority to the category that needs to be increased within that school, in order to move closer to the district-wide average, and a lower priority to the category that needs to be decreased. By prioritizing the targets for each individual school in this way, over time, the school’s enrollment will be within five percentage points of the district average.

For example, to illustrate how this might work, if the district’s average enrollment is 50% low income and 50% non-low income and one school’s current enrollment is 75% non-low income and 25% low income, setting an enrollment target for this school of 75% low-income and 25% non-low income would prioritize the low-income category by allowing more of the available seats to be filled by students who fall into this category. This would mean that 75% of the available seats in the school would be assigned to incoming students who qualify as low-income and 25% of the available seats in the school would be assigned to incoming students who do not qualify as low-income.

Similarly, an enrollment target of 60% low-income and 40% non-low income would also weigh enrollment in the direction of the district-wide goal of being within 5% of the district’s average, but this target would be more moderate in terms of meeting the objective than the first example.

The Superintendent shall be responsible for setting enrollment targets based on each school’s enrollment data relative to the district-wide average for the previous year. No school’s enrollment target shall be set in a way that moves the balance of enrollment away from the objective, further contributing to inequitable enrollment within a school.

The school’s enrollment targets shall apply to the assignment of students entering Kindergarten, ~~as well as to all those applying to enter all other grade levels (to the extent possible) at all points throughout the year.~~

3. Examine and consider additional diversity factors for the future.

While the current policy considers each student’s socioeconomic status as the primary factor for achieving a more equitable distribution of students, the School Committee acknowledges the importance of other factors reflecting the diversity of our student body. Educational research recognizes that additional risk factors are associated with a student’s success in school. The Superintendent is hereby charged with tracking and monitoring additional diversity factors reflected in the student body and reporting annually to the School Committee on the degree to which each school enrolls students based on these factors.

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Diversity factors may include race/ethnicity, disability status, and English language learner status, homelessness (as defined by the McKinney-Vento Act), foster care, parental level of education, and other factors identified by the Superintendent. Over time, the School Committee may consider updating this policy to include a “multi-factor” approach, as many other districts implementing controlled choice student assignment have, basing student assignment on multiple factors that are known to affect the educational outcomes of students, and seeking to achieve a balance of those factors across schools.

4. Determine the availability of any in-district charter, innovation, and/or other schools that may require exclusion from this policy and require alternative approaches to student assignment.

Innovation Schools: Salem currently has three Innovation Schools (the Carlton Innovation School, a K-5 Innovation School and the New Liberty Innovation School, an alternative, competency-based high school serving Grades 9-12, and Bentley Academy Innovation School, a preK-5 Innovation School). The Superintendent shall set enrollment targets for Bentley Academy Innovation School annually in consultation with the School Committee. ~~At this time, enrollment to the NLIS shall follow the district’s student assignment policy.~~ Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5th birthday). In this school, children who turn five (5) at different times throughout the year, have the opportunity to enter Kindergarten at the start of three different trimesters -- Fall, Winter, and Spring, based on the timing of the child’s 5th birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester). This trimester enrollment system gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1st grade.

~~Salem Early Childhood Center (SECC), Preschool (3-year olds)~~: Although student registration for ~~Preschool the Salem Early Childhood Center~~ is managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply. ~~to the SECC.~~

High Schools: Although initial student registration procedures for Salem High School and the New Liberty Innovation School are managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend Salem Prep High School.

5. Develop materials and outreach plans to ensure the community is aware of all of the district’s enrollment options, the choices available to them, registration procedures and requirements, and deadline.

Ensuring that all members of the Salem community who have school-aged children are aware of the educational options and choices available to them and have a clear understanding of what they need to do (and by what dates) in order to access their choices is critical to any choice-based student assignment system. It shall be the responsibility of the Superintendent to ensure effective outreach and communication to all members of the community, including those whose home language is not English as

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well as other frequently underrepresented groups. Communication and outreach activities may involve creation of a district choices guide (translated into Spanish and Portuguese), providing information on the district’s website, holding community forums in various neighborhood locations, organizing school open houses, holding a “school options” fair, etc.

Early Childhood Registration Timelines and Procedures

The following procedures shall be used to assign students to the entering Preschool, Pre-Kindergarten, and Kindergarten class for each year included in the term of this policy:

1. **Communication and Outreach:** In the fall and early winter of each year (November through January), the Superintendent shall execute a communication and outreach plan to ensure that all families with children who will turn three (3) years of age, four (4) years of age, and five (5) years of age by September 1st of the upcoming school year are made aware of the Preschool, Pre-Kindergarten, and Kindergarten schooling options available to them, upcoming opportunities to learn more about their choices (e.g., school expo, school open houses, information on the website, etc.), as well as the registration process and procedures.
2. **Early Childhood Information Night:** In January of each year, the Superintendent shall schedule at least one Early Childhood Information Night, inviting all families known to have a child who will be eligible for Preschool, Pre-Kindergarten, or Kindergarten in the fall. The purpose of this event is to inform families of the school options and choices available to them as well as the procedures, requirements, and deadlines for registration. The registration period shall begin ~~on the first day~~ after this event.
3. **School Tours and Open Houses:** The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to them. Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.
4. **School Choice Selection Procedures for Kindergarten:** All Salem parents/guardians are encouraged to review the information on school choices and procedures and shall be required to indicate on the application, in rank order, their top three (3) choices for each of their children eligible for Kindergarten. Ranking fewer than three ~~different~~ schools ~~will~~may significantly increase the student’s chances of remaining unassigned to a school following the initial school ~~assignment period~~assignmentperiod results. The availability of seat assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the choice program.
5. **Student Registration Procedures and Requirements:** In order to qualify for assignment to a school, all parents/guardians must complete and submit all required student registration forms and required documentation, including: a) Proof of birth date; b) Proof of address (to verify residency within the City of Salem); c) Proof of parent/guardian identification; and d) Most recent

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immunization and physical examination records (students facing hardships may be registered and receive an assignment without immunization records. However, such records must be submitted prior to starting school).

In addition, the registration forms shall seek information about each child’s demographics, household income, home language, medical history, background, and information pertaining to educational risk factors associated with success in school.

6. **Early Childhood Registration Periods:** There shall be three registration periods between January and September, which is the start of Preschool, Pre-Kindergarten, and Kindergarten in the following year. The ~~first two~~ initial (first two) registration periods shall be processed in “batches” that have an established window with a clear deadline. Applications received within each batch window are processed according to the selection criteria, regardless of the date that each application was received (so long as it was within each respective batch window). Once a “batch” application has been submitted, families shall wait for assignments before making any changes, at which point in-district transfer procedures would apply.

Those applying after Batch 2 June 30th shall be processed using the same assignment criteria, but on a rolling basis, based on the date when each completed application is received. Families are encouraged to apply as early in the process as possible as the available space and choices become more limited later in the year.

- a. **Batch 1 :** All applications received between January (~~on the day~~ following the Early Childhood Information Night) and the last Monday in February~~third Monday in March~~, shall be processed as Batch 1 applicants. Applicants interested in exercising a sibling preference must apply within Batch 1 and must submit their application **no later than the last Monday of February.**
- b. **Batch 2 :** All applications received after the Batch 1 deadline and the last Monday of March~~June~~, shall be processed as Batch 2 applicants.
- c. **Rolling Enrollment Period (End of Batch 2 July 1 through start of school):** All applications received after the end of Batch 2 June 30th through the start of school in the following year, shall not be processed as a batch, but rather, on a rolling basis.

Student Assignment Priorities and Criteria

The following priorities, presented in order of priority to be considered, shall be used when assigning students to a school.

1. **Programmatic Placements:** Students who qualify for one of the district’s specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs,

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regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.

2. **Sibling Preference:** Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, *the deadline to submit a complete [online registration packet](#) and indicate a sibling preference for Kindergarten registration shall be the last Monday of February of each year.* While every effort will be made to keep siblings of newly registering families together, Kindergarten applications received after the last Monday of February, will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category. [Please note sibling preference does not apply to PreK except for the PreK dual language at Bentley Innovation School.](#)

3. **Choice of School:** Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.

4. **Student Socioeconomic Status:** Within each batch and first choice of school, applicants shall be sorted into the following two categories:
 - a. **Low-Income (LI).** Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

 - b. **Non-low Income (Non-LI).** Non-low income families are those whose household income level does not qualify them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture.

5. **Proximity to the School:** Within each of the socioeconomic categories (within each batch), applications shall then be sorted by their proximity to the school, with those who live closest to their first choice of school to be processed first, followed by those who live further away. Those whose first choice of school is within 1 mile (as determined by Google Maps, walking distance), shall be given priority within the category and assigned first.

Student Assignment Procedures ([Pre-Kindergarten and Kindergarten](#))

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1. **School-Level Student Assignment Targets**: Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
2. **Procedures When the Number of Applicants Exceed Space Available**: If the number of applicants within each category exceeds the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30th of each year. If the number of applicants for a second choice school exceeds the number of spaces available, remaining applicants shall be added to the appropriate subcategories for their third choice of school. If there is no space available within the appropriate subcategory for any of the three school choices, then the student shall be assigned to the closest school that has space availability within their respective subcategory.
3. **Processing Timelines**: Once the sorting of applications is completed according to the criteria described above, students will be assigned. Depending on the size of the applicant pool within each batch, this process may take several weeks to complete. Applications received within the Batch 1 period shall be assigned on or around the last Monday in March~~May 1st~~. Applications received within the Batch 2 period shall be assigned on or around the last Monday in April~~July 1st~~. Applications received after the Batch 2 deadline~~deadline June 30th~~ shall be processed as they arrive.

Applicants who “opt in ” to the BAIS or other lottery within the district by the first batch deadline, will be notified by the school whether or not they were selected and will have up to 5+8 days to confirm acceptance of the seat. Applicants who participate in the BAIS lottery may remain within the district choice process as well.

4. **Notification and Confirmation of Assignment**. For Batch 1 and 2 applicants, families will be notified of their student’s assignment in writing. Parents/guardians are asked to return the confirmation form(s) to the Parent Information Center (PIC) within ten (10) calendar days so that any seats that are declined may be offered to others who have chosen that school. Applicants who apply during the rolling admission period may be notified of assignments and require confirmation over the phone within a shorter timeframe if the timing is close to the start of the school year.
5. **Waiting Lists**. Applicants who do not receive their first choice of school shall automatically be placed on a waiting list for that school within their respective socioeconomic and/or risk factor subcategory. The order of priority for Waiting Lists shall be those who did not receive their first choice within Batch 1 applications (sorted by order of proximity to the school), followed by those who did not receive their first choice within Batch 2 (sorted by order of proximity to the school). Should a space become available within the applicant’s respective socioeconomic and/or risk factor subcategory, applicants will be contacted by a representative from the PIC and offered the

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spot. Applicants shall have 24 hours to confirm acceptance of the spot. If the spot is declined, it will be offered to the next person on the waiting list and so on.

Waiting lists for Early Childhood Registration shall be maintained and processed between the Batch 1 deadline date and September 30th of each year. Families interested in changing their school assignments after that date, must submit a transfer application through the in-district transfer process.

- Walk-in Registrations During the Summer and School Year.** Families with school-age children who move to Salem over the summer or during the school year are considered “walk-in” registrations and shall be processed on a rolling basis, following the same procedures described above. Assignments shall be made according to the above criteria, to the extent possible. Should there be no seats available within the applicant’s subcategory for any of their three choices of schools, they will be assigned to the closest school with space available in their category. Should there be no space available within their category at any school in the district, students will be assigned to the school with available space that is closest to their home. The Superintendent shall be responsible for keeping a log of each instance where this occurs, reporting this annually to the School Committee, and using this information to inform enrollment targets for the future.

Student Assignment Procedures for Incoming Students in Grades 1 through 12

The school choice, registration, and student assignment procedures, including the establishment of school enrollment targets described above shall also apply to applicants for Grades 1 through Grade 12. The processing timelines and deadlines for “batch” applications do not apply.

It shall be assumed that, unless otherwise requested by a parent/guardian or the Superintendent, all students enrolled in an existing school may continue within that school until they reach the highest grade level offered within that school. For students who have completed 5th grade in one of the district’s K-5 elementary schools, it shall be assumed that they will matriculate to 6th grade at the Collins Middle School unless otherwise notified by the family. ~~Parents/guardians of fifth (5th) graders who do not attend Saltonstall, but who wish to apply for 6th grade at Saltonstall must submit a transfer application to the Parent Information Center (PIC) no later than June 30th. Applicants for entry into 6th grade at Saltonstall shall be processed according to the above guidelines and criteria.~~

In-District Transfers

Families seeking to transfer from one school to another must submit a transfer request application through the Parent Information Center (PIC). Transfer requests for the future school year shall be accepted at any time. Transfer requests pertaining to a current school year must be received prior to September 30th of that

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school year. Only the Superintendent can authorize a transfer for the existing school year after September 30th. When a student seeks an in-district transfer from one school to another, the guidelines of this policy regarding space availability within each school’s enrollment targets shall be applied.

Withdrawals

If a student is withdrawn from the school for any reason and later returns to the district, the student shall be considered under the same guidelines as a newly entering student (spaces within their former school shall not be held). To be eligible to return to the school, the family must submit a written request to the Superintendent within the school year prior to the family's return. Upon receipt of this request, the Superintendent shall determine whether or not the request to return to the student’s previous school can be accommodated based on the availability of seats.

The only exception shall be for an enrolled student whose parent or guardian relocated due to an active military member deployment and later returns to Salem. If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non- attendance. Should this occur, the student may not be eligible to return to the school they previously attended. Absence without an acceptable documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

Duration of this Policy and Review Period

~~This policy shall remain in effect for a period of five years, according to the following schedule:~~

Year	Assignment Period	School Year Begins
Year 1 (SY 2018-19)	January through August 2018	September 2018
Year 2 (SY 2019-20)	January through August 2019	September 2019
Year 3 (SY 2020-21)	January through August 2020	September 2020
Year 4 (SY 2021-22)	January through August 2021	September 2021
Year 5 (SY 2022-23)	January through August 2022	September 2022

~~The Superintendent shall monitor the annual implementation of this policy and maintain data that can be used to evaluate its effectiveness in achieving the above goals and objectives.~~

~~In addition, the Superintendent shall be responsible for continuing to research ways to improve upon this policy.~~

~~The Superintendent will work together with the School Committee to coordinate a series of community engagement forums that enable members of the community to discuss the benefits and challenges associated with the student assignment policy, provide feedback, and share their views about the future of student assignment in the district.~~

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Allocation of Resources to Support the Successful Implementation of Controlled Choice

The Superintendent shall monitor the implementation of this policy and share data that can be used to evaluate its effectiveness in achieving the above goals and objectives. The Committee recognizes that in order to have an effective process for assigning students using a controlled choice policy, adequate resources and support are needed to ensure its success. The Superintendent shall be responsible for identifying and requesting the resources needed to implement this policy including the coordination and management of student assignment for the district, communication and outreach to families, and other necessary supports to ensure the successful implementation of this policy.

Reviewed : 4/12/24

Approved : May 20, 2024

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GRADUATION REQUIREMENTS AND COMPETENCY DETERMINATION 5214.01

Graduation Requirements

To graduate from Salem Public Schools (SPS) with a high school diploma, students must:

- Earn a Competency Determination (CD) in English, mathematics, and science.
- Satisfactorily complete the local graduation requirements delineated in the program of study for the school in which they are enrolled. Programs of study for Salem High School, Salem Prep and New Liberty Innovation School are reviewed and approved annually by the SPS School Committee.

Students who do not meet the Competency Determination requirements may still be eligible for a Certificate of Attainment, provided they satisfactorily complete the local graduation requirements and meet additional criteria established by the Massachusetts Department of Elementary and Secondary Education (DESE).

Competency Determination

The awarding of a fully certified diploma from Salem Public Schools requires, in addition to the above stated criteria, a demonstration of mastery of the 10th-grade Massachusetts Curriculum Framework Standards in the areas of English language arts, mathematics, and science.

For the Class of 2025, a successful Competency Determination (CD) requires a qualifying score on the MCAS prior to December 5, 2024 **or** a passing grade on the following coursework as outlined by school:

	New Liberty Innovation School	Salem High School	Salem Prep
English Language Arts	Two years of Humanities/English	Two years of English	Two years of English
Mathematics	Integrated Math 1 and Integrated Math 2	Algebra 1 and Geometry	Algebra 1 and Geometry
Science	Principles of Biomedical Science	Biology or Physics	Biology

For the Class of 2026 and beyond, a successful CD can be met **only** by a passing grade on the coursework listed above.

Students who do not meet the required passing grades (as delineated in the program of studies) in the above prescribed courses may enroll in summer school, credit recovery courses, or be scheduled to take additional coursework that meets the same MA Curriculum Framework Standards in order to graduate.

Transfer Students

High school students transferring to Salem Public Schools from another district will undergo a transcript review to ensure alignment with Salem's graduation and competency determination requirements. If a student has met their previous district's local CD criteria, Salem Public Schools will honor that determination, provided it aligns with Massachusetts Curriculum Framework standards.

Transcript Review for Former Students

Salem Public Schools provides a formal transcript review process for any former student who believes they have earned a Competency Determination (CD) under the new criteria. This review ensures that individuals who have satisfactorily completed the relevant coursework are recognized as meeting the updated CD requirements, and therefore have earned a high school diploma.

To request a formal transcript review process, former students should contact the high school where they were last enrolled.

Legal References:

https://www.sec.state.ma.us/divisions/elections/publications/information-for-voters-24/quest_2_full_text.htm