



Salem School District

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Salem Public Schools

Operational and Management Efficiency Study  
Findings and Recommendations

Final Version

May 2015

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### A. Background

The Town of Salem and Salem Public Schools ("SPS") have reached a critical milestone where the residents, First Selectman, Superintendent, and the Board of Education are looking to enhance accountability, develop transparency, and create operational improvements within the School District. The Town of Salem hired Blum Shapiro Consulting, LLC to perform an operational and management efficiency study. Blum Shapiro Consulting, LLC interviewed 36 individuals as part of the operational and management efficiency study. These individuals included personnel from the Town Finance Office, Library, School Business Office, School Administration, Salem School staff, all members of the Board of Education, Administrators from East Lyme School District, and residents/parents from Salem who wished to meet with the project team.

The goal of this efficiency study was to review the current processes and operations, confirm current technologies, evaluate core systems and functions, assess roles and responsibilities of staff, identify strategic opportunities, assess the potential for utilizing more shared educational services from the East Lyme School District and develop recommendations for improvements. Part of our goal was to help ensure that our recommendations are practical and cost effective. As part of this process, financial analysis and documented research for similar sized school districts was performed.

Common themes were repeatedly brought up as issues detrimental to a productive and efficient operational environment. Outlined below is a summary of our findings and recommendations broken out in two (2) categories: Partnering with East Lyme Public Schools and Existing Salem School/Town Operations.

### B. Methodology

The goals and objectives of this efficiency study included the following:

- Review the current operational processes, management systems and core functions and/or policies that impact costs within the school system (outside of direct teaching and learning functions).
- Assess the effectiveness and efficiency of non-educational operations.
- Assess the potential for sending more Salem students to the East Lyme School District both in terms of cost and academic wellbeing and opportunity.
- Document findings and any gaps observed as part of the discovery efforts.
- Provide constructive and practical recommendations for re-engineering operations and achieving potential change.

## I. Salem Public Schools – Efficiency Study – Project Overview

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As a result of the aforementioned goals and objectives, the project team focused on the following:

1. Reviewing the current operational processes and systems and identifying core functions and/or policies that impact costs within the School District.
2. Assessing the roles and responsibilities of key personnel within Salem’s operations (non-educational) and looking for overlap of tasks and duties.
3. Gathering information and feedback from Town residents in regards to the operations and role of Salem School.
4. Gauging the Town’s willingness to adopt change and tolerance for altering the current school structure.
5. Evaluating the existing relationship and tuition model in place with East Lyme Public Schools and identifying areas for further sharing and partnership.

The process was participative and consultative. The project team interviewed and consulted with the Salem Town and School District key management and administrative staff, including all Central and Business Office staff and participants from Salem School staff. Interviews were also held with key personnel of the East Lyme School District. Individual interview sessions were held to gain specific information and perspectives on relevant issues. Additionally, we interviewed all members of the Board of Education and additional teachers that expressed an interest in meeting with the project team. Surveys were also developed and distributed to the Salem community to gain their constructive insight to the School District’s day-to-day operations and partnership with the East Lyme School District. The entire operational and management efficiency study methodology was iterative in nature.

### C. Similar School Analysis

As part of our study, we researched similar schools within DRG C. “Similar Schools” were those identified as being either a PreK-6 (or 8) school or a K-6 (or 8) school. This resulted in seven (7) Districts for comparison to Salem (Andover, Barkhamsted, Bethany, Columbia, Cornwall, Pomfret, and Sherman). These districts were contacted directly for information pertaining to the structure of Administration, the corresponding Administrator salaries and pay data, and, current enrollment. All data was analyzed and graphed for comparison purposes relative to other school districts. Detailed data tables and graphs can be found in the Appendix of this report.

### D. Acknowledgements

Blum Shapiro would like to thank the Town and School District for their participation, support, on-going dialog, and feedback during this project. A list of the project participants is provided in the Appendix.

### E. Overview

As part of the information gathering process to perform the operational and management efficiency study, the project team interviewed personnel from the Business Office and Salem School, including Elementary School teachers, Middle School teachers, and support staff. Additionally, we interviewed all members of the Board of Education and Town Finance staff. The project team tracked information obtained during individual interviews and discussions to better understand the technical, functional, and business issues confronting the SPS from an operational, business, and technology perspective. A survey was also developed and distributed to the Salem community to gain a more global perspective on issues and concerns impacting the Salem School District. This information was then analyzed to determine the common characteristics of the SPS's needs and requirements.

Common themes raised by many individuals included:

- The prior year's budget cycle, due to misunderstandings, became contentious and has been an area of concern/angst for Salem staff and residents.
- Communication issues exist among and between school departments, staff, the Board of Education, and parents.
- A lack of consistency in administration, commonly referred to as the “revolving door” has led to increased turnover in staff.
- The uncertainty surrounding sending additional students to East Lyme has led to the loss of strong staff people.
- There is no clear understanding of who handles curriculum and technology for the Salem School.
- The community is currently at a “crossroads” regarding its future.

These items were repeatedly brought up as issues detrimental to a productive and efficient work environment and were considered obstacles for Salem.

### F. Report Format

We have grouped our findings and recommendations into the following observations:

- A. Partnering with East Lyme Public Schools
- B. Salem Operations

For each observation, we discuss the critical issues involved and provide specific recommendations.

### G. Commendations

Although this report will identify a number of findings and recommendations as part of the operational and management efficiency study, there are a number of very positive and successful initiatives that have had a significant positive impact on the overall operations within the School District. Outlined below are some of these initiatives:

1. All Salem staff participants and residents (survey participants and project meeting attendees) expressed gratitude for being allowed to participate and excitement for improving the District through this study.
2. All staff and management were timely and well prepared for all interviews during this project.
3. All staff and management expressed that “things were on the rise” within the School District; attitudes have been improving, atmosphere seems more positive, and changes are being made.
4. The change in Administration, moving a former Salem School teacher into the role of Interim Assistant Principal has improved staff morale and trust issues within the School.
5. Salem has created a successful relationship with East Lyme for the use as its designated High School for students. This transition has worked out well for both Districts.

## II. SPS Operational and Management Efficiency Study – Partnering With East Lyme – Findings and Recommendations

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### **Findings**

There were a number of findings that were developed as an outcome of the BlumShapiro Survey provided to Town of Salem residents. Many of the themes discussed below were re-confirmed through a facilitated evening discussion session with residents. In our financial analysis, BlumShapiro has concluded that sending 7<sup>th</sup> and 8<sup>th</sup> grade middle school students to East Lyme will cost the Town of Salem approximately an additional \$399,000 per year using the current East Lyme tuition rate. If East Lyme tuition rates could be contractually reduced, the Salem School District may be able to “break even” financially.

Although it appears that currently sending 7<sup>th</sup> and 8<sup>th</sup> graders to East Lyme will carry an additional cost to Salem, there are numerous non-financial, strategic reasons for considering this alternative. Our findings are below:

1. There is a common perception in the Town and among parents that not enough is done for Gifted and Talented Students
  - a. In the BlumShapiro Salem Survey, several respondents commented that Salem School does not offer enough academic opportunities for students identified as gifted and/or talented
    - i. Several parents commented that their child had been identified as gifted/talented, but that nothing was done with this information
  - b. Survey-takers commented that there is no offerings at Salem School for enrichment and advanced study
  - c. Several respondents expressed that East Lyme Middle School offers more programs and opportunities for students identified as gifted/talented
2. Salem survey respondents claimed that Salem School does not offer enough extracurricular activities for students
  - a. Parents would like to see more engineering and technical clubs and programs
  - b. Parents would like to see more “life-skill” type extracurricular offerings
    - i. When compared, East Lyme Middle School currently offers approximately 25 extracurricular clubs including Lego club, Lego Robotics, and Wellness Club (with access to a physical fitness center/weight room)
    - ii. Salem School offers approximately 10 clubs (five of which are sports)
    - iii. Salem School also partners with Town Parks and Recreation to offer three (3) additional clubs (Video club, Lego club, and Volleyball)
3. Some interviewees felt that Salem did not consistently offer enough in foreign language study compared to East Lyme
  - a. CERC state data from 2011-2012 school year and 2012-2013 showing reported hours of world language study for grades 2, 5, and 8 is conflicting; in some years Salem students received more, in others they received less than East Lyme students

## II. SPS Operational and Management Efficiency Study – Partnering With East Lyme – Findings and Recommendations

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- b. When comparing current course lists for Salem and East Lyme: East Lyme students take “World Language” in grade 5 as a core class whereas Salem Students take Spanish as a “unified arts” course
  - c. East Lyme grade 6 and 7 students may take French or Spanish as a core class; Salem students again have Spanish as a “unified arts” course for grade 6, in grade 7 Spanish becomes a core class; there is no French offering
  - d. In grade 8, both schools offer Spanish and French as a core class
4. Salem students do not have a “true” Technology Education class
- a. Based on our interviews, the Salem School students currently take Technology as a class which includes “Educational Technology” and computer enhancement skills primarily
    - i. This does not include wood shop/building, CAD, physics, etc. that would traditionally be found in a “Tech Ed” environment
  - b. East Lyme Middle School students currently have traditional Technology Education which includes building projects, a wood shop, and more hands-on learning
5. East Lyme High School has worked out well for Salem
- a. Many residents said they moved to Salem for access to East Lyme High School
  - b. Nearly 70% of all survey respondents either “Agreed” or “Strongly Agreed” with the statement, “I am satisfied with East Lyme as the designated High School for Salem students”
    - i. Only approximately 3.5% responded with “Disagree” or “Strongly Disagree”
  - c. Parents reported positive experiences with their older children in the East Lyme Public School System
6. Salem School District and East Lyme School District are both facing declining enrollments
- a. East Lyme is currently considering closing a school building
  - b. Both schools are charged with challenging scheduling issues as grade levels decrease in size
  - c. As enrollment declines and resources decrease, the School cannot offer as many extracurricular programs and clubs
    - i. Lack of staff to support this
    - ii. Lack of students to participate in each
    - iii. “Assuming East Lyme offers additional academic opportunities (clubs, electives)” was the most popular selection when residents were asked what would make them consider sending 7<sup>th</sup> and 8<sup>th</sup> grade students to East Lyme

## II. SPS Operational and Management Efficiency Study – Partnering With East Lyme – Findings and Recommendations

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### **Findings (Continued)**

7. Salem residents and parents largely do not oppose sending 7th and 8th grade students to East Lyme Middle School
  - a. Most interviewees and survey respondents were open to this idea if it meant that students would be receiving the same quality or better quality education that they are currently receiving at Salem School
  - b. Many survey respondents commented that Salem students could benefit from a “true” middle school environment as opposed to a PreK-8 school model
  - c. Many survey respondents felt students would be better integrated into East Lyme High School if they were to join the District in grade 7
8. Salem residents and parents largely do not agree with sending 5th and 6th grade students to East Lyme Middle School
  - a. Nearly 56% of respondents felt 5th and 6th grade students should not leave the Salem School District and (in another question) nearly 82% of respondents felt students were too young and should remain at Salem School
    - i. Concerns over a long bus ride
    - ii. Concerns over the young age of the students leaving town
  - b. Parents like the idea of a small school in terms of safety and location for their younger children
9. A Financial analysis identified an increase in costs to send 7<sup>th</sup> and 8<sup>th</sup> grade students to East Lyme Middle School
  - a. Using the East Lyme tuition cost (rate) per student and comparing this figure to estimated Salem savings identifies an overall cost increase of approximately \$399,000
    - i. East Lyme’s Middle School tuition rate is the same as the High School rate

## II. SPS Operational and Management Efficiency Study – Partnering With East Lyme – Findings and Recommendations

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### **Recommendations**

1. Meet with East Lyme Board of Education and administration to negotiate terms and contracts
  - a. In order to consider moving forward with the transition of 7<sup>th</sup> and 8<sup>th</sup> graders to East Lyme, Salem needs to obtain a lower cost per student rate
  - b. Develop an agreement with East Lyme to have one (1) voting Salem Board of Education member serve as the “Salem Representative” on East Lyme’s Board of Education
2. Assuming East Lyme rate reductions can be achieved, begin the transition of 7<sup>th</sup> and 8<sup>th</sup> grade students to East Lyme; converting Salem School to a PreK-6 building over the next 2-3 years
  - a. East Lyme currently offers significantly more afterschool programs and clubs for students (more than double that of Salem School)
  - b. Have East Lyme hold an “Open House” for Salem parents and students to tour the school, learn about the offerings and gain comfort/excitement in the transition
  - c. East Lyme offers additional academic programs for students that are currently not available at Salem School including French as a core class as early as grade 6
  - d. East Lyme has a “true technology education” classroom and curriculum in addition to life skills classes
  - e. East Lyme offers additional programs and opportunities related to media arts, including a student-produced School television program
  - f. East Lyme sports programs are extensive; including unique more esoteric options like fencing
    - i. The School has built an artificial turf field and new tennis courts recently
3. Keep 5<sup>th</sup> and 6<sup>th</sup> grade in Salem School
  - a. Salem School should remain a PreK-6 school for an extended amount of time so that parents, residents, and staffs can adapt and achieve stability
  - b. Dependent on the success of 7<sup>th</sup> and 8<sup>th</sup> grade Salem students now in the East Lyme Middle School, re-evaluate the opportunity to send 5<sup>th</sup> and 6<sup>th</sup> grade to East Lyme Middle School in the future

### **Recommendations (continued)**

4. Explore opportunities for sharing a Superintendent with East Lyme Public Schools
  - a. During our interviews, representatives of the East Lyme administration expressed that this would “make the most sense” and did not oppose the potential opportunity
  - b. Now that the schools are even more coordinated, Salem would benefit both financially and operationally by sharing a Superintendent with East Lyme
    - i. An Assistant Superintendent could be hired to help share the workload
    - ii. Even paying a prorated share of the shared Superintendent’s salary would create a significant cost savings for Salem
  - c. Meet with East Lyme Board of Education and administration to determine the appropriate next steps for achieving this model
5. Explore opportunities for sharing a Special Services Director with East Lyme Public Schools
  - a. During our interviews, representatives of the East Lyme Administration expressed that this would “make the most sense” and did not oppose the potential opportunity
  - b. Now that the schools are even more coordinated, Salem would benefit both financially and operationally by sharing a Special Services Director with East Lyme
  - c. The Director of Special Services position in Salem is currently vacant, this provides an ideal timing opportunity for a partnership with East Lyme Public Schools
    - i. Even paying a prorated share of the Shared Special Services Director’s salary would create significant cost savings for Salem
    - ii. An additional FTE could be hired to exclusively handle PPTs for Salem

#### **Findings**

1. The Town and School District have begun to share some services and would like to continue the sharing of resources and services
  - a. For example, School District Maintenance staff have begun sharing services with the Town
    - i. School District now does some work that Town Public Works used to do (track maintenance, grounds maintenance)
    - ii. School District Maintenance performs some cleaning for the Town (Library, etc.)
    - iii. Town Public Works now shares some tools/supplies with School District Maintenance
  - b. In addition, the Town continues to provide many services to the School District
    - i. Town Public Works department performs snow removal and exterior maintenance for School grounds
    - ii. Town CPA liaison, Treasurer, and all Emergency Services are provided by the Town
  - c. All interviews expressed that the shared services with Maintenance and Public Works has been beneficial
    - i. Attitudes have improved
    - ii. More teamwork has resulted
    - iii. Better communications

#### **Recommendations**

1. Within the next two (2) years, create a joint Finance Director position for the Town and School District
  - a. One (1) full-time employee may also be hired to supplement the work of the joint Finance Director (i.e. General Accountant, Financial Office Clerk)
    - i. Establishing the joint Finance Director position and full time employee for support will save the Town approximately \$20K per year
  - b. The Town and School District should work together to create a Memorandum of Understanding (MOU) to clearly delineate the shared cost of this position and the reporting structure for the newly created joint Finance Director
2. Consider sharing technology resources between the Town and School District in the future (2-5 years)
  - a. Town and School interviewees expressed that a Technology resource would be beneficial and did not see a reason why one (1) person couldn't be shared between the two (2) departments
  - b. A Salem IT Director may be a useful position for the Town and School District to share in the future
    - i. The Town currently uses a local IT vendor, CCI Computerworks for IT support
    - ii. School District has just signed a five (5)-year contract with TBNG (The Business Network Group) Consultants

#### **Findings**

1. The administrative turnover in the School District has created a “Revolving Door” atmosphere for the School
  - a. The Salem School has experienced heavy turnover in Administration (Principals, Assistant Principals, etc.) which has led to mistrust and low morale among staff at the School
    - i. Staff do not feel motivated to follow direction of new leadership when they do not believe that Administrator has long-term plans to remain in the District
    - ii. A rift has been created between teachers/staff and Administration at Salem School due to this “revolving door”
  - b. There is a general perception that Salem is underpaying its employees and Administrators which is adding to the high turnover rate
  - c. There is a perception that Salem School is used as a “stepping stone” for Administrators to “build their resume” and advance their career

#### **Recommendations**

1. Create stability within Salem School administration
  - a. Ensure any future hires have intentions of staying with and “growing with” the Salem School
  - b. Migrate the Interim Assistant Principal to Principal
    - i. All interviewees in this study expressed that moving a well-respected Salem School teacher to the Interim Assistant Principal has been beneficial for the School
    - ii. Staff trust this person and have confidence she will remain with the School for an extended amount of time
  - c. Do not immediately backfill the Interim Assistant Principal position (once the Interim Assistant Principal has become Principal)
    - i. This will create a cost savings for the District by eliminating one (1) Administration position
      - Salem currently pays the Interim Principal approximately \$117, 309 per year and the Interim Assistant Principal \$96, 306 per year (see appendix)
      - Eliminating the Interim Principal position and moving the Interim Assistant Principal to Principal should save the District at least \$100K per year
    - ii. This will lessen the perception within the Town that the Salem School District is “top-heavy”

### III. SPS Efficiency Study – Salem Operations – Findings and Recommendations

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- Our findings show that Salem has the 4<sup>th</sup> highest number of Administrators/Business Office staff relative to student population within the seven (7) districts that were compared against
  - iii. The School should assess educational and administrative needs once the Interim Assistant Principal becomes Principal and the School has decreased to PreK-6 to determine what type of Administrator support is necessary in order to comply with School safety regulations, curriculum development, teacher evaluations, etc.
    - A part-time Assistant Principal may be necessary in the future
2. Validate that Salem School staff is compensated competitively
- a. Our findings indicate that Salem is paying Administrators well compared to other similar districts in DRG C
    - i. The Superintendent, (when analyzing the FTE pay for this position) is paid the highest in comparison to similar districts
    - ii. The Interim Principal (when analyzing the FTE pay for this position) is paid the 4<sup>th</sup> highest out of the eight (8) districts used for comparison
    - iii. The Interim Assistant Principal's salary is the 2<sup>nd</sup> lowest out of the six (6) similar districts assessed
    - iv. The Business Manager's salary is the highest out of the five (5) similar districts used for comparison
    - v. The Executive Assistant to the Superintendent's salary is the highest in comparison to four (4) similar positions in the similar districts analyzed
    - vi. The Director of Special Services was being paid the 2<sup>nd</sup> highest salary for this position in comparison to similar districts
  - b. Perform a Cost Study/Analysis for teachers pay relative to other local districts
    - i. This will ensure that Salem is paying competitively and provide incentive for the best, high quality teachers to work in Salem
    - ii. This will provide strong support for current teaching staff to remain at Salem School

#### **Findings**

1. The uncertainty surrounding the future of Salem School has been detrimental to the School and Town
  - a. The “rumors” about sending 7<sup>th</sup> and 8<sup>th</sup> graders to East Lyme has bred uncertainty among staff
    - i. Seventh and eighth grade teachers are unaware if they will have a position at the School with each school year
    - ii. Teachers have become anxious about their future with Salem School and as a result, many are looking for positions in other districts
    - iii. Salem School is losing qualified, talented teachers due to the concerns surrounding job stability
  - b. The “rumors” about sending 7<sup>th</sup> and 8<sup>th</sup> graders to East Lyme has bred uncertainty among Salem residents as identified through the Town survey performed as part of this project
    - i. Survey respondents expressed the Town may be losing prospective residents due to an instability surrounding the future of the School District
    - ii. Some surveyed residents commented that the suffering School reputation and stability has led them to consider moving out of town
2. The constant changing of employee positions and roles has been detrimental to the School
  - a. Because the School has small class sizes (number of students per grade), teachers are constantly being shifted with the schedule creation each year
    - i. This is causing stress among teachers, who must constantly create new teaching material, lesson plans, etc. for sometimes, very different academic areas (different subjects/grade levels, etc.) each school year
  - b. Some positions are decreased from full time to part-time
    - i. This can make hiring difficult
    - ii. This can make retention suffer when some staff require a full-time position and pay to support themselves financially
      - For example, it was noted in our interviews that some Unified Arts positions are only for a few hours per day or one (1) hour per week and it is unlikely that the District would find applicants with this type of availability

#### **Recommendations**

1. Make a firm decision about the size and operations of Salem School and maintain this position
  - a. The District needs to make a solid decision regarding the future of the Salem School as either a PreK-4, PreK-6 or PreK-8 School
  - b. Broadcast this decision clearly to all School staff and Salem residents
    - i. This will decrease the number of Middle School teachers who leave the District in search of better stability in a long-term teaching position
    - ii. This will eliminate the widespread confusion around Town and allow new families to move into the District, knowing, with certainty, where their children will be educated
2. The District should attempt to keep teachers in the same role for as long as possible
  - a. This will increase staff comfort and job satisfaction due to greater stability and an ability to look forward and plan for years ahead
  - b. This will allow teachers to develop expertise in one (1) particular educational area
3. Eliminate the job-shifting where possible
  - a. Setting an appropriate “par” and utilizing position control will allow the District to maintain relatively stable levels of staffing in terms of both full and part-time positions
  - b. This will increase the likelihood of attracting new hires as positions become more desirable and attractive for applicants (i.e. more likely to find a .6FTE Librarian or Spanish teacher than a .2FTE)

#### **Findings**

1. There is extensive confusion surrounding curriculum at Salem School
  - a. All School staff interviewed said “I do not know” when asked “Who handles curriculum?”
    - i. Staff said there is a desperate need for a “curriculum person” in the District who can guide teaching and learning
    - ii. Many staff expressed they are largely “on their own” in regards to ensuring their curriculum is appropriate and effective
      - This was especially evident in Technology curriculum; Technology Educators do not know what they should be teaching and have no direction/guidance in this area
    - iii. Staff expressed a need for a Math Coordinator and Language Arts Coordinator to help direct these academic areas
  - b. During the interview process, staff expressed that there is “not really” curriculum coordination with East Lyme
    - i. For the most part, teachers were unsure of how curriculum aligns with the East Lyme Public Schools
    - ii. It was noted that teachers do meet twice a year with East Lyme teachers so share ideas but that (from the attendees viewpoint) this was not really to ensure that they were all teaching the same curriculum

#### **Recommendations**

1. Consider sharing a curriculum person with East Lyme School District
  - a. It is likely that Salem School does not need a full time person solely designated for curriculum
  - b. Sharing this position with East Lyme will help ensure that both Districts are preparing their elementary and middle school students appropriately and alike so that students will be fairly prepared academically for High School
  - c. Establishing a curriculum person will build confidence in teachers at Salem School knowing that they are providing their students with the “right” education to prepare for High School
  - d. Salem should consider using East Lyme’s Coordinators for particular subject area (Math, Language Arts) guidance
2. Ensure that technology curriculum is provided
  - a. The Technology teacher should be fully informed/trained as to which topics/areas to teach and which skills students will need in order to have successful high school experiences
  - b. This will also build confidence in the Salem School’s technology academics

#### **Findings**

1. The location of the School Business Office is problematic for the District
  - a. Since the Business Office is within the Salem School, the Superintendent, Executive Assistant to the Superintendent, Director of Special Services and Business Manager, are frequently interrupted and are likely over-involved in daily school operations vs. managing the “business of the school”
  - b. This may be adding to the perception in Town that the Administration is “top-heavy” because when walking into the School, several Administrators are visibly present in one (1) place
    - i. In most districts, the Superintendent, Assistant to the Superintendent, Business Manager, and Director of Special Services would not normally reside in the School building

#### **Recommendations**

1. Consider re-locating the Superintendent, Executive Assistant to the Superintendent, and joint Finance Director to Town Hall or another Town building
  - a. This would allow the Superintendent to better focus his/her daily tasks on School operations and leave building issues and parent and personnel questions to the School Principal
  - b. This would alleviate the Town’s concern/impression that the School Administrative Office is over-staffed
  - c. This will pave the way for joint financial management opportunities and further sharing of tasks among co-located Town and School District staff

#### **Findings**

1. There is confusion/concerns over the technology department in the Salem School
  - a. Every person interviewed had numerous questions surrounding School technology, and not a single interviewee could confidently say who manages the School’s technology function
  - b. Interviewees were confused about the role of the IT Specialist vs. the outsourced, third party vendor
    - i. No one could provide a clear description of the IT Specialist’s job
  - c. Teachers expressed that the area of Technology was a major “hole” for the District
    - i. Teachers and administrators were unsure of who to call to fix certain things
      - Duties split among IT Specialist, Library Media Aide, and vendor
      - The best description provided was that the IT Specialist handles software, the Library Media Aide handles more hardware, break/fix and the vendor provides network infrastructure support
  - d. Technology staff historically have reported to the Superintendent but are unsure of who they report to now
2. There seems to be a disconnect with technology purchasing
  - a. It was noted during the BlumShapiro interviews, that some IT purchases appear to be purchased without a clear plan for implementation and support
  - b. Based on our interviews, some technology purchases may not always involve consultation with the IT Specialist and Library Media Aide, who generally become responsible for utilizing such purchases
    - i. During our interview process, we were informed of a previous purchase of approximately 20 Chromebooks
      - It was noted in our interviews, that the current network infrastructure may not support these devices and due to limited resources, staff have not had time to appropriately configure them
    - ii. During our interview process, we were informed that 90 iPads were previously purchased without a clear plan for implementation, use, and support

#### **Recommendations**

1. Realign IT organizational structure to enhance the oversight, coordination and direction for IT initiatives and services

- a. IT Specialist needs to develop departmental standards and guidelines
  - i. Evaluate current job descriptions to ensure alignment with School District needs and broadcast technology staff roles to rest of School Staff so they are aware of resources
    - IT Specialist
    - Library Media Aide
    - School Secretary (currently doing some technical data management)
    - Technology teacher
  - ii. Develop roles, responsibilities and performance metrics for all personnel responsible for technology (IT Specialist, Library Media Aide, Technology teacher)
    - Document and communicate with each individual
    - Provide semi-annual evaluations
    - Provide training for personnel
    - Develop cross-training activities for personnel
- b. Create an IT steering committee
  - i. Members must include representative from teaching staff and administration
  - ii. IT Specialist must be a member of the committee
  - iii. Committee will work together to help prioritize project initiatives
  - iv. Committee member goals include:
    - Communicate technology initiatives back to Salem School
    - Promote consistent oversight for selection, purchase and implementation of technologies
    - Monitor start dates, milestones, and completion dates of key IT projects
    - Develop standard operating policies and procedures for staff and students to follow

#### **Recommendations (continued)**

2. Implement a structured training program
  - a. Develop a regular training program for all major software systems including BudgetSense, Rediker, Smarterbalance web system, MS Office, etc...
    - i. Teachers and staff should identify common programs that they have frequent “trouble” or difficulty using
  - b. Update new employee orientation to include training
  - c. Consider using outside and/or web based training classes
  - d. Attend software user groups and user conferences
  - e. Implement a training plan for IT staff
    - i. This will ensure that all staff have the same basic, foundational technical skills in place

#### **Findings**

1. Communication needs improvement in the School District and Town
  - a. Every person interviewed said communication could be improved between the District and Town
  - b. Parents and residents were adamant during the BlumShapiro evening meeting that they are frequently “out of the loop” with changes occurring at the School
    - i. Many parents commented that they find information out from their children before being notified by School Staff
      - i.e. When a teacher leaves
      - i.e. Changes with the School Nurse staff
  - c. All interviews expressed appreciation for being included in this study and asked that this type of transparency and communication continue
  - d. Salem Staff expressed that they are not always included in particular emails that may apply to them
    - i. There is currently an email group for teachers, a group for support staff, and a group for all staff which included some Town Hall Staff
      - This creates issues when sending out emails and trying to include all of the necessary, and only the necessary people
      - Support staff are often “left out” of emails
  - e. The previous year’s contentious budget cycle was likely a result of poor communication and understanding on the part of the Board of Education and Board of Finance
  - f. Residents expressed a desire to be able to view Board of Education meetings on television and/or online
  - g. Residents are frustrated that they cannot converse/interact with Board of Education members during meetings

#### **Recommendations**

1. Establish a communications committee
  - a. This should include representation from both the School District and Town
  - b. Appropriate protocols and methods for communication should be developed
  - c. The committee should meet monthly to discuss upcoming endeavors and any issues
  - d. Email and distribution lists should be re-evaluated and updated
2. Continue to hold and promote regular informational parents meetings
  - a. The current interim Principal holds parent meetings before each Board of Education meeting
    - ii. This should continue after this person leaves the District
    - iii. The interim Assistant Principal should take over this role and manage communications to the Town and parents
2. Consider broadcasting Board of Education meetings on television
  - a. Seek opportunities on local television channel so residents can view at home
3. Advertise that Board of Education meetings are online throughout the Town and School
  - a. Remind parents in the Wednesday Folder
  - b. Re-iterate this at parent’s meetings
4. Continue the outreach and work of the Board of Education Community Relations sub-committee
  - a. This sub-committee is currently working to spread the word about activity at Salem School
  - b. This should increase transparency and keep parents “in the know”
  - c. Be sure to include outreach to senior citizens
    - i. Several interviewees explained that Salem has a large senior population and that seniors are interested in volunteer opportunities with the School
      - I.e. reading to elementary students
5. Present the budget with clear line item descriptions for School administration costs and capital costs
  - a. These areas were popular choices in the BlumShapiro survey when residents were asked “Which parts of the budget do you feel need further explanation?”
    - i. 77.1% Administration and District Costs
    - ii. 30.5% Capital Costs/Building Maintenance

On the following pages, we have provided:

- A. Acknowledgments & Interview List
- B. Financial Analysis
- C. Similar School District Analysis
- D. Salem Survey Results Summary

## IV. Appendix A - Acknowledgements & Interview List

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This project relied heavily on information that could only be obtained from the employees of Salem School, the East Lyme School District, and Salem residents. Our challenge was to accumulate key information and as many viewpoints in a compressed amount of time. A lot of information and viewpoints were identified through individual interviews and the survey.

*Interview Sessions* – Thirty-six individual interview sessions were conducted over the course of the project. These one and half-hour sessions gave employees from all aspects of the School District, Board of Education, Town, and East Lyme Administration the opportunity to share ideas and identify specific needs relevant to Town and School operations.

Administration and staff were asked to consider the following questions in addition to a discussion of East Lyme partnership:

1. What information is currently gathered, processed, and/or produced within your area?
2. Are there any business problems/obstacles currently experienced within your area? If yes, how do these issues affect the flow of information through your area and your ability to deliver service?
3. Are there any changes that you would suggest to enhance and improve the workflows, processes and/or manipulation of information through your area?

*Resident/Parents Meeting* – Thirty-five (35) residents/parents attended this night meeting to learn about BlumShapiro’s study. Attendees were allowed to ask questions and offer input and insight into the project relevant to Town and School operations.

*Town Survey* – BlumShapiro created and released an online survey to the residents of Salem. The survey was also offered in hard copy throughout the Town. The survey remained open for three (3) weeks and had over 400 responses. Questions focused on the role of Salem School in Town, opportunities with East Lyme, and current school operations. Respondents were also allowed to include text, open comments.

*Status Meetings*- Ad-hoc meetings were held with the Project Committee consisting of the First Selectman and representatives from the Board of Finance and Board of Education to periodically review the progress of the project and to discuss ideas.

The following groups were directly involved in providing information for this study. We wish to thank all who participated for their time, knowledge and efforts. The individuals that participated include:

## IV. Appendix A - Acknowledgements & Interview List

### ***Salem Public Schools***

<i>All Board of Education members</i>	
• Steve Buck, Board Chair	
• George Jackson	• Robert Green
• Pam Munroe	• Sam Rindell
• Phil Teixeira	• Mary Ann Pudimat
• Monica McIntyre	
<i>All Business Office Staff</i>	
• Joe Onofrio, Superintendent	• Jenn Kayser, Executive Assistant to the Superintendent
• Kim Gadaree, Business Manager	• Rod Mosier, Director of Student Services
• Mike Rafferty, Interim Principal	• Laurie Barberi, School Secretary
• Ron Perrault, Interim Assistant Principal (9/1-10/17)	• Joan Phillips, Interim Assistant Principal (10/20-6/30)
• Don Bordeau, Director of Facilities	• Van Miller, Head Custodian
<i>Salem School Staff</i>	
• Brian Flemming, Middle School Teacher	• Sue Bennet, Middle School Teacher
• Jill MacLachlan, Elementary School Teacher	• Anne Bowen, Elementary School Teacher
• Dale Mainville, Elementary School Teacher	• Sarah Katelely, School Librarian
• Sue Wyand, Library Media Aide	• Sharon Duggar, IT Specialist

### ***Town of Salem***

• Rachel Gaither, Library Director	• Virginia Casey, Finance Specialist
• Pam Henry, Treasurer	• Kevin Lyden, First Selectman
• George Householder, Board of Finance	• Gloria Fogarty, Chair, Planning & Zoning (not interviewed)
• Denise Orsini, Zoning Board of Appeals; parent	• Frank Sroka, Resident

### ***East Lyme Public Schools***

• Dr. James Lombardo, Superintendent	• Don Meltabarger, Business and Facilities Director
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## IV. Appendix B – Financial Analysis

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The following page is a summary of the financial savings and expenditures should the Salem School District decide to send seventh and eighth grade students to the East Lyme School District. The following assumptions were made:

1. In order to maintain a conservative financial position, BlumShapiro did not subtract the cost, or decrease the number of school buses from the current number of Salem School buses under the new PreK-6 School structure. Our calculations for transportation costs maintained the current number of buses for Salem School.
2. To accommodate possible additional travel routes and to maintain a “reasonable” amount of travel time, we assumed four (4) additional busses will be needed to transport 7<sup>th</sup> and 8<sup>th</sup> grade students to East Lyme. Based on the bus contract, one (1) bus currently holds 71 passengers.
3. Using Salem enrollment averages and predictions, we assumed that the average total number of students in two (2) grades at any given time is approximately 85.5.
  - a. This includes an average of 74 regular education students and 11.5 Special Education students.
4. Tuition calculations for East Lyme were calculated using the 2013-2014 rates.
5. We calculated approximate salaries and benefits for teachers, tutors/aides, and custodians using the budget book and a monthly expenditure report from earlier this year.
  - a. We assumed that the average number of employees who partake in Salem’s benefits is 35 out of 70 employees.
6. We assumed that by sending 7<sup>th</sup> and 8<sup>th</sup> grade students to East Lyme, Salem School could potentially eliminate four (4) regular education teacher positions and two (2) tutor/instructional aide positions. We included estimated part-time savings for other academic areas (technology, physical education, Spanish, etc.)
7. We calculated approximately 63 students per one (1) custodian.
  - a. We assumed a 20% savings in custodial pay/staff should 7<sup>th</sup> and 8<sup>th</sup> graders attend East Lyme.

Cost Analysis Summary of 7th & 8th Grade Moving to East Lyme Middle School		
<p><b>Note:</b> All calculations are done for approximately 7th and 8th grade enrollment (including Special Education) only. This does not include cost for PreK-6. <i>Figures have been rounded.</i></p>		
Assumptions:		
Tuition Cost East Lyme: (for two grades)	(\$ 1,130,000 )	III, IV
Total Cost for East Lyme 7 <sup>th</sup> /8 <sup>th</sup> Grade Tuition	(\$ 1,130,000)	
Transportation Cost East Lyme (4 additional buses):	\$ 179,000	I, II, III
Total Cost for additional buses	(\$ 179,000 )	
Potential Savings for Salem (salaries, benefits, supplies if 7th and 8th grade go to East Lyme)	\$ 910,000	III, V, VI, VII
Total Savings	\$ 910,000	
Year 1 Approximate Total Expense	(\$ 399,000)	

## IV. Appendix C – Similar School District Analysis

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As part of our study, BlumShapiro identified seven (7) School Districts that were “similar” to Salem for a comparison of their Administrative structures, enrollments, staffing levels, and salaries. All of the following School Districts belong to DRG C and are of similar structure (PreK/Kindergarten – Grade 6 or 8). BlumShapiro directly contacted each of these School Districts to obtain the most accurate and up-to-date information. The tables and charts on the following pages summarize our findings:

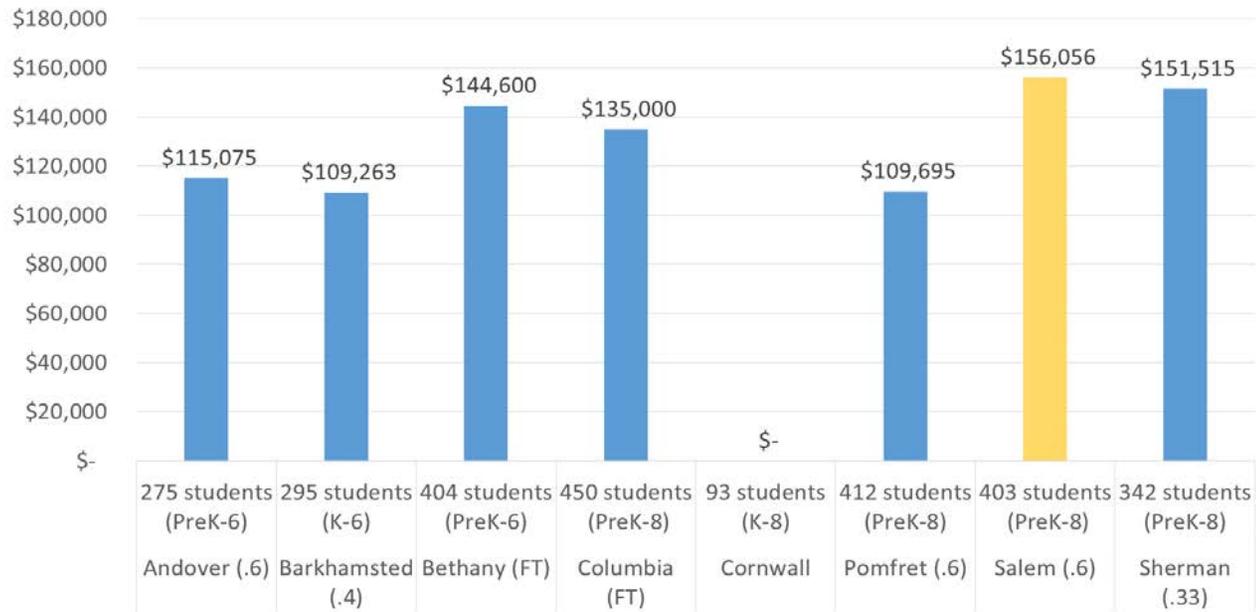
## IV. Appendix C – Similar School District Analysis

DRG C Administration Data Comparison (Similar Structure Schools Only)				
Town	Elementary	Middle	High	Administration
Andover	PreK-6 (275 students)	RHAM Regional MS	RHAM Regional HS	<ul style="list-style-type: none"> <li>* Superintendent - PT (.6)</li> <li>* Principal/Curriculum Director - FT</li> <li>* Assistant Principal and Director of Special Education - FT</li> <li>* School Secretary - FT</li> <li>* Financial Operations Person - FT</li> <li>* Administrative Assistant - FT</li> </ul>
Barkhamsted	K-6 (295 students)	NW Regional School District 7	NW Regional School District 7	<ul style="list-style-type: none"> <li>* Superintendent - PT (.4)</li> <li>* Principal - FT (also handles curriculum)</li> <li>* Administrative Assistant/Secretary - FT</li> <li>* Office Assistant/Para Educator - FT</li> <li>* Administrative Assistant to the Superintendent - FT</li> <li>* (4-District Consortium handles/pays for Director of Shared Services and for Special Education)</li> </ul>
Bethany	PreK-6 (404 students)	District 5	District 5	<ul style="list-style-type: none"> <li>* Superintendent of Schools - FT</li> <li>* Administrative Services Assistant - FT</li> <li>* Financial Services Assistant - FT</li> <li>* Principal - FT</li> <li>* Assistant Principal/Director of Curriculum and Learning - FT</li> <li>* Special Education Coordinator (teacher with a stipend)</li> </ul>
Columbia	PreK-8 (450 students)		Students may select from a number of area high schools: E.O Smith, Windham, Lyman, Bolton, & Windham Technical HS	<ul style="list-style-type: none"> <li>* Superintendent - FT</li> <li>* Principal - FT</li> <li>* Assist Principal/ Data Coordinator - FT</li> <li>* Director of Student Services - FT</li> <li>* Supt. Secretary - FT</li> <li>* 2 Secretaries - FT (main)</li> <li>* Student Services Secretary (with Sped) - FT</li> <li>* Monitor/Receptionist - FT (10 month)</li> </ul>
Cornwall	K-8 (93 students)	Regional	Housatonic Valley Regional High (Canaan, Cornwall, Kent, North Canaan, Salisbury, Sharon)	<ul style="list-style-type: none"> <li>* Principal - FT</li> <li>* Board Clerk - PT (.7) (28 hours/ week)</li> <li>* School Secretary - FT</li> <li>* (The Superintendent, Assistant Superintendent, Business Manager, and Director of Pupil Services provide educational leadership for the 7 Housatonic Valley Regional School Districts (governed by 7 boards of education in the 6 Towns. The Regional District funds those positions.)</li> </ul>
Pomfret	PreK-8 (412 students)			<ul style="list-style-type: none"> <li>* Superintendent - PT (.6)</li> <li>* Principal - FT</li> <li>* Assistant Principal - PT (.6) (also a .4 Social Studies Teacher)</li> <li>* Special Education Director - FT (moving to PT (.8) next year)</li> <li>* Business Manager/Secretary to the Superintendent</li> <li>* School Secretary - PT (.83) (10 Month)</li> <li>* Secretary to the Principal - FT</li> <li>* Special Education Secretary - PT (.83) (10 Month)</li> <li>* Accounts Payable/Payroll Coordinator - FT</li> <li>* Grants Coordinator/Kitchen Manager - PT (.83) (10 month)</li> </ul>
Salem	PreK-8 (403 students)			<ul style="list-style-type: none"> <li>* Superintendent - PT (.6)</li> <li>* Interim Principal - FT</li> <li>* Interim Assistant Principal - FT</li> <li>* Executive Secretary to the Superintendent - FT</li> <li>* School Secretary - FT</li> <li>* Director of Special Services - FT (currently vacant)</li> <li>* Administrative Assistant to the Director of Special Services</li> <li>* Business Manager - FT</li> </ul>
Sherman	PreK-8 (342 students)	Grades 6-8 are departmentalized but remain a part of the same school	Students may select from a number of area high schools: New Milford, New Fairfield, Shepaug Valley Regional, Henry Abbott Technical, Nonnewaug	<ul style="list-style-type: none"> <li>* Superintendent - PT (.33)</li> <li>* Principal - FT</li> <li>* Business Manager - FT</li> <li>* Business Office Assistant - PT (.4) (2 days per week)</li> <li>* Director of Special Education - PT (.8)</li> <li>* Administrative Dean - PT (.5)</li> <li>* Director of Curriculum and Instruction - PT (.45)</li> <li>* School Secretary - PT (.1)</li> <li>* Main Office Assistant - PT (.1)</li> </ul>

### Superintendent Pay Analysis

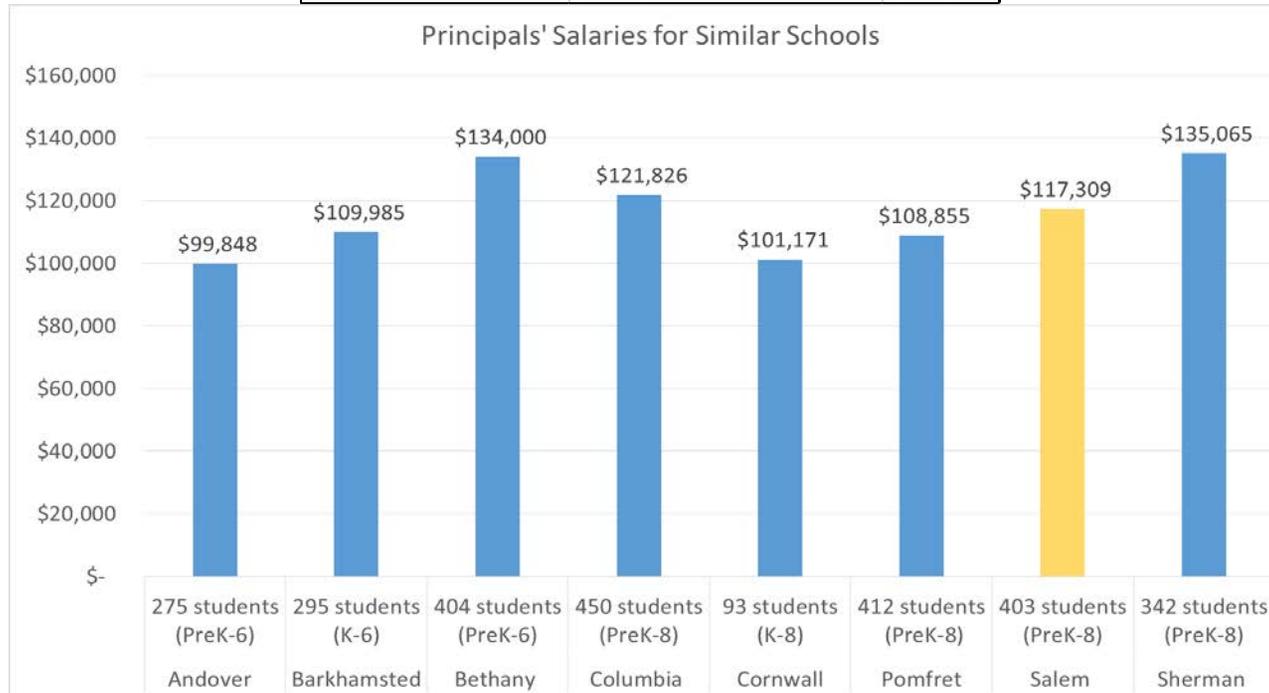
Superintendent Pay			
District	Enrollment	Current Salary	Annualized Salary
Andover (.6)	275 students (PreK-6)	\$ 69,045	\$ 115,075
Barkhamsted (.4)	295 students (K-6)	\$ 43,705	\$ 109,263
Bethany (FT)	404 students (PreK-6)	\$ 144,600	\$ 144,600
Columbia (FT)	450 students (PreK-8)	\$ 135,000	\$ 135,000
Cornwall	93 students (K-8)	NA	NA
Pomfret (.6)	412 students (PreK-8)	\$ 65,817	\$ 109,695
Salem (.6)	403 students (PreK-8)	\$ 93,634	\$ 156,056
Sherman (.33)	342 students (PreK-8)	\$ 50,000	\$ 151,515

Superintendents' Salaries for Similar Schools (annualized)



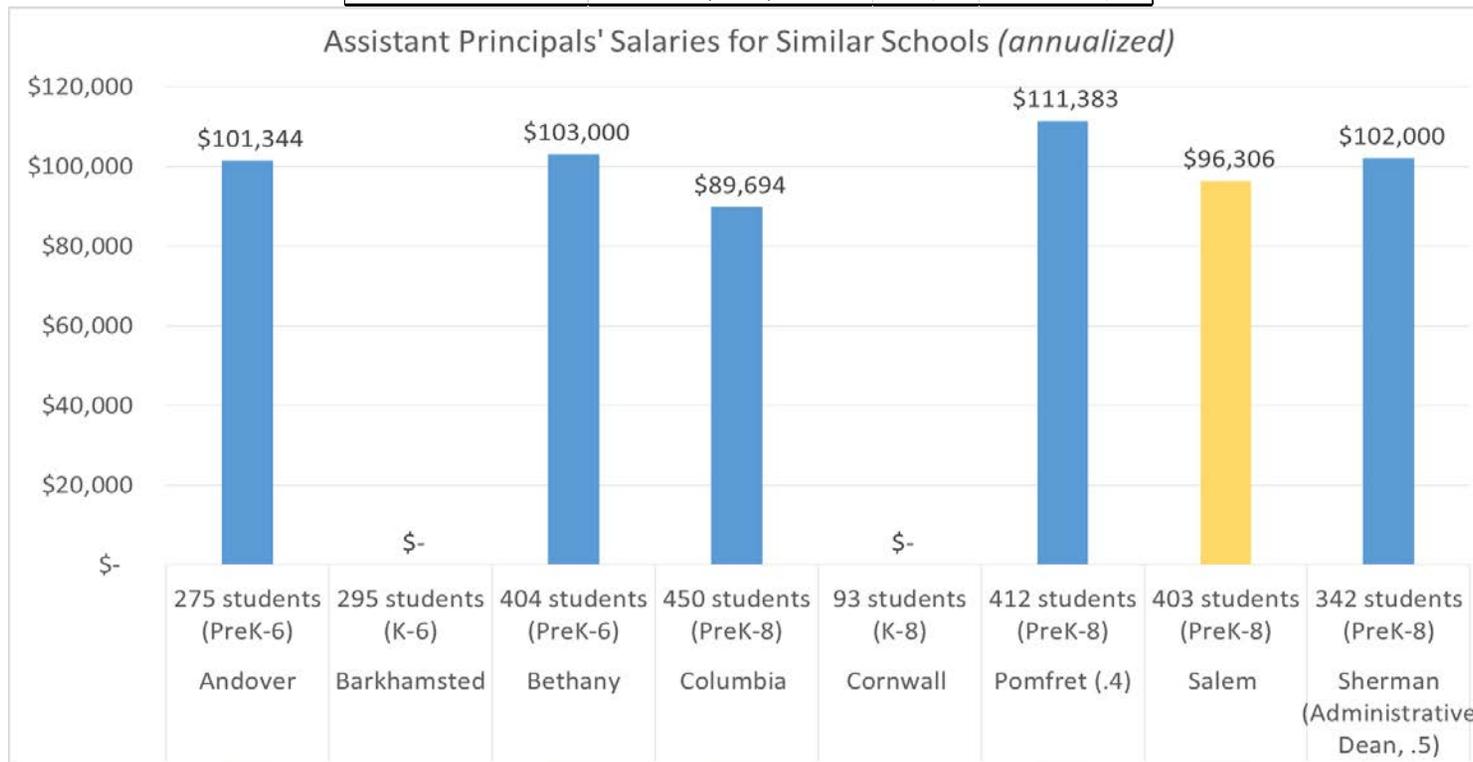
### Principal Pay Analysis

Principal Pay		
District	Enrollment	Current Salary
Andover	275 students (PreK-6)	\$ 99,848
Barkhamsted	295 students (K-6)	\$ 109,985
Bethany	404 students (PreK-6)	\$ 134,000
Columbia	450 students (PreK-8)	\$ 121,826
Cornwall	93 students (K-8)	\$ 101,171
Pomfret	412 students (PreK-8)	\$ 108,855
Salem	403 students (PreK-8)	\$ 117,309
Sherman	342 students (PreK-8)	\$ 135,065



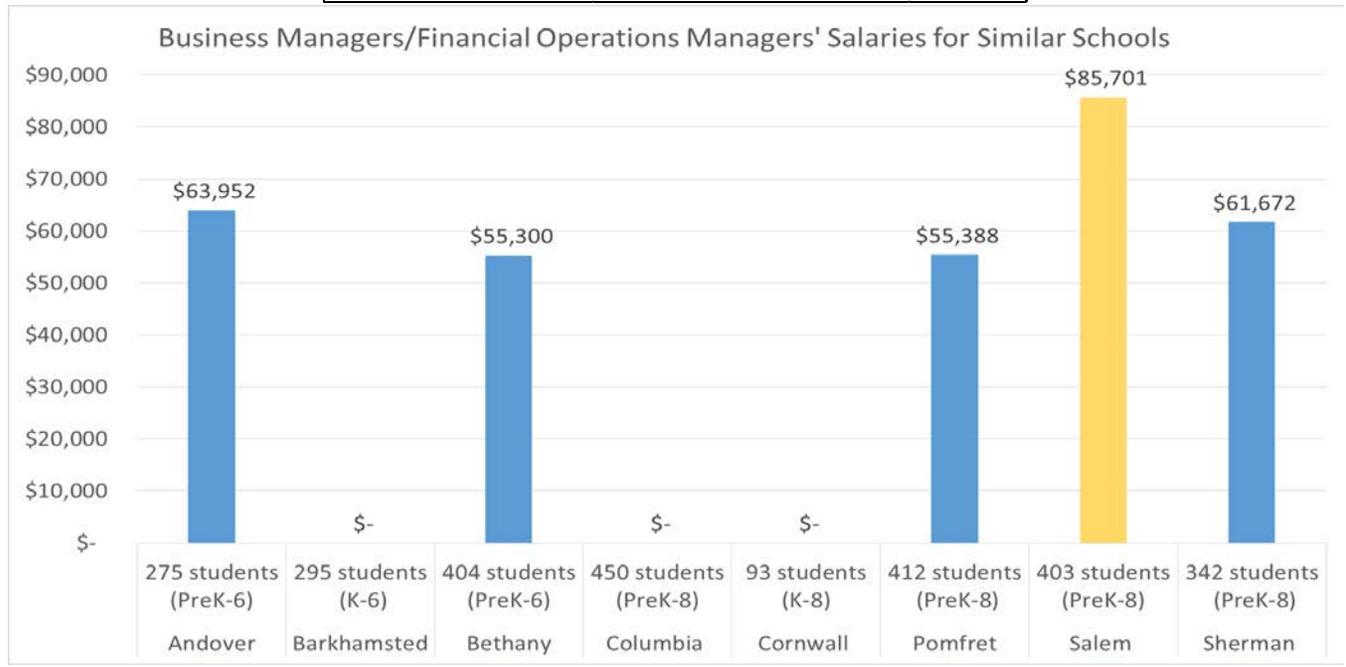
### Assistant Principal Pay Analysis

Assistant Principal Pay			
District	Enrollment	Current Salary	Annualized Salary
Andover	275 students (PreK-6)	\$ 101,343	\$ 101,344
Barkhamsted	295 students (K-6)	NA	NA
Bethany	404 students (PreK-6)	\$ 103,000	\$ 103,000
Columbia	450 students (PreK-8)	\$ 89,694	\$ 89,694
Cornwall	93 students (K-8)	NA	NA
Pomfret (.4)	412 students (PreK-8)	\$ 44,553	\$ 111,383
Salem	403 students (PreK-8)	\$ 96,306	\$ 96,306
Sherman (Administrative Dean, .5)	342 students (PreK-8)	\$ 51,000	\$ 102,000



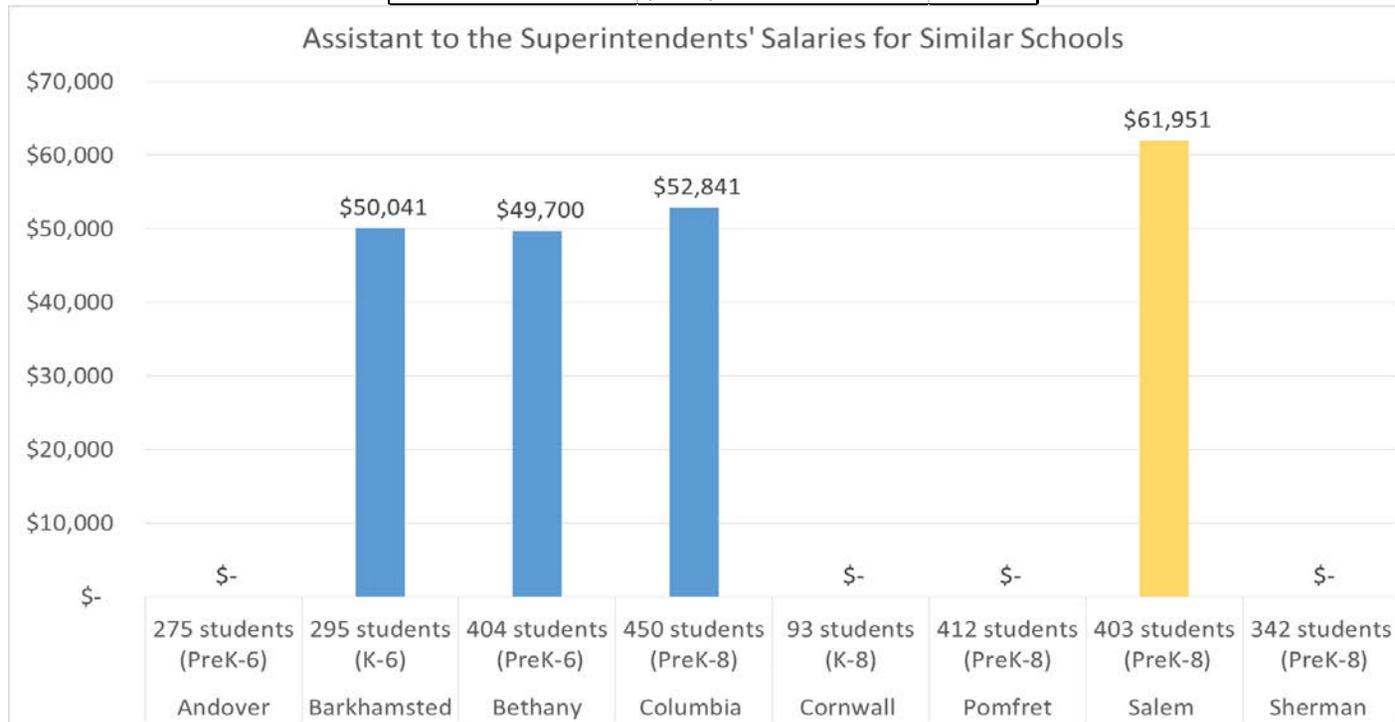
## Business Manager Pay Analysis

Business Manager/Financial Operations Manager Pay		
District	Enrollment	Current Salary
Andover	275 students (PreK-6)	\$ 63,952
Barkhamsted	295 students (K-6)	NA
Bethany	404 students (PreK-6)	\$ 55,300
Columbia	450 students (PreK-8)	NA
Cornwall	93 students (K-8)	NA
Pomfret	412 students (PreK-8)	\$ 55,388
Salem	403 students (PreK-8)	\$ 85,701
Sherman	342 students (PreK-8)	\$ 61,672



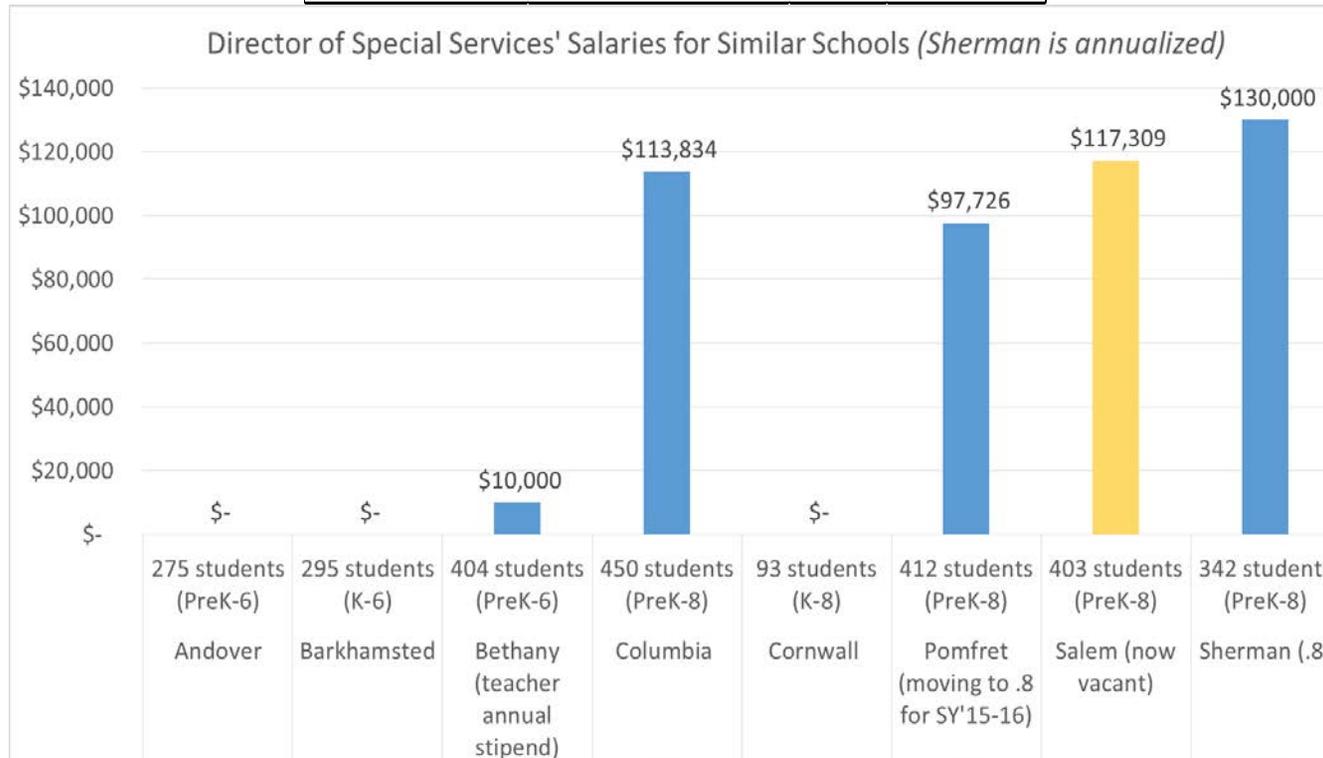
## Assistant/Secretary to the Superintendent Pay Analysis

Assistant/Secretary to the Superintendent Pay		
District	Enrollment	Current Salary
Andover	275 students (PreK-6)	NA
Barkhamsted	295 students (K-6)	\$ 50,041
Bethany	404 students (PreK-6)	\$ 49,700
Columbia	450 students (PreK-8)	\$ 52,841
Cornwall	93 students (K-8)	NA
Pomfret	412 students (PreK-8)	NA
Salem	403 students (PreK-8)	\$ 61,951
Sherman	342 students (PreK-8)	NA



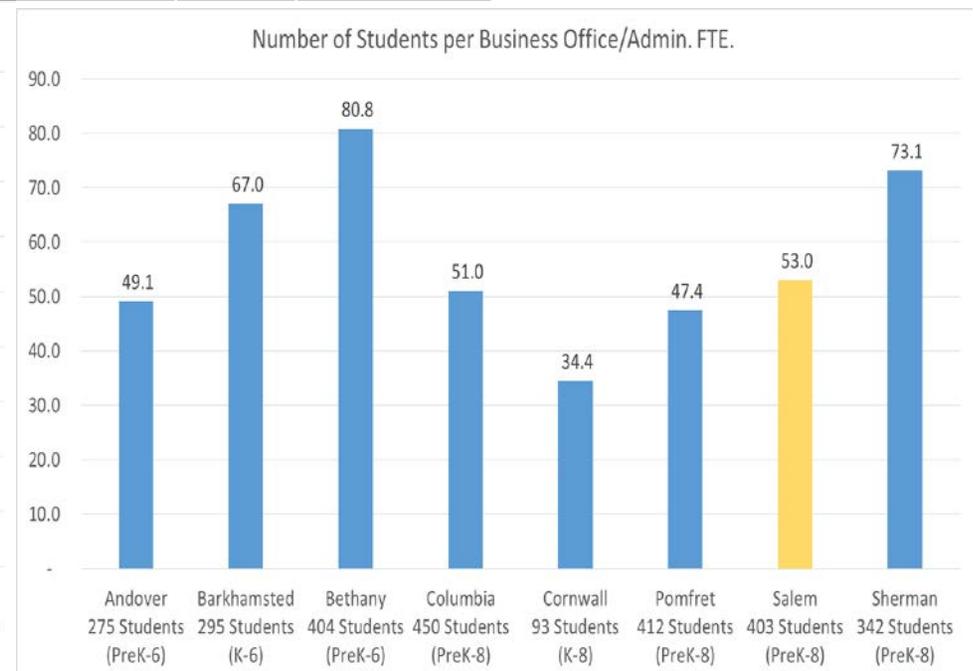
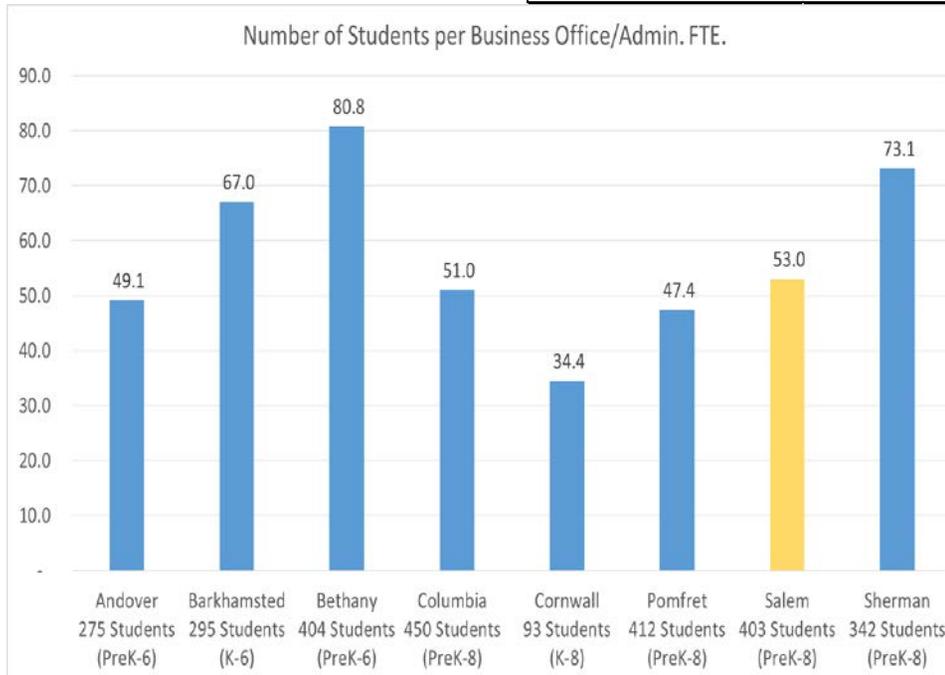
### Director of Special Services Pay Analysis

Director of Special Services Pay			
District	Enrollment	Current Salary	Annualized Salary
Andover	275 students (PreK-6)	\$ -	\$ -
Barkhamsted	295 students (K-6)	\$ -	\$ -
Bethany (teacher annual stipend)	404 students (PreK-6)	\$ 10,000	\$ 10,000
Columbia	450 students (PreK-8)	\$ 113,834	\$ 113,834
Cornwall	93 students (K-8)	NA	NA
Pomfret (moving to .8 for SY'15-16)	412 students (PreK-8)	\$ 97,726	\$ 97,726
Salem (now vacant)	403 students (PreK-8)	\$ 117,309	\$ 117,309
Sherman (.8)	342 students (PreK-8)	\$ 104,000	\$ 130,000



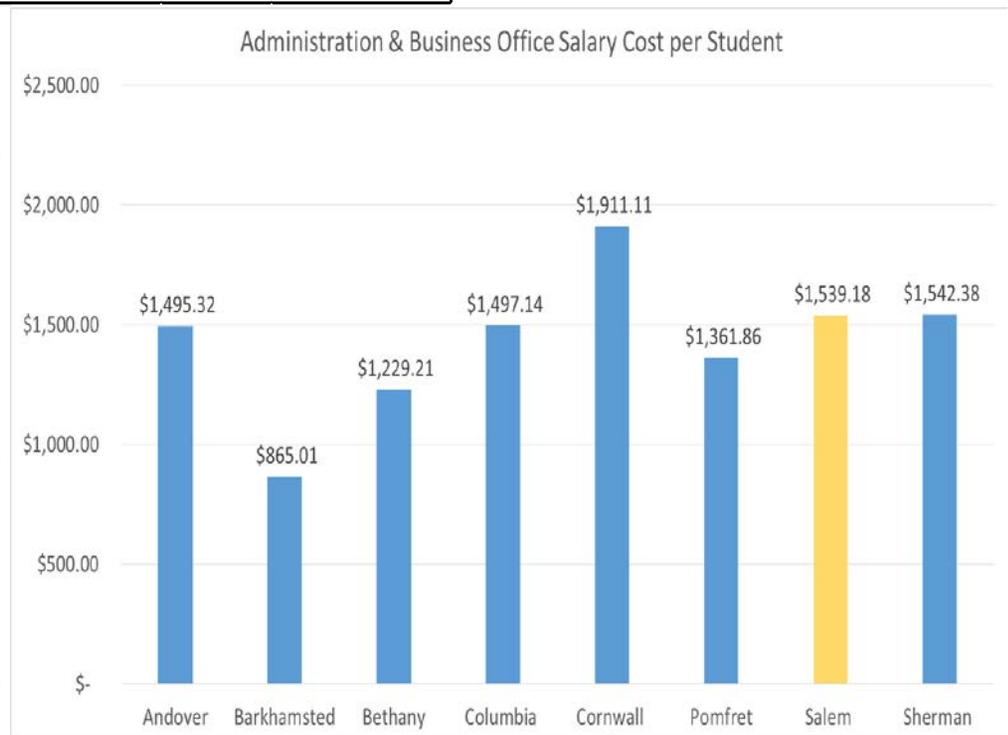
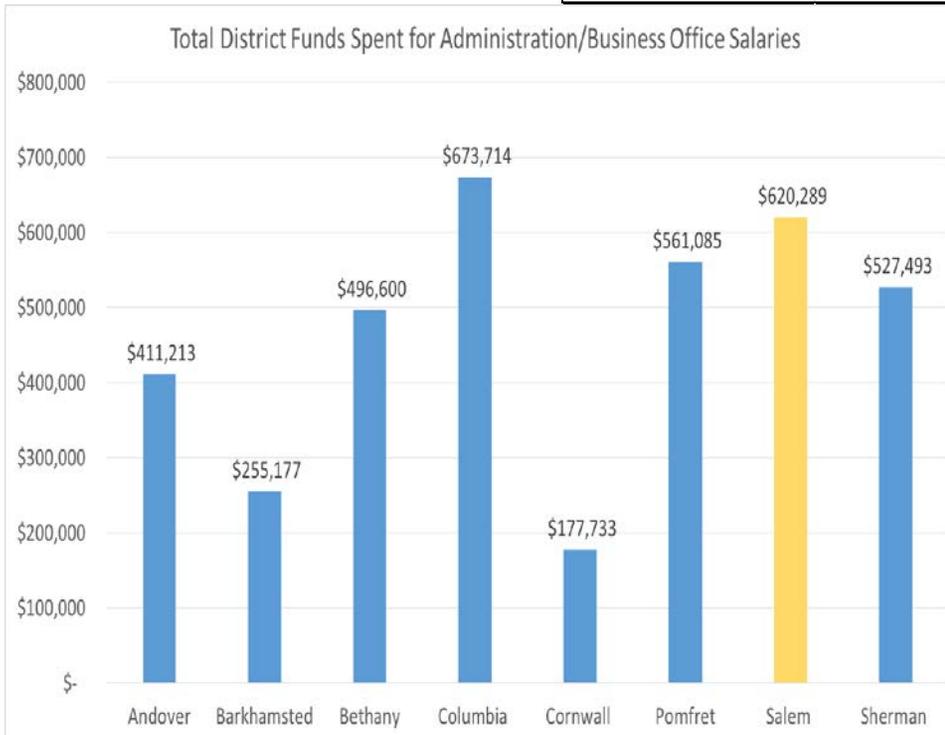
## Full Time Equivalents (FTEs) in Business Office Analysis

Total Number of FTEs in Business Office & Administration			
District	Enrollment (Students)	Total Number of FTEs	Number of Students per Admin. FTE.
Andover (PreK-6)	275	5.6	49.1
Barkhamsted (K-6)	295	4.4	67.0
Bethany (PreK-6)	404	5.0	80.8
Columbia (PreK-8)	450	8.83	51.0
Cornwall (K-8)	93	2.7	34.4
Pomfret (PreK-8)	412	8.69	47.4
Salem (PreK-8)	403	7.6	53.0
Sherman (PreK-8)	342	4.68	73.1



### District Expenditures for Salaries Analysis

District Expenditures for Business Office/Administrator Salaries			
District	Enrollment (Students)	Total \$ for all Busn. Office staff	Admin./Busn. Office Salary cost per student
Andover	275	\$ 411,213	\$ 1,495.32
Barkhamsted	295	\$ 255,177	\$ 865.01
Bethany	404	\$ 496,600	\$ 1,229.21
Columbia	450	\$ 673,714	\$ 1,497.14
Cornwall	93	\$ 177,733	\$ 1,911.11
Pomfret	412	\$ 561,085	\$ 1,361.86
Salem	403	\$ 620,289	\$ 1,539.18
Sherman	342	\$ 527,493	\$ 1,542.38



## IV. Appendix D – Salem Survey

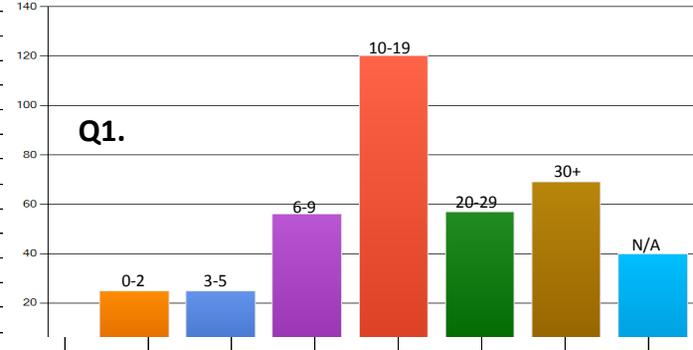
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As part of our study, BlumShapiro created and administered a survey to solicit information from parents, school staff, residents, and other local townspeople to better understand how the public felt about the current operations of the Salem School and the partnership with the East Lyme School District. The survey was posted online on the Town and School website and was also available in hard copy in a few Salem Town buildings. The survey was open for three (3) weeks and received nearly 400 responses. Our survey results are summarized on the following pages:

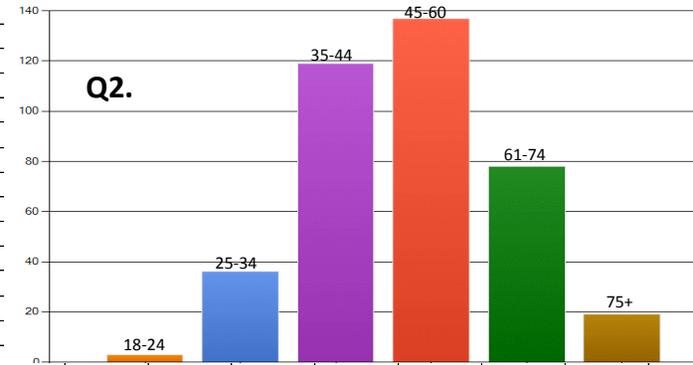
**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT
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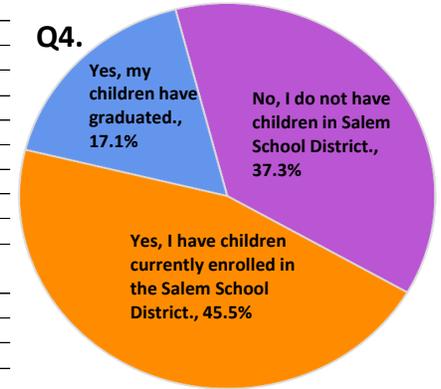
<b>Q1. How many years have you lived in Salem, CT? (Required)</b>		
0 - 2	6.4%	25
3 - 5	6.4%	25
6 - 9	14.3%	56
<b>10 - 19</b>	<b>30.6%</b>	<b>120</b>
20 - 29	14.5%	69
30+ years	17.6%	69
Not applicable	10.2%	40



<b>Q2. What is your age? (Required)</b>		
18 - 24	0.8%	3
25 - 34	9.2%	36
35 - 44	30.4%	119
<b>45 - 60</b>	<b>34.9%</b>	<b>137</b>
61 - 74	19.9%	78
75+ years	4.8%	19



<b>Q3. Are you currently employed? (Required)</b>		
Yes, in Town	6.4%	25
Yes, as a Salem School District employee	12.5%	49
<b>Yes, out of Town</b>	<b>54.3%</b>	<b>213</b>
No, retired	18.1%	71
No, disabled	0.8%	3
No, college student	1.0%	4
No, currently unemployed	6.9%	27



<b>Q4. Are you a parent/guardian of a Salem student? (This includes students enrolled in East Lyme High School).</b>		
<b>Yes, I have children currently enrolled in the Salem School District.</b>	<b>45.5%</b>	<b>178</b>
Yes, but my children have already graduated.	17.1%	67
No, I do not have children in Salem School District.	37.3%	146

**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT
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<b>Q5. I feel the current class sizes at the Salem School (K-8) are adequate.</b>		
Strongly Agree	15.7%	57
<b>Agree</b>	<b>46.6%</b>	<b>169</b>
Neither Agree nor Disagree	17.9%	65
Disagree	8.3%	30
Strongly Disagree	0.8%	3
N/A	10.7%	39
29 skipped question		

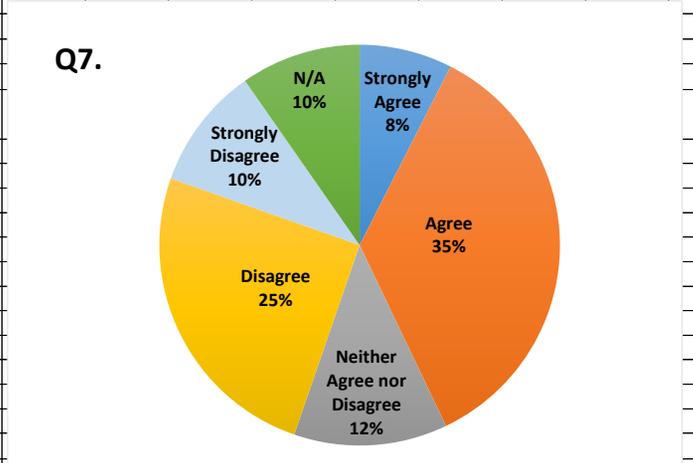
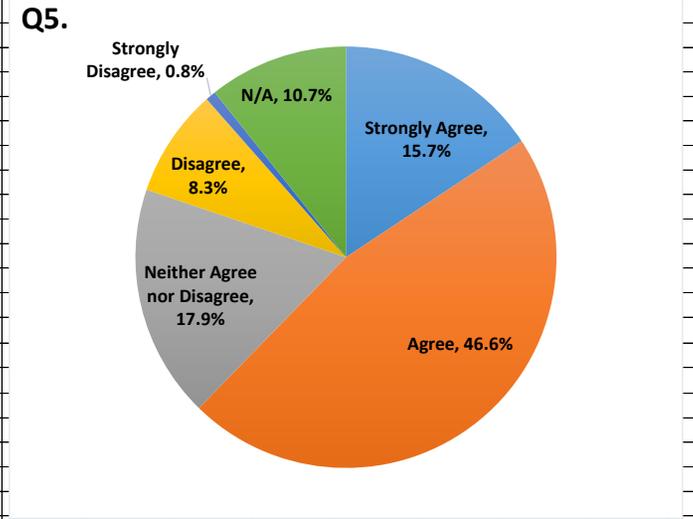
Most Common Comments:

<b>Q6. I feel the current class sizes at East Lyme High School are adequate.</b>		
Strongly Agree	6.1%	22
Agree	33.0%	119
Neither Agree nor Disagree	24.1%	87
Disagree	1.9%	7
Strongly Disagree	0.3%	1
<b>N/A</b>	<b>34.6%</b>	<b>125</b>
31 skipped question		

Most Common Comments:

<b>Q7. I feel that the Salem School offers sufficient extracurricular and academic opportunities for Salem students.</b>		
Strongly Agree	7.5%	27
<b>Agree</b>	<b>35.4%</b>	<b>128</b>
Neither Agree nor Disagree	12.4%	45
Disagree	25.1%	91
Strongly Disagree	9.9%	36
N/A	9.7%	35
30 skipped question		

Most Common Comments:



**Salem School Study Survey**

Question:

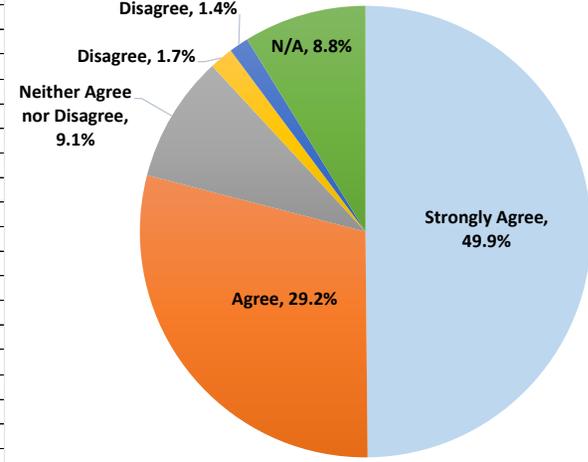
RESPONSE  
%      RESPONSE  
COUNT

**Q8. I am satisfied with East Lyme as the designated High School for Salem students.**

	RESPONSE %	RESPONSE COUNT
<b>Strongly Agree</b>	<b>49.9%</b>	<b>181</b>
Agree	29.2%	106
Neither Agree nor Disagree	9.1%	33
Disagree	1.7%	6
Strongly Disagree	1.4%	4
N/A	8.8%	32
29 skipped question		

**Most Common Comments:**

**Q8.**

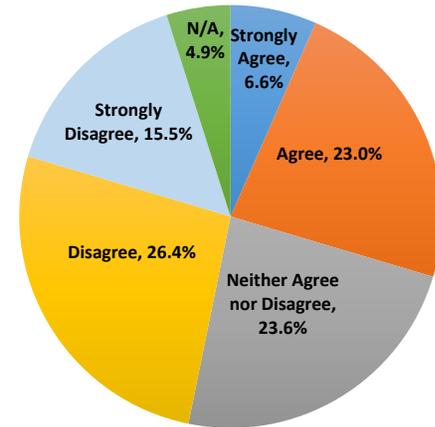


**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT
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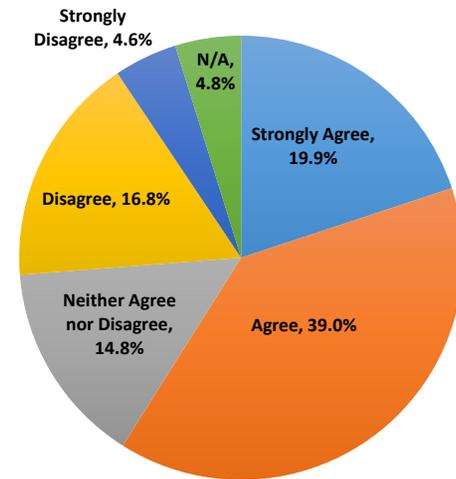
Q9. I am satisfied with the current administrative structure of Salem School.		
Strongly Agree	6.6%	23
Agree	23.0%	80
<b>Neither Agree nor Disagree</b>	<b>23.6%</b>	<b>82</b>
Disagree	26.4%	92
Strongly Disagree	15.5%	54
N/A	4.9%	17
44 skipped question		
<u>Most Common Comments:</u>		

**Q9.**



Q10. I feel a part-time superintendent is adequate.		
Strongly Agree	19.9%	70
<b>Agree</b>	<b>39.0%</b>	<b>137</b>
Neither Agree nor Disagree	14.8%	52
Disagree	16.8%	59
Strongly Disagree	4.6%	16
N/A	4.8%	17
41 skipped question		
<u>Most Common Comments:</u>		

**Q10.**



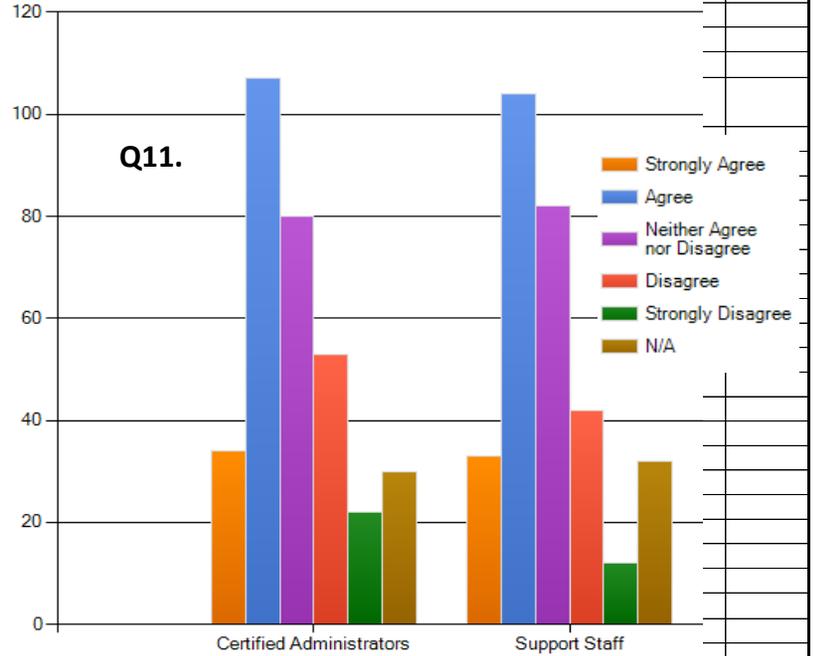
**Salem School Study Survey**

Question:

RESPONSE %      RESPONSE COUNT

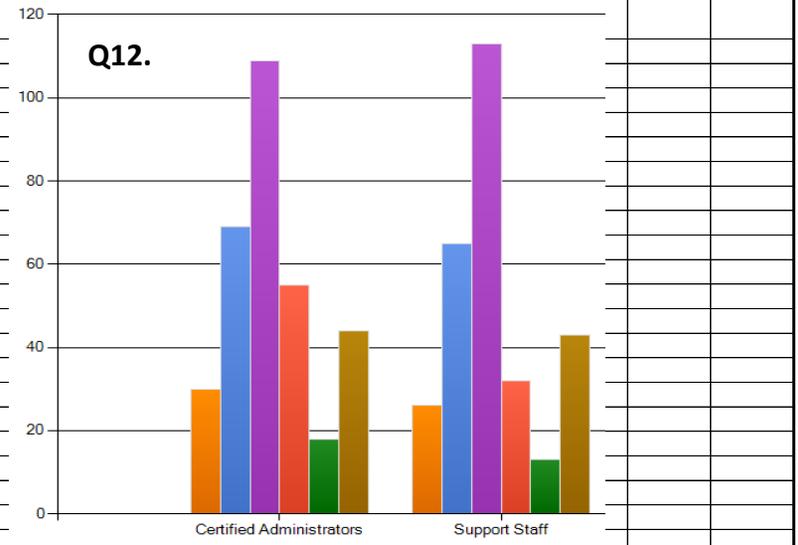
Q11. I feel the current administration adequately meets the needs of the students. (CERTIFIED ADMINISTRATORS)		
Strongly Agree	10.4%	34
<b>Agree</b>	<b>32.8%</b>	<b>107</b>
Neither Agree nor Disagree	24.5%	80
Disagree	16.3%	53
Strongly Disagree	6.7%	22
N/A	9.2%	30
45 skipped question		
Q11. I feel the current administration adequately meets the needs of the students. (SUPPORT STAFF)		
Strongly Agree	10.8%	33
<b>Agree</b>	<b>34.1%</b>	<b>104</b>
Neither Agree nor Disagree	26.9%	82
Disagree	13.8%	42
Strongly Disagree	3.9%	12
N/A	10.5%	32
45 skipped question		

**Most Common Comments:**

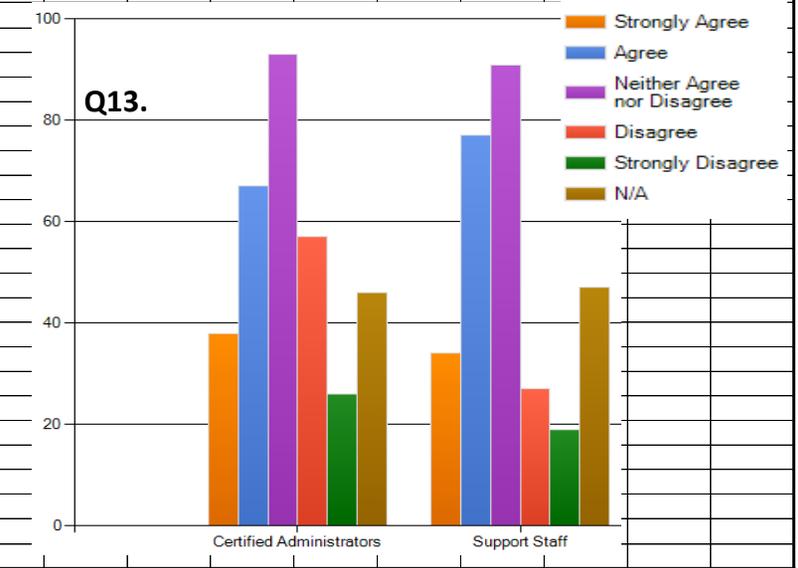


**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT
<b>Q12. I feel the current administration adequately meets the needs of the teachers. (CERTIFIED ADMINISTRATORS)</b>		
Strongly Agree	9.2%	30
Agree	21.2%	69
<b>Neither Agree nor Disagree</b>	<b>33.5%</b>	<b>109</b>
Disagree	16.9%	55
Strongly Disagree	5.5%	18
N/A	13.5%	44
50 skipped question		
<b>Q12. I feel the current administration adequately meets the needs of the teachers. (SUPPORT STAFF)</b>		
Strongly Agree	8.9%	26
Agree	22.3%	65
<b>Neither Agree nor Disagree</b>	<b>38.7%</b>	<b>113</b>
Disagree	11.0%	32
Strongly Disagree	4.5%	13
N/A	14.7%	43
50 skipped question		
<b>Most Common Comments:</b>		



<b>Q13. I feel the current administration addresses the requests of the parents. (CERTIFIED ADMINISTRATORS)</b>		
Strongly Agree	11.6%	38
Agree	20.5%	67
<b>Neither Agree nor Disagree</b>	<b>28.4%</b>	<b>93</b>
Disagree	17.4%	57
Strongly Disagree	8.0%	26
N/A	14.1%	46
52 skipped question		
<b>Q13. I feel the current administration addresses the requests of the parents. (SUPPORT STAFF)</b>		
Strongly Agree	11.5%	34
Agree	26.1%	77
<b>Neither Agree nor Disagree</b>	<b>30.8%</b>	<b>91</b>
Disagree	9.2%	27
Strongly Disagree	6.4%	19
N/A	15.9%	47
52 skipped question		
<b>Most Common Comments:</b>		



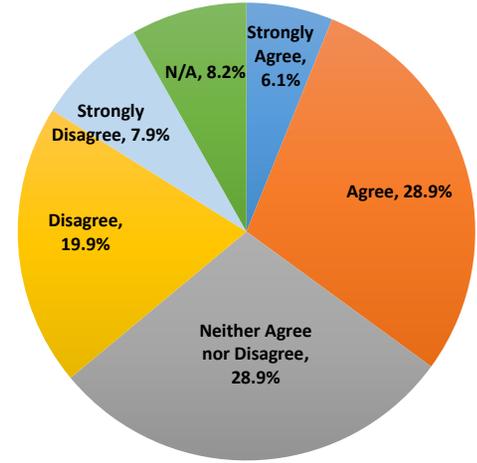
**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT

Q14. I am satisfied with the number of support staff. (Support staff includes School and District Assistants, Secretaries, and Business Manager).		
Strongly Agree	6.1%	21
<b>Agree</b>	<b>28.9%</b>	<b>99</b>
<b>Neither Agree nor Disagree</b>	<b>28.9%</b>	<b>99</b>
Disagree	19.9%	68
Strongly Disagree	7.9%	27
N/A	8.2%	28
50 skipped question		

Most Common Comments:

**Q14.**



**Salem School Study Survey**

Question:

RESPONSE %      RESPONSE COUNT

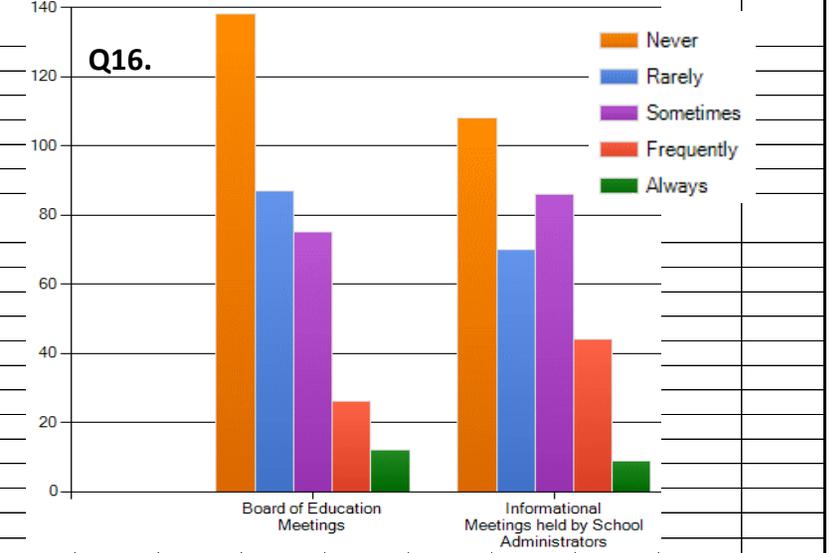
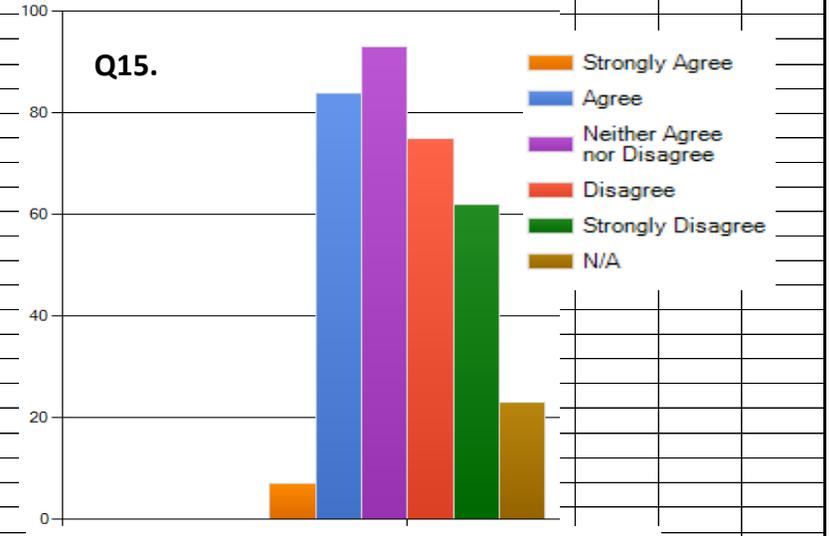
Q15. I am satisfied with the current Board of Education and its function/role in the District.		
Strongly Agree	2.0%	7
Agree	24.8%	84
<b>Neither Agree nor Disagree</b>	<b>27.0%</b>	<b>93</b>
Disagree	21.8%	75
Strongly Disagree	18.0%	62
N/A	6.7%	23
48 skipped question		

Most Common Comments:

Q16. How often do you attend Board of Education Meetings or informational meetings held by School Administration? (BOARD OF EDUCATION MEETINGS)		
Never	40.8%	138
Rarely	25.7%	87
Sometimes	22.2%	75
Frequently	7.7%	26
Always	3.6%	12
46 skipped question		

Q16. How often do you attend Board of Education Meetings or informational meetings held by School Administration? (INFORMATIONAL MEETINGS HELD BY SCHOOL ADMINISTRATORS)		
Never	34.1%	108
Rarely	22.1%	70
Sometimes	27.1%	86
Frequently	13.9%	44
Always	2.8%	9
46 skipped question		

Most Common Comments:





**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT
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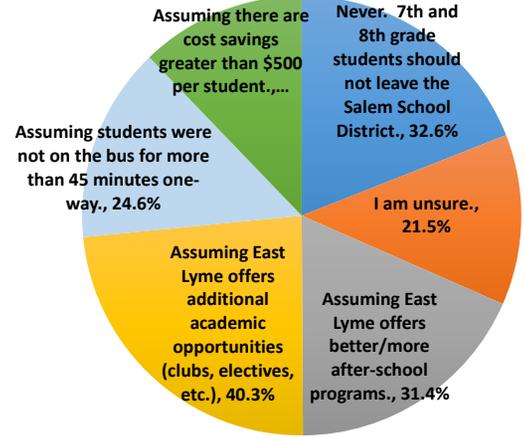
Q19. I would consider sending Salem 7th and 8th grade students to East Lyme Middle School: (Select all that apply)		
Never. 7th and 8th grade students should not leave the Salem School District.	32.6%	106
I am unsure.	21.5%	70
Assuming East Lyme offers better/more after-school programs.	31.4%	102
<b>Assuming East Lyme offers additional academic opportunities (clubs, electives, etc.)</b>	<b>40.3%</b>	<b>131</b>
Assuming students were not on the bus for more than 45 minutes one-way.	24.6%	80
Assuming there are cost savings greater than \$500 per student.	20.9%	68
67 skipped question		

Most Common Comments:

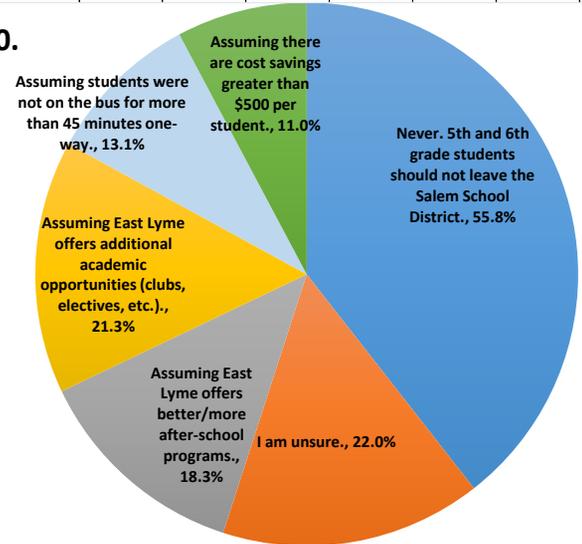
Q20. I would consider sending Salem 5th and 6th grade students to East Lyme Middle School: (Select all that apply)		
Never. 5th and 6th grade students should not leave the Salem School District.	55.8%	183
I am unsure.	22.0%	72
Assuming East Lyme offers better/more after-school programs.	18.3%	60
Assuming East Lyme offers additional academic opportunities (clubs, electives, etc.).	21.3%	70
Assuming students were not on the bus for more than 45 minutes one-way.	13.1%	43
Assuming there are cost savings greater than \$500 per student.	11.0%	36
64 skipped question		

Most Common Comments:

**Q19.**



**Q20.**





**Salem School Study Survey**

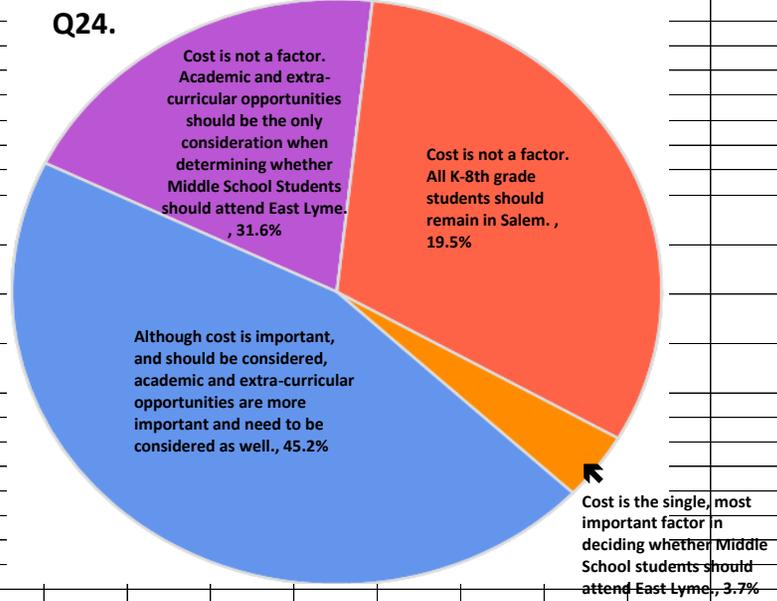
Question:	RESPONSE %	RESPONSE COUNT
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Q22. I would consider sending Salem 7th and 8th grade students to East Lyme given a cost savings (decrease in my taxes) of:		
<b>Never. There is no cost-savings that would make me consider sending Salem students out of district.</b>	<b>37.7%</b>	<b>113</b>
\$0 to \$100.	23.0%	69
\$100 to \$1,000.	19.7%	59
\$1,000 to \$1,500.	9.0%	27
\$1,500 to \$2,000.	10.7%	32
92 skipped question		

Q23. I would consider sending Salem 5th and 6th grade students to East Lyme given a cost savings (decrease in my taxes) of:		
<b>Never. There is no cost-savings that would make me consider sending 5th and 6th grade Salem students out of district.</b>	<b>60.0%</b>	<b>183</b>
\$0 to \$100.	16.4%	50
\$100 to \$1,000.	12.1%	37
\$1,000 to \$1,500.	5.9%	18
\$1,500 to \$2,000.	5.6%	17
87 skipped question		

Q24. In regards to cost in determining whether Salem Middle School students (grades 5-8) should attend East Lyme Schools:		
Cost is the single, most important factor in deciding whether Middle School students should attend East Lyme.	3.7%	12
<b>Although cost is important, and should be considered, academic and extra-curricular opportunities are more important and need to be considered as well.</b>	<b>45.2%</b>	<b>146</b>
Cost is not a factor. Academic and extra-curricular opportunities should be the only consideration when determining whether Middle School students should attend East Lyme.	19.5%	63
Cost is not a factor. All K-8th grade students should remain in Salem.	31.6%	102
69 skipped question		

**Most Common Comments:**



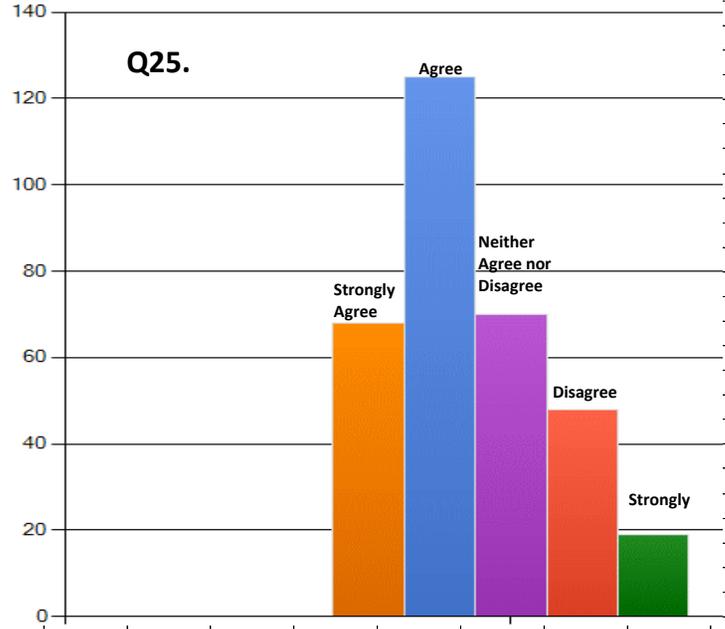
**Salem School Study Survey**

Question:

RESPONSE  
%      RESPONSE  
COUNT

Q25. The Salem School is the "heart" or "central hub" of this town.		
Strongly Agree	20.6%	68
<b>Agree</b>	<b>37.9%</b>	<b>125</b>
Neither Agree nor Disagree	21.2%	70
Disagree	14.5%	48
Strongly Disagree	5.8%	19
62 skipped question		

**Most Common Comments:**



**Salem School Study Survey**

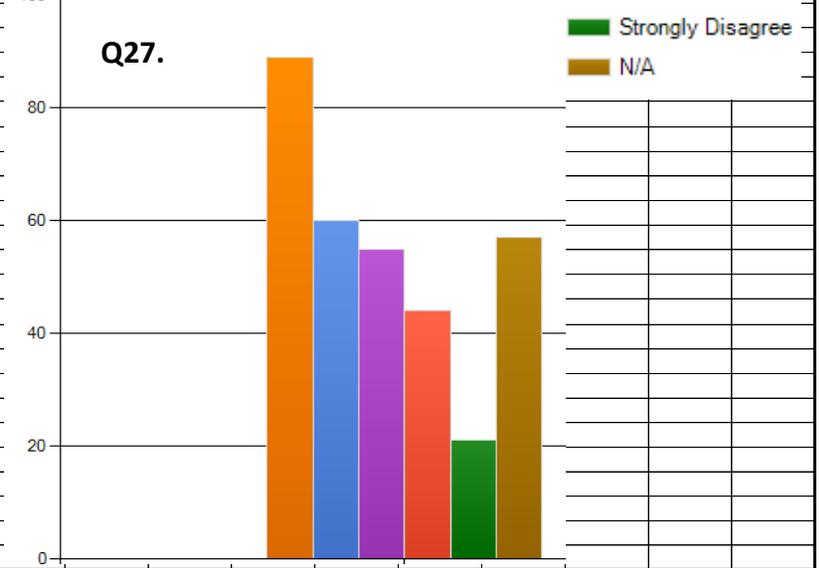
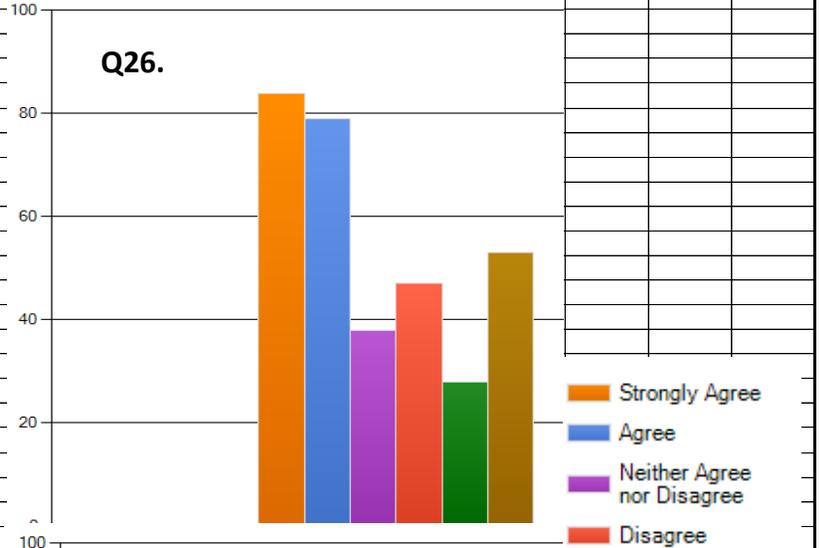
Question:

RESPONSE %      RESPONSE COUNT

Q26. One of the primary reasons I moved to Salem was for the School District.		
Strongly Agree	25.5%	84
Agree	24.0%	49
Neither Agree nor Disagree	11.6%	38
Disagree	14.3%	47
Strongly Disagree	8.5%	28
N/A	16.1%	53
63 skipped question		

**Most Common Comments:**

Q27. One of the primary reasons I moved to Salem was for the East Lyme High School.		
Strongly Agree	27.3%	89
Agree	18.4%	60
Neither Agree nor Disagree	16.9%	55
Disagree	13.5%	44
Strongly Disagree	6.4%	21
N/A	17.5%	57
66 skipped question		





**Salem School Study Survey**

Question:	RESPONSE %	RESPONSE COUNT																	
<b>Q29. Please rate the following as a "strength" or "weakness" of the Salem School District.</b>			Strength	Weakness	N/A														
Quality of teachers	76.0%	238	12.8%	40	11.2%	35													
Number/Quality of after-school programs available to students	29.6%	92	54.0%	168	16.4%	51													
Number/Quality of advanced educational programs/courses for students	24.2%	76	57.3%	180	18.5%	58													
Quality of the Salem Administration Staff	44.6%	137	38.1%	117	17.3%	53													
Safety of the Salem School	79.5%	252	9.8%	31	10.7%	34													
Quality of the Salem School curriculum	61.5%	190	27.2%	84	11.3%	35													
Quality of the East Lyme High School curriculum	77.6%	242	2.6%	8	19.9%	62													
69 skipped question																			

**Most Common Comments:**

