

Ms. Mary A. Manning
Mr. Manny Cruz
Ms. Amanda Campbell



Ms. Beth Anne Cornell
Dr. Kristin Pangallo
Ms. Veronica Miranda

Mayor Dominick Pangallo, Chair

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

DATE POSTED: September 14, 2023

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on September 18, 2023 at 7:00p.m.** This meeting will take place in person at **29 Highland Ave., Rm. 227, Salem, MA.** You can also join via Zoom using the link below.

Zoom Link to participate:

<https://us06web.zoom.us/j/86816736375?pwd=VUpMWSs4N1phdERhdE5jNnZVN2dMQT09>

Passcode: 856553

I. Call of Meeting to Order


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

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

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

B. Live Spanish Interpretation.

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

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

C. Instructions for Participating in Public Comment

Should any member of the Salem community wish to participate in public comment during this meeting, please click on the following link to sign up and submit your comment electronically: <https://forms.gle/BtoCVATgyNxKWns3A>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- A. Approval of minutes of regular SC meeting held on September 5, 2023
- B. Approval of Warrants: **9/6/23** - \$414,663.90; **9/13/23** - \$32,435.31
- C. Approval of Saltonstall School's field trip to Nature's Classroom in Great Barrington, MA from 10/16/23-10/20/23

IV. Public Comment

See above instructions for participating in public comment.

V. Superintendent's Report

- A. Pre-Kindergarten/Early Childhood Program Update
- B. ParentChild+ Update

VI. Student Representative Report

VII. Action Items: Old Business

VIII. Finance & Operations Report

IX. Action Items: New Business

X. Subcommittee Reports

- a. Policies for second reading:
 - Security Cameras in School
 - SPS Transgender, Gender Non-conforming, and Gender Expansive Student Guidelines

XI. School Committee Concerns and Resolutions

XII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & Superintendent

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

*Sra. Mary A. Manning
Sr. Manny Cruz
Sra. Amanda Campbell*



*Sra. Beth Anne Cornell
Dra. Kristin Pangallo
Sra. Veronica Miranda*

Alcalde Dominick Pangallo, Preside

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

FECHA DE PUBLICACIÓN: 14 de septiembre de 2023

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una reunión **regular del Comité Escolar el 18 de septiembre de 2023 a las 7:00 p.m.** Esta reunión **se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA.** También puede unirse a través de Zoom utilizando el enlace de abajo.

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

<https://us06web.zoom.us/j/86816736375?pwd=VUpMWSs4N1phdERhdE5jNnZVN2dMQT09>

Contraseña: [856553](#)


I. Convocatoria a la Sesión Abierta

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

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

b. Interpretación al español en vivo

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

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

c. Instrucciones para Participar en el Comentario Público

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente <https://forms.gle/BtoCVATgyNxKWns3A> Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la

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reunión. Por favor, póngase en contacto con Krista Perry en kperry@salemk12.org o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

II. Aprobación de la Agenda

III. Aprobación de la Agenda Consensuada

- a. A. Aprobación del acta de la reunión ordinaria del SC celebrada el 5 de septiembre de 2023
- b. B. Aprobación de las órdenes de pago: 6-sep-23 - \$414,663.90; 13-sep-23 - \$32,435.31
- c. C. Aprobación de la excursión de la Escuela Saltonstall a Nature's Classroom en Great Barrington, MA del 16-oct-23-20-oct-23

IV. Comentario Público

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

V. Reporte del Superintendente

- a. Actualización del Programa de Preescolar/Educación Temprana
- b. Actualización de ParentChild

VI. Reporte de la representante estudiantil

VII. Elementos de Acción: Asuntos Antiguos

VIII. Reporte de Finanzas y Operaciones

IX. Elementos de Acción: Asuntos Nuevos

X. Reportes de los Subcomités

a. Políticas para segunda lectura:

- Cámaras de seguridad en la escuela
- Directrices para estudiantes transgénero, de género no conforme y de género expansivo de SPS

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XI. Inquietudes y Resoluciones del Comité Escolar

XIII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
September 5, 2023

On September 5, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Mr. Manny Cruz, Ms. Mary Manning, Ms. Beth Anne Cornell, Dr. Kristin Pangallo

Members Present Virtually: Ms. Veronica Miranda

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Assistant Superintendent Elizabeth Pauley, Mr. Marc LeBlanc, Ms. Jennifer Doucette-Ly, Dr. Kimberly Talbot, and Ms. Ellen Wingard

Members Absent: Ms. Amanda Campbell

Call of Meeting to Order

Mr. Manny Cruz calls the meeting to order at 7:05pm and requests a call of attendance. He explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

Attendance

Mayor Pangallo recognizes the attendance with members absent and joining virtually. Mr. Cruz motions for approval and seconded by Ms. Manning.

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

Approval of Agenda

Mayor Pangallo requested a motion to approve the Agenda. Mr. Cruz motions for approval and seconded by Ms. Manning. A roll call vote was taken.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes

Dr. Pangallo Yes
Ms. Miranda Yes
Mayor Pangallo Yes
Motion Carries 6-0

Approval of Consent Agenda

Mayor Pangallo requested a motion to approve the Consent Agenda. Mr. Cruz motions for approval and seconded by Ms. Cornell. Mr. Cruz would like to note if the vote for the approval of the field trip is approved by the School Committee members, those who are waiting to hear of the approval do not have to wait until the end of the meeting. The vote will be taken when the consent agenda is approved. A roll call vote is taken.

Ms. Cornell Yes
Mr. Cruz Yes
Ms. Manning Yes
Dr. Pangallo Yes
Ms. Miranda Yes
Mayor Pangallo Yes
Motion Carries 6-0

Public Comment

Ms. Kelly Alvarez, Salem, MA, the public comment address would be the closing of the schools for Halloween. There are two days of school that are closed, Monday and Tuesday. Ms. Alvarez notes she is a parent of two kids in the public school system and she is an educator. Tourism is valued over her child's education. Halloween is not a holiday. Salem Academy is not closed. As a parent the concern is that this issue was voted on and approved by the School Committee and is curious to know what parent input was received prior to making this decision.

Mr. Cruz notes for the record pertaining to public comment that typically the School Committee does not answer questions here at the dais and it is an opportunity for us to hear your feedback. The Superintendent will take the requestor's information and follow up with any public comments.

Superintendent Dr. Zrike notes he has spoken directly with Ms. Alvarez and he is happy to share contact information with her to contact any School Committee members regarding this matter.

Superintendent's Report

A. Salem High School's NEASC accreditation report and update

Superintendent Dr. Zrike notes he is pleased to share Local 294 voted to ratify their contract for the 2023-2026 MOA. We will be moving forward to adjusting language. Dr. Zrike calls upon Principal Glenn Burns to present Salem High School's NEASC accreditation report and updates.

Salem High School Principal Mr. Burns gives an update on the new cell phone pouches policy put into place for this school year. He noticed kids were engaged and cell phones were away. Mr. Burns reiterated that this is not a punishment and that we just want them to engage in school.

Mr. Burns explains the abbreviated “NEASC” which stands for The New England Association of Schools and Colleges Commission on Public Schools requires member schools to demonstrate alignment with the Standards for Accreditation. The revised Standards for Accreditation, effective for all schools in 2020, are streamlined into five core Standards intended to promote an effective learning organization with the capacity to meet the needs of all students through continuous reflection and growth.

The priority areas that the school in collaboration with NEASC have decided to work on are the vision of a graduate, standards based practices, common planning time for all staff, and Salem High School Renovation/New Build.

Standards based practices such as clear learning targets, learning through feedback, and grades reflect learning on proficiency scale.

The School Committee and City both support updating Salem High School with continued maintenance to the building. Updates such as card readers, cameras, classroom upgrades, lighting upgrades, and study center upgrades.

Other key areas and recommendations are the successful expansion of the CTE spaces, and the positive and welcoming environment. Students felt that their teachers would support them. Continued curriculum development. How are we assessing what students learn? How are we creating benchmarks?

Superintendent Dr. Zrike notes we will receive an official letter based on accreditation.

Dr. Pangallo asks in addition to getting feedback what training is in place for anyone leading the meetings?

Mr. Burns notes this year we have three markers we are working with, TNTP, Teacher leader at each grade level to provide feedback as well, and new engine and their primary focus is students with disabilities and their primary goal is how they are planning students work. Rise - moving beyond ninth grade.

Mr. Cruz asks about AI in classrooms and protocols and student work.

Mr. Burns notes we have had conversations with students

Ms. Cornell notes to start this off in the curriculum subcommittee first to see this from the students lens. This is a great place to start conversations with student input and how they conceive this incredible tool and allow them this opportunity when problematic. Is there a process to be in place before students tell us?

Mr. Cruz notes a built-in partner at Branco.

Ms. Manning would like to suggest the Curriculum subcommittee as well.

Mr. Burns notes our enrollment has increased and the sports are about to start up as well.

Dr. Zrike notes that the next Building and Grounds meeting is scheduled in the next two weeks to further discuss.

B. School Committee goals for SY23-24

Mayor Pangallo notes the School Committee members will share their goals as listed on the agenda. He begins with calling upon Ms. Cornell.

Ms. Cornell notes her goals - the athletic committee first as well as the mission of this group is to increase diversity of students in Salem and improve their athletic experiences. Make sure our kids have the best experience playing youth sports from k-12. This is important for moral and mental health. Support effective teaching and meet changing moments.

Mr. Cruz notes to support what the Superintendent does. Educator workforce and diversifying. This is important for cultures of belonging and to grow educators of color. Support educators on their journey early on. This is an element of educators of color. It is important to feel a sense of leadership and other opportunities and partnerships through fellowship programs. The second is the importance of dual language in our district. How do we expand offerings?

Ms. Manning notes librarians back in libraries. Two new goals are the audit being done again this year to see how we did compared to the prior audit to compare the two. Use the findings as we move forward. Provide strong support to our Principals and Assistant Principals. Make sure the rights available to them and support them knowing and understanding the contracts and how to best work with them.

Ms. Miranda's priority is building relationships with individuals with resources that can provide them. I feel strongly the Superintendent is aligned with these values. Also to expand the Pre-K programs we have.

Dr. Pangallo notes her goals working on having more connections with Salem Public Schools and Salem State University. Additionally, we have a lot of challenging decisions ahead and we should work to develop a coalition of voices who are aligned with our core values.

Mayor Pangallo notes the development of our mentor possibilities and strengthens our workforce. Early education and pre-k and try to continue supporting this program.

Student Representative Report

none

Old Business

none

Finance Report

none

New Business

none

Subcommittee Reports

a. Policies for first reading:

- Security Cameras in School

Ms. Cornell makes a motion to accept security cameras in school. Seconded by Ms. Miranda. A roll call vote is taken.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Mayor Pangallo	Yes

Motion Carries 6-0

- SPS Transgender, Gender Non-conforming, and Gender Expansive Student Guidelines

Ms. Cornell makes a motion to accept SPS Transgender, Gender Non-conforming, and Gender Expansive Student Guidelines. Seconded by Ms. Manning. A roll call vote is taken.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Mayor Pangallo	Yes

Motion Carries 6-0

School Committee Concerns and Resolutions

Mayor Pangallo would like to note the High School Building committee has their first meeting scheduled on September 25, 2023 at 6:30pm at Salem High School.

Adjournment

Ms. Cornell makes a motion to adjourn. Seconded by Dr. Pangallo. A roll call vote is taken.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Miranda	Yes
Mayor Pangallo	Yes

Motion Carries 6-0

Meeting adjourned at 8:14PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	Saltonstall	Date of Request	Date of Field Trip	
Coordinator	Sue J. Brown	9/13/23	10/16/23 - 10/20	
Coordinator Contact Info	Phone: 978-740-1297 Email: sbrown@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	7/8	95	8:30	Oct 20th 3:00
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Nature's Classroom 53 Brookside Road Great Barrington 01230	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input checked="" type="checkbox"/> In-state - within MA <input type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

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

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>[Signature]</i>		Date: 9.13.23

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: 8:30 Pick Up Location: Saltonstall	Return Time: 8:00 - Leave Return Location: Saltonstall

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 9/13/23

The Salem Public Schools
Saltonstall School

Bethann Jellison, Principal
Jessica Eveleth, Assistant Principal
211 Lafayette Street, Salem, MA 01970

Email: bjellison@salemk12.org
jeveleth@salemk12.org
Tel: (978) 740-1297 Fax (978) 740-1288

To the School Committee:

Saltonstall Schools' Grades 7 and 8 students would like to attend Nature's Classroom in Great Barrington Massachusetts on October 16th, 2023 through the 20th of October, 2023. Transportation will be provided by NRT.

Price is \$380.00 per student. Every student may attend regardless of if they pay or not. We have scholarships and fundraising throughout the year to help defer the costs.

Thank you for your consideration.

Bethann Jellison, Principal



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

**Presentation
to the
School Committee**


September 18, 2023

SPS Early Childhood Initiatives

Parent Child+ Program

PreK Expansion





“The evidence has been mounting for decades: Programs that help children learn and grow in their earliest years can change the trajectories of their lives”

Rand Corporation: High-Quality Early Childhood Programs Can Change Lives



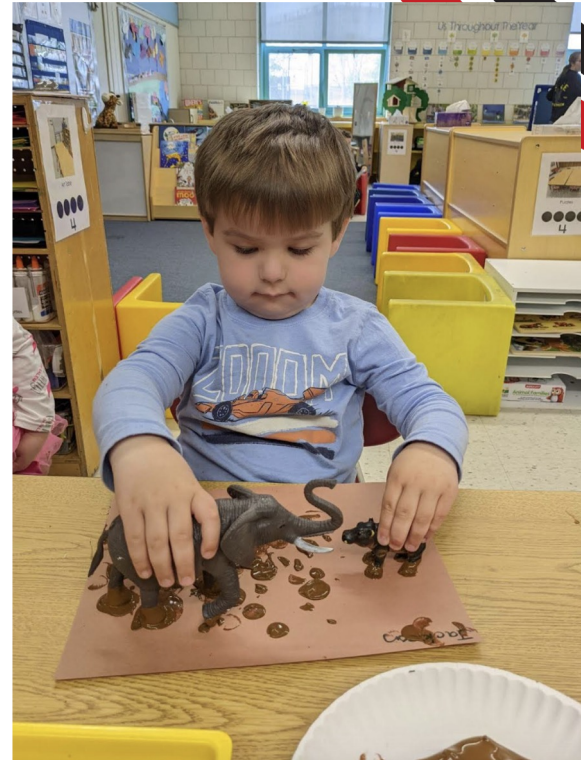
Salem Public Schools Early Childhood Initiatives

Parent Child+

- Coordinated Family and Community Engagement (CFCE) grant
- Linden Family Foundation grant

Preschool Expansion

- Supported by Commonwealth Preschool Partnership Initiative (CPPI) grant
- SPS awarded grant in FY22 and FY 23 (\$750,000 each year)
- Partnership with 3 community partners
 - Salem YMCA
 - Salem Community Childcare
 - Ashley's Preschool
- SPS opened 4 additional PreK (72 seats)



Connecting to the Strategic Plan

Priority 1: Elevate Learning

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

- 1.1 Accelerate academic achievement for all students.
- 1.2 Integrate social and emotional learning supports across the curriculum and school day.
- 1.3 Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community's early childhood and elementary education programming. (PreK-5).
- 1.4 Enhance, modernize and strengthen the secondary school experience (grades 6-12) to ensure every student has access to rigorous learning aligned to Salem's Portraits of a Middle and High School Graduate.



1.3 Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community's early childhood and elementary education programming (PreK-5).



SPS Parent Child+ Program

GOAL:
Working with
families to build
a better future





About the Program

- Free early literacy home visiting program
- Serves families with children ages 18 months to 4 years
- One-to-one engagement with a trained Early Learning Specialist (ELS)

Mission and Purpose

We support all children regardless of race or socioeconomic status to ensure they have equal opportunities from the start.

- Early literacy development
- Social emotional growth
- School readiness
- A path for future success



ParentChild+

Equal Possibilities From The Start



ParentChild+ graduates are **50% more likely** to be prepared for kindergarten than their peers.



ParentChild+ graduates scored **2.5x higher** on social-emotional skills than their peers.



ParentChild+ graduates enter school **performing 10 months** above their chronological age.

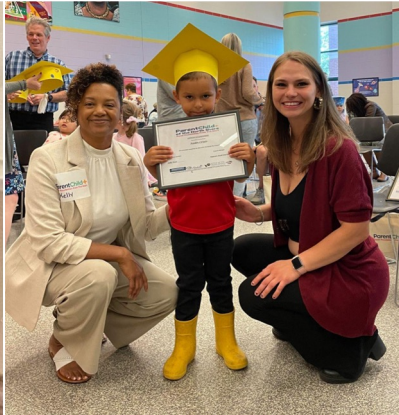


ParentChild+ participants have **30% higher graduation rates** than their underserved peers.

Early Learning Specialists (ELs)

- Share a community connection with families
- Many are former parents in the program
- Most are bilingual and represent the cultures and backgrounds of families in the program

*Proud of
our Salem
and PC+
alumni!*



Home Visiting Model

- **Reaching families where they are**
96 twice-weekly home visits over a 2-year cycle
- **Building trust**
Staff share language and cultural backgrounds
- **Promoting parent/child interaction**
ELS provide free high-quality, age-appropriate books and toys
- **Facilitating strong community connections**
Connecting families to community resources and services



Nationally, 30% of early learning specialists were parent participants in the Parent Child+ program.

SPS Parent Child+ Program



We believe that all accomplishments should be celebrated.



Thank You
&
Questions

Maureen Pasek-Tourville
mpasektourville@salemk12.org

SPS Preschool Expansion

GOAL:

Supporting greater access to high-quality preschool experiences for children & families



Context

SPS PreK classrooms

- **Early Childhood Center**
 - 8 Integrated classrooms; 2 Sub-separate classrooms
- **Bates Elementary & HMLS**
 - 2 PreK classrooms at each site
- **Extended day program**
 - Offered at all 3 sites until 5:00pm

CPPI partner classrooms

- 3 Classrooms - SCCC
- 2 Classrooms - Salem YMCA
- 1 Classroom - Ashley's Preschool



Context

What does the CPPI grant support?

- High quality curriculum & assessments
- Classroom materials
- Early learning instructional coaches
- Behavior specialist and SLPA
- Joint professional development
- Outside reviews (CLASS)
- Specific to Partner Programs:
 - Boosting teacher salaries (to \$48,000)
 - Reducing family costs (by 50%)



Assessed Literacy Skills

Picture Naming–This task involves presenting the child with individual pictures from a standard set of objects. Picture naming involves a child’s ability to incorporate the nuances of language (ex. “baseball” vs. “ball” and “parrot” vs. “bird”).

Alliteration–This task requires the ability to distinguish between sound similarities and differences e.g. ball, bat, car

Rhyming–This skill requires a child to recognize the middle and ending sounds in words that are the same.

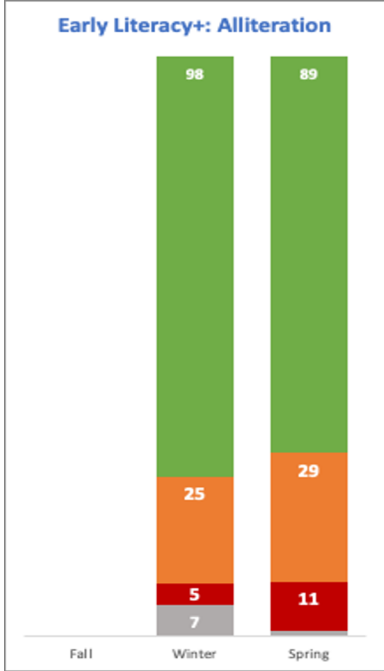
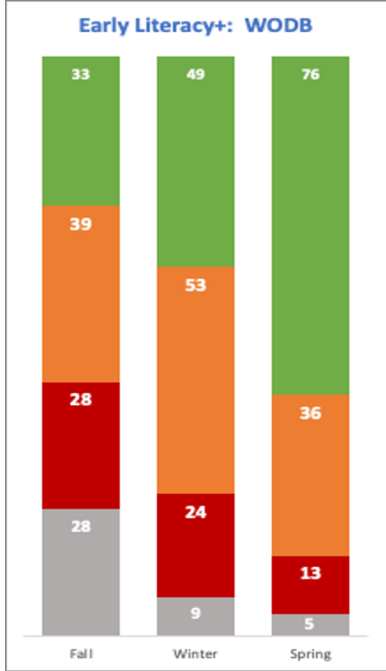
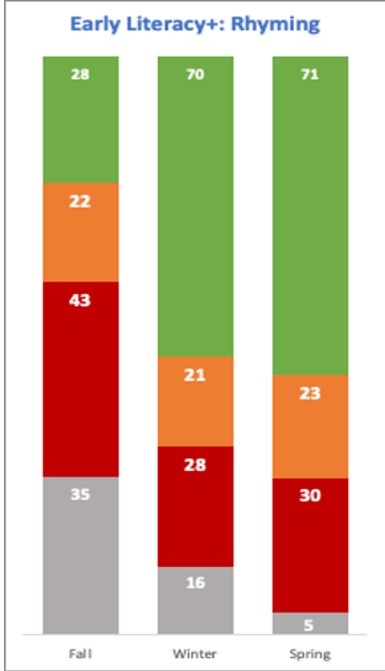
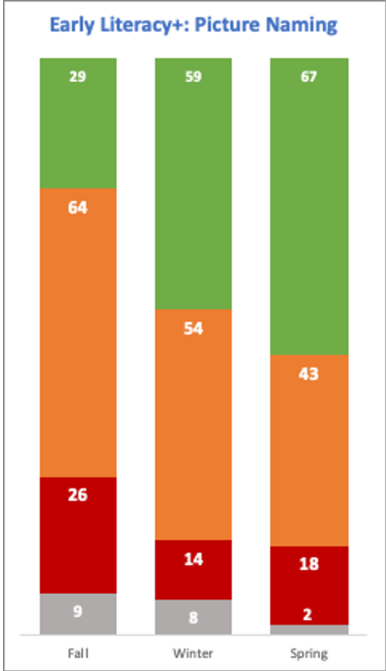
Which One Doesn’t Belong (WODB)--Students are presented with four numbers, shapes, visual images, data sets or graphs and asked to share their reasoning as to Which One Doesn't Belong and why.

Sound ID–recognize that printed words comprise letters, and these letters correspond to the sounds (phonemes) heard when a picture and word is presented



Impact: Early Literacy Data

myIGDI

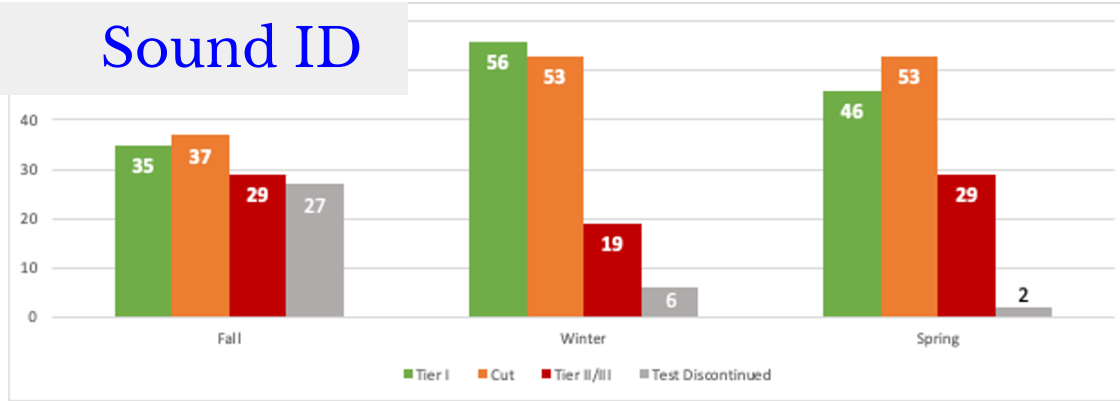


■ Tier I ■ Cut ■ Tier II/III ■ Test Discontinued

Impact: Early Literacy Data

myIGDI

Sound ID



Skill	SPS % At/Above Benchmark	Community Partner % At/Above Benchmark
Uppercase Letters <i>Benchmark-20</i>	82%	48%
Lowercase Letters <i>Benchmark-20</i>	75%	13%
Letter Sounds <i>Benchmark-10</i>	84%	35%

Assessed Numeracy Skills

Oral Counting– Students need to understand the name of numbers in order so they are then ready to connect quantities to those numbers in kindergarten.

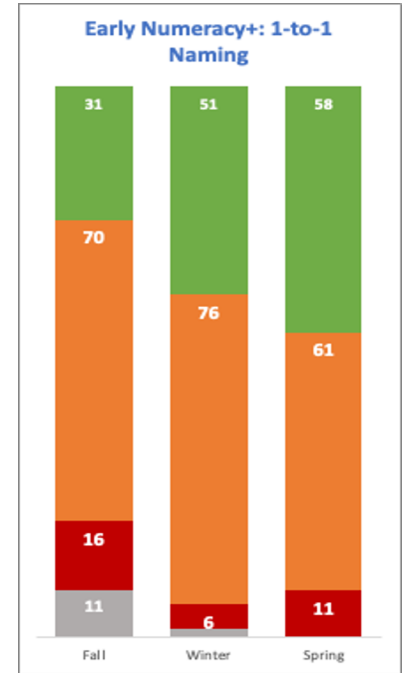
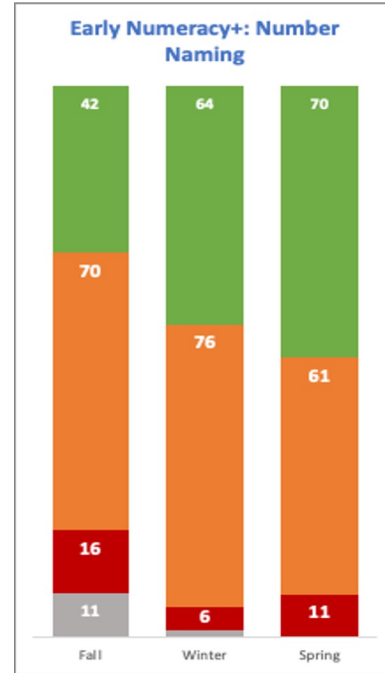
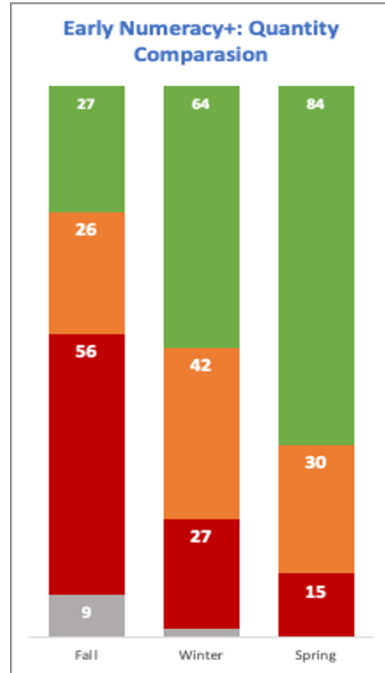
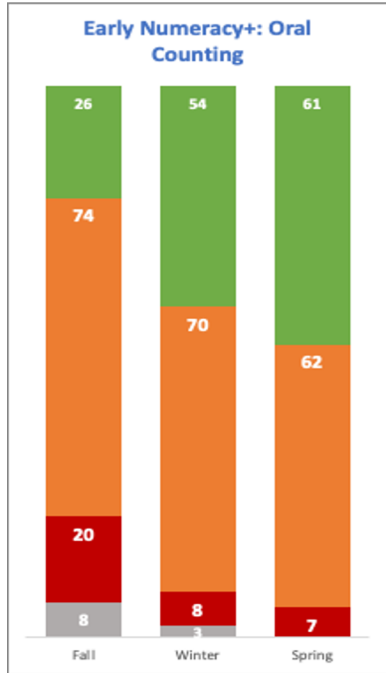
Counting 1:1– Having 1:1 correspondence while counting is an imperative and foundational skill for all future mathematical operations.

Quantity Comparison–Shows number sense which is a skill that grows throughout their years in school through algebra.

Number Naming–This builds on the previous skill of orally counting. They need to be able to recognize numbers in order to then be able to match quantities to the written number. This also impacts the ability to perform operations in later grades.

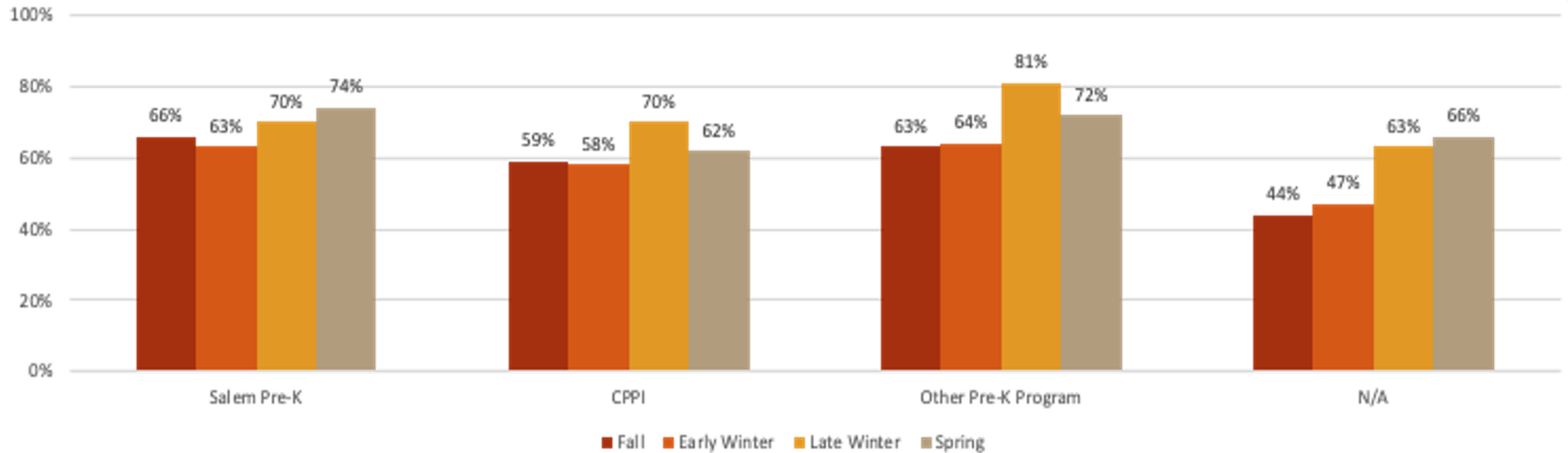


Impact: Numeracy Data



■ Tier I ■ Cut ■ Tier II/III ■ Test Discontinued

% of current 1st grade students proficient in STAR Early Literacy by Pre-K Experience* *(compared against own subgroup)*

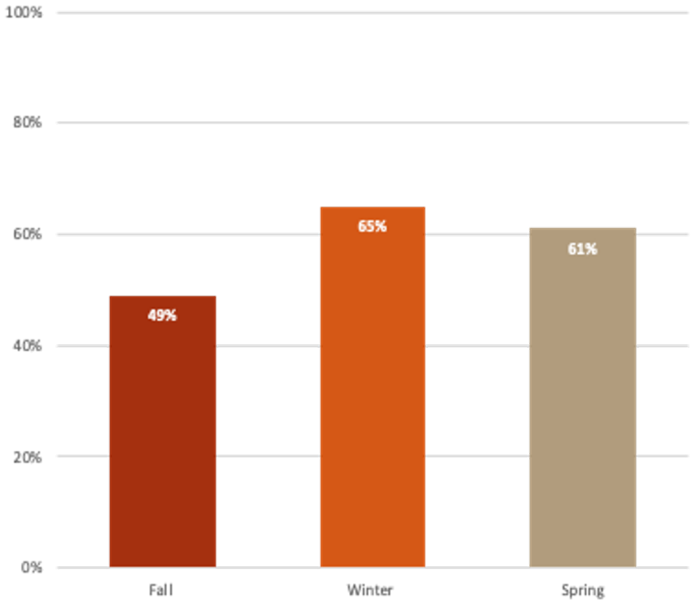


*Kindergarten data for students who were in PreK in 2021-22—the first year of the PreK expansion in SPS.

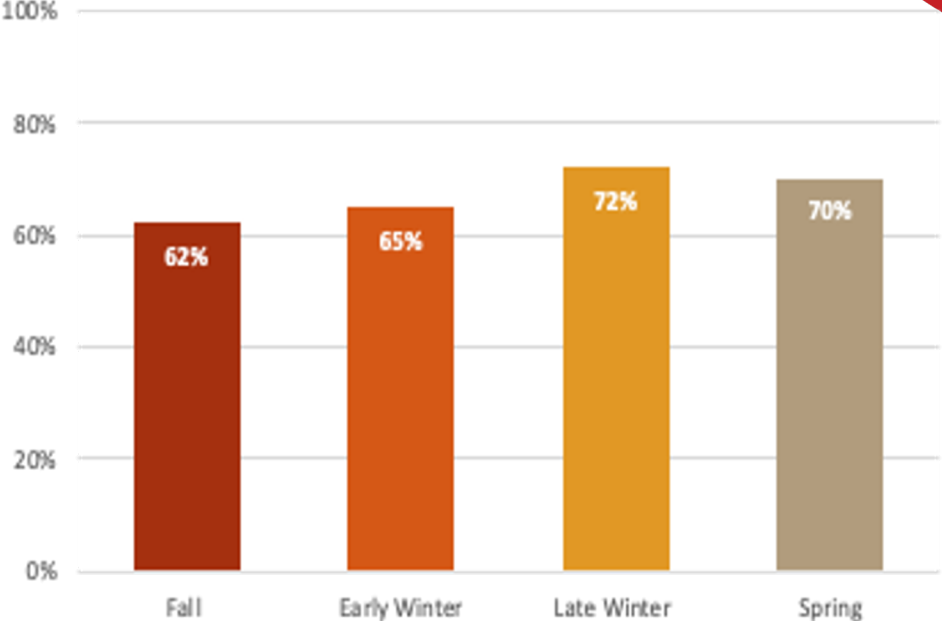


Kindergarten Early Literacy STAR Data

2021-2022



2022-2023



Impact: Classroom Assessment Scoring System (CLASS)

What is CLASS?

- CLASS not only defines teaching quality through the lens of interactions, it provides the ability to measure and improve the interactions that matter most for children's outcomes.
- Observations done by a trained observer
 - **Emotional Support:** Teacher Sensitivity, Regard for Student
 - **Class Organization:** Behavior Management, Productivity, Instructional Learning Formats
 - **Instructional Support:** Concept Development, Quality of Feedback, Language Modeling



Impact: CLASS Data

		Spring 2022	Spring 2023
Emotional Support	Average Score	6.5	6.6
	Range	6.25 – 6.75	5.66 – 7
Class Organization	Average Score	6.2	6.5
	Range	5.44 – 7	5.44 – 7
Instructional Support	Average Score	3.3	3.4
	Range	1.88 – 5.22	1.88 – 4.66



Sustaining Quality & Accessibility

FY25 Early Childhood Budget Projection (currently ESSER funded)

Category	FTEs	Projected
Pre-K teacher salary	4	~\$288,000
PE teacher	1	~\$79,000
Paraprofessionals	4	~\$100,000
Extended Day	6	~\$90,000
Total	9	~\$557,000

Possible Funding Sources:

- School choice dollars- \$500,000 received annually
- Shifting some of these positions to CPPI grant if possible





Quality early education transforms children.



Salem Public Schools

Security Cameras in School

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. The School Committee authorizes the use of security cameras in school district building and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks that security cameras have been installed and may be used at any time.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, and disposal of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). The District shall retain video images for up to 30 calendar days.

Law enforcement and emergency response officials shall be granted access to video recordings after giving prior written notice to the School Superintendent/designee. Surveillance may be shared with law enforcement when the following applies

- Serious bodily harm to an individual has occurred as a result of willful conduct by a student or staff member;
- A credible threat to the safety of the school arises that would amount to criminal conduct;
- A student is in possession of firearms as defined in Chapter 269 section 10 (j), ammunition, or a dangerous weapon as defined in M.G.L. Chapter 269 section 10 (b);
- A student unlawfully possesses or uses controlled substances, provided those substances are not marijuana, nicotine, or alcohol, unless a student has unlawfully distributed marijuana or alcohol on school grounds in excess of the following amounts: thirty (30) grams for marijuana and one (1) liter for alcohol;
- An incident that involves the potential of a sex crime such as abuse, rape, assault, etc;
- All other incidents upon which the Superintendent and Police Chief mutually agree.

The Superintendent may issue further guidance that is consistent with current laws and this policy.

TRANSGENDER, GENDER NONCONFORMING, AND GENDER EXPANSIVE STUDENTS– NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

The Salem Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of gender identity, sex, sexual orientation, or gender expression is not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Salem Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party as such conduct is contrary to the mission of the Salem Public Schools and its commitment to equal opportunity in education and employment. The school district does not and will not discriminate on the basis of gender identity, sex, sexual orientation, or gender expression in the educational programs and activities of the public schools, and strives to create an environment where all students and staff feel safe, welcome, and included.

The Salem Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Salem Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. The provisions of the Salem Public Schools' Non-Discrimination Policy and Prohibition Against Sexual Harassment, Non-Discrimination on the Basis of Sex, Anti-Bullying, Bullying Prevention and Intervention Plan, Equal Educational Opportunities and Equal Employment Opportunity policies are incorporated as if fully set forth herein.

Massachusetts law and the Salem Public Schools require that all classrooms, programs, activities, and employment practices be free from bias and discrimination on the basis of sex, sexual orientation, and gender identity. This document sets out guidelines for schools and district staff to create a culture where transgender, gender nonconforming, and gender expansive students feel safe, supported, and fully included, and to meet each school's obligation to provide educational opportunities for all students. We aim to achieve inclusion of transgender, gender nonconforming, and gender expansive students, while maintaining students' right to privacy.

DEFINITIONS

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for all students. The definitions provided below are not intended to label or limit students' individual identities or experiences, but rather to assist in understanding the district's legal obligations. Although these are the most commonly used terms, students may or may not choose to use these terms to describe their gender identity, appearance, or behavior.

- **Gender Identity:** Defined under Massachusetts law as “a person's gender-related identity,

appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."

- **Gender Expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- **Transgender:** A person whose gender identity or expression is different from that traditionally associated with the assigned sex at birth.
- **Gender Nonconforming:** A person whose gender identity and/or gender expression do not conform to traditional societal expectations or norms. The term "gender variant" may also be used.
- **Gender Expansive:** A person with a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. Often used as an umbrella term when referring to young people still exploring the possibilities of their gender expression and/or gender identity.
- **Queer:** While historically and sometimes currently considered an offensive term, "queer" has been reclaimed by many members of the Lesbian, Gay, Bisexual, and Transgender (LGBT) community as a term of empowerment. The term generally refers to a member of the LGBT and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBT community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. Since this term has a negative history, it should only be used to describe individuals who identify themselves as queer and give permission for others to use that term to describe them.
- **Transition:** The process by which a person goes from living and identifying as one gender to living and identifying as another. Transitions may include physical, social, and/or medical processes. Not all transgender or gender nonconforming people transition or desire to transition in the same way. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the transgender or gender nonconforming student.

GENERAL GUIDELINES

It is the policy of Salem Public Schools to maintain a safe and supportive learning and educational environment that is free from bias-based conduct, discrimination or harassment on the basis of sex, sexual orientation, and/or gender identity or expression. It is the responsibility of each school and the district to ensure that transgender, gender nonconforming, and gender expansive students have a safe school environment. Reports of discrimination or harassment based on a person's

actual or perceived gender identity or gender nonconformity are handled in the same manner as other reports of bias-based conduct. See Policy 2109, Chain of Command, for whom to report incidents of student bullying. For policies and procedures about SPS's "Bullying Prevention and Intervention Plan," please see our Bullying Prevention and Intervention Implementation Plan found on the SPS website and on our Staff Essentials site.

PLAN FOR STUDENTS WHO ARE TRANSGENDER AND/OR GENDER NONCONFORMING AND/OR GENDER EXPANSIVE

Each Salem Public School will provide students with the opportunity to complete a "Plan for Students Who Are Transgender and/or Gender Nonconforming and/or Gender Expansive" designed to support students throughout their time in the district. It is the responsibility of principals to ensure that all students and families understand how to access, complete, and utilize the plan in a way that is safe and confidential. Students do not need consent from a parent or guardian in order to access and complete the plan.

NAMES AND PRONOUNS

In Massachusetts, an individual may adopt a name that is different from the name that appears on their birth certificate, provided the change of name has no fraudulent intent. When a school receives a request for a name change from a parent or guardian from a student, schools should accurately record the student's chosen name on all official school-based records. A court-ordered name or gender change is *not* required, and the student does not need to change their official student record.

In addition, each student is entitled to request a name change. This change does not require consent from a parent or guardian, and school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex.

For students who remain in the same school following a gender transition, it is important to develop a plan for ensuring the use of the chosen name and pronouns consistent with the student's gender identity. School leaders should utilize the "Plan for Students Who Are Transgender and/or Gender Nonconforming and/or Gender Expansive" to facilitate this plan, and they are strongly encouraged to contact the Office of Student Support for additional support with this process.

PRIVACY, CONFIDENTIALITY, AND STUDENT RECORDS

Under Massachusetts law, information about a student's assigned birth sex, gender transition, name change associated with transition, medical or mental health treatment related to gender identity, or any other related information is part of the individual's student record (for more information, see the Massachusetts Student Records Regulations, 603 CMR 23.00). Student records are confidential and must be kept private and secure, except in limited circumstances, such as when authorized school personnel require the information to provide administrative, teaching, counseling, nursing, or other services to the student in the performance of their official duties. Authorized school personnel may include, but are not limited to, individuals such as the

principal, school nurse, classroom teacher(s), social worker, and/or guidance counselor.

When a student new to a school is using a preferred name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school and/or in school records by their birth name, school personnel must use the student's chosen name. School personnel should not disclose information that may reveal a student's transgender status or gender nonconforming or gender expansive presentation to others, including parents and other school personnel, unless legally required to do so, for safety reasons, or if the student and/or guardian has authorized such disclosure.

Transgender, gender nonconforming, and gender expansive students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much information to share. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, only the student's parent has the authority to decide on disclosures and other student record matters.

To the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth name. For students whose chosen name differs from their birth name, records with the student's birth name will be kept in a separate, confidential file. District and school leaders must develop and regularly review procedures for handling these records confidentially.

RESTROOMS, LOCKER ROOMS, AND CHANGING FACILITIES

All students are entitled to have access to restrooms consistent with the student's gender identity. In a meeting between the student and parent/guardian (when applicable), the trusted adult indicated in the "Plan for Students Who Are Transgender and/or Gender Nonconforming and/or Gender Expansive" will address the student's access to the restrooms, as well as locker rooms and changing facilities. Each situation must be reviewed and addressed based on the particular circumstances of the student and the school facilities

Some students may feel uncomfortable with a transgender and/or gender nonconforming and/or gender expansive student using the same-sex segregated restroom, locker room, or changing facility. This discomfort is not a reason to deny access to the transgender and/or gender nonconforming and/or gender expansive student. School administrators, teachers, and counseling staff should work with students to address the discomfort, foster understanding, and create a school culture that respects and values all students.

PHYSICAL EDUCATION CLASSES, INTRAMURAL SPORTS, AND INTERSCHOLASTIC ATHLETIC ACTIVITIES

As per the MIAA Handbook, Massachusetts schools must also be familiar with M.G.L. c. 76, sec. 5. This statute, which also protects students from discrimination based on sex, was expanded to

protect students based on gender identification. As a result of this law, and consistent with the interpretive guidance offered by the Department of Elementary and Secondary Education, students are entitled to be accepted by their schools as the gender with which they identify across all school programs. This means that athletic opportunities must be afforded to students in accordance with their identified gender, not necessarily their birth-assigned gender.

DRESS CODES

Transgender, gender nonconforming, and gender expansive students have the right to dress in a manner consistent with their gender identity or expression. In general, schools should eliminate dress codes that restrict students' clothing or appearance on the basis of gender. School staff must not enforce the dress code more strictly against transgender, gender nonconforming, and gender expansive students than other students.

ACTIVITIES, RULES, POLICIES AND PRACTICES

Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, including transgender, gender nonconforming, and gender expansive students. All curriculum, rules, and practices should reflect SPS policies regarding gender inclusivity. As such, Salem Public School staff will not create rules or practices that separate students by gender.

RELATED RESOURCES

- For more information about the Massachusetts gender identity law, see the Massachusetts Department of Elementary and Secondary Education guidance document, "Nondiscrimination on the Basis of Gender Identity" at <http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html>.