

*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: August 31, 2023

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on September 5, 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/84662125031?pwd=MVc0OWNWV1c4Y1hKZXVUcTM0MThxdz09>

**Passcode: 248402**

**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/1EohM4Z4BvDHjjJ37>. 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](mailto: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 August 21, 2023
- B. Approval of Warrants: **8/31/23** - \$137,852.02
- C. Approval of New Liberty Innovation School's field trip to Cardigan Mountain Lodge in Alexandria, NH from 10/19/23-10/20/23

### **IV. Public Comment**

See above instructions for participating in public comment.

### **V. Superintendent's Report**

- A. Salem High School's NEASC accreditation report and update
- B. School Committee goals for SY23-24

### **VI. Student Representative Report**

### **VII. Action Items: Old Business**

### **VIII. Finance & Operations Report**

### **IX. Action Items: New Business**

### **X. Subcommittee Reports**

- a. Policies for first 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 31 de agosto de 2023

**REUNION REGULAR DEL COMITE ESCOLAR**

Por la presente se notifica que el Comité Escolar de Salem celebrará una **reunión regular del Comité Escolar el 5 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 a continuación.

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

<https://us06web.zoom.us/j/84662125031?pwd=MVc0QWNWV1c4Y1hKZXVUcTM0MThxdz09>

Contraseña: [248402](#)


**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 alumnos 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/1EohM4Z4BvDHjjJ37>. Un miembro del

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personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Krista Perry en [kperry@salemk12.org](mailto:kperry@salemk12.org) 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. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 21 de agosto de 2023
- B. Aprobación de las órdenes de pago: 31-ago-23 - \$137,852.02
- C. Aprobación de la excursión de New Liberty Innovation School a Cardigan Mountain Lodge en Alexandria, NH del 19-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. Informe y actualización de la acreditación NEASC de la Escuela Secundaria Salem
- b. Objetivos del Comité Escolar para SY23-24

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

**XI. Inquietudes y Resoluciones del Comité Escolar**

*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”

**XII. Clausura**

Sometido respetuosamente por,

*Krista Perry*

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

**DRAFT**  
**Salem Public Schools**  
**Salem School Committee**  
**Meeting Minutes**  
**August 21, 2023**

On August 21, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

**Members Present:** Mr. Manny Cruz, Ms. Mary Manning, and Ms. Amanda Campbell

**Members Present Virtually:** Ms. Beth Anne Cornell and 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, Ms. Laura Assade, Ms. Ellen Wingard, Ms. Jill Conrad

**Members Absent:** Mayor Dominick Pangallo and Dr. Kristin Pangallo

**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**

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

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

**Approval of Agenda**

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

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes

Motion Carries 5-0

### **Approval of Consent Agenda**

Mr. Manny Cruz requested a motion to approve the Consent Agenda. Ms. Campbell motions for approval and seconded by Ms. Manning.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Campbell	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes

Motion Carries 5-0

### **Public Comment**

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

### **Superintendent's Report**

#### **A. Back-to-school update: enrollment, staffing, academics/SEL, facilities, transportation**

Superintendent Dr. Zrike begins the back to school update noting our school district values. If we have valued relationships built on empathy and respect, we believe all students will be able to thrive. Dr. Zrike notes the Strategic plan priorities consisting of elevating learning, empowering educators, center belonging, and strengthening our foundation. Four Key drivers of our work consist of establishing a playbook, feedback and observation, high-leverage and evidenced-based instructional practices, and Data Informed Instruction.

Ms. Carbone notes the Teaching & Learning updates including reintroducing consistent homework practices, bolster coaching at the leader level, leader collaboration, and onboarding and supporting educators. The homework guidance is available in the student handbook for assistance.

Dr. Kimberly Talbot notes the academics and multilingual learners. This department theme for this next school year is to relentlessly assess achievement and access to celebrate best practices and disrupt disproportionality. Dr. Talbot notes to embrace standards-based practices, elevate diverse-learner experiences, empower teachers with student work, and engage with high quality resources.

Ms. Manning asks to explain the abbreviated SEI and ELD. Also, how are the 7th and 8th grade math programs working?

ELD stands for English Language Development. SEI stands for Shelter English Immersion. Dr. Talbot notes this year's 8th and 7th graders will continue their math sequence.

Ms. Jennifer Doucette-Ly gives an update on the Special Education department noting capacity

building, building leadership opportunities for staff, special education leadership, and community, student, and transition support.

Ms. Manning asks about what SDW's are? Ms. Doucette-Lyn notes SDW stands for "students with disabilities".

Ms. Campbell notes the expansion of hearing services overlapping with bilingual services.

Ms. Cornell asks more details on how to engage parents on standards based practices.

Ms. Talbot notes that anyone who interacts with parents truly understands all staff are aware of the meaning of standards based practices. Mr. LeBlanc is working with staff so they can explain to parents on how to access report cards and what they mean.

Ms. Ellen Wingard shares updates on Student Services. The main goal for this next school year is increasing time on learning and decreasing out of classroom time. Some highlights are the attendance matters coalition and the Wellness Committee. The student and family support has been taking on a full time nurse manager and we have doubled our capacity with Cartwheel this year. Social and Emotional learning has been a supportive discipline as a response to the mental health law to provide opportunities to staff. Professional development includes de-escalation training for all staff and restorative practices.

Mr. Marc LeBlanc notes the technology updates. The technical support team does a lot of work involving repairing devices and making sure all devices are ready to go. The Data and Applications team will be bringing in Data Studio with a goal to give a snapshot of each student. Attendance and discipline all in one place. The digital learning team has been working on a new technology plan to align with district goals.

Mr. Cruz asks about any consideration towards virtual schools?

Superintendent Dr. Zrike notes there has not been a tremendous need from parents for virtual schools in the Salem district.

Dr. Jill Conrad notes the Human Resources updates. There have been 131 new hires which include 80 new teachers. Highlights include a new online onboarding system and recruitment manager role works as a partner to school leaders. While we do still have vacancies, this is an overall improvement from last year.

Ms. Campbell notes is the 144 transfers a typical amount of transfers?

Dr. Conrad notes the fellowship program and other school leaders with teacher assignments.

Dr. Zrike notes we are at 175 student enrollment increase since last year. Already we are trending higher this time last year. We see substantial increases at the high school as well as the



early childhood center.

Ms. Laura Assade notes all updates regarding the Diversity, Equity, Inclusion and Engagement (DEIE) department. Offered this summer was the home visiting initiative, the community walk and talk as well as the affinity group planning.

Ms. Elizabeth Pauley notes updates on transportation regarding the wayfinder pilot and where's my kid bus tracking app, as well as adding two Salem Public school bus drivers to cover extracurriculars, trips, & student experiences. Facility updates regarding plumbing repairs district wide, sidewalk and curb repairs, new furniture for Collins Middle School and Saltonstall, and painting completed with special focus on Collins Middle School and Saltonstall. There is also a new work order management system set in place and we have plans to increase department messaging. Monthly school walkthroughs with Principals will be executed as well. The MSBA update consisted of a School Building Committee established, deliverables submitted on 7/31/23, and deliverables due by 10/27/23.

#### **B. AFSCME contract tentative agreement**

Mr. Cruz gives all updates on the AFSCME contract. Mr. Cruz notes this will be a three year contract. Within this contract you will find we renamed the food services position. The next part of the contract regards step increases and incentives. We want to prioritize the recruitment and grow our own pipelines. There will be a 2.5% increase for the 2024 school year. Based on the creation of the new steps, almost all of the members of AFSCME will increase a step within the next two years. These steps will elevate this unit. Funeral leave will be provided as five days of leave and it is specified on guidelines.

Ms. Manning notes the spirit of the cooperation on both sides and is pleased with the way this is turning out.

#### **Student Representative Report**

none

#### **Old Business**

none

#### **Finance Report**

none

#### **New Business**

- a. Deliberation and vote on approval of the disposal of surplus desks

Mr. Manny Cruz requested a motion to approve the disposal of surplus desks Ms. Campbell motions for approval and seconded by Ms. Manning. A roll call vote was taken.

Mr. Cruz Yes  
Ms. Manning Yes  
Ms. Campbell Yes  
Ms. Cornell Yes  
Ms. Miranda Yes  
Motion Carries 5-0

b. Deliberation and vote on approval of negotiated 3-year contract with AFSCME Local 294

Mr. Manny Cruz makes a motion to approve of the negotiated 3-year contract with AFSCME Local 294. Ms. Campbell motions for approval and seconded by Ms. Manning. A roll call vote was taken.

Mr. Cruz Yes  
Ms. Manning Yes  
Ms. Campbell Yes  
Ms. Cornell Yes  
Ms. Miranda Yes  
Motion Carries 5-0

**Subcommittee Reports**

none

**School Committee Concerns and Resolutions**

Ms. Manning notes she would like to schedule a Building & Grounds Subcommittee.

**Adjournment**

Mr. Manny Cruz requested a motion to adjourn. Ms. Campbell motions to adjourn and Ms. Manning seconded. A roll call vote was taken.

Mr. Cruz Yes  
Ms. Manning Yes  
Ms. Campbell Yes  
Ms. Cornell Yes  
Ms. Miranda Yes  
Motion Carries 5-0

Meeting adjourned at 8:59PM.

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				
<b>Name of School</b>	New Liberty Innovation School	<b>Date of Request</b>	<b>Date of Field Trip</b>	
<b>Coordinator</b>	Jennifer Thomas	8/31/2023	10/19-10/20/23	
<b>Coordinator Contact Info</b>	Phone: 978)825-3470 Email: jenthomas@newlibertysalem.com	<b>Total Number of Students</b>	<b>Departure Time</b>	<b>Return Time</b>
<b>Grade Level(s)</b>	9-12	20-22	9:00a	7:00pm
<b>Destination</b> <small>Please identify that place AND the specific location and address for the trip.</small>	Cardigan Mountain Lodge 774 Shem Valley Road, Alexandria, NH 03222  603) 466-2727	<b>Location and Duration</b>		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
<b>Instructional Alignment</b>	<b>Accessibility and Inclusion for All Students</b>
<input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input 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)		
<b>Has the school nurse been notified of this field trip?</b>	<b>Has the roster of students been shared and any medical concerns reviewed?</b>	<b>Will an on-site nurse be needed for this field trip?</b>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>School Nurse Signature:</b>		<b>Date:</b> 8.31.23

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   How many? <u>20</u> <i>for first day only</i>
<i>Comments: We will purchase food for this trip some of which will be paid for by our partner, Be Outdoors/Appalacian Mountain Club</i>		

<b>V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)</b>		
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 checked="" type="checkbox"/> Specialized transportation needed We will be requesting the 15 person van recently purchased by the district and using the Appalacian Mountain Club van as well	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: <u>See to the left</u> 
If SPS Bus needed, please specify the following information:	<i>Pick Up Time: 9:00am</i> <i>Pick Up Location: NLIS</i>	<i>Return Time: 7:00pm</i> <i>Return Location: NLIS</i>

<b>VI. Parent Involvement &amp; Background Checks (Call 978-740-1115 with questions)</b>		
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 Our partner, Be Outdoors/Appalacian Mountain Club will be corried.
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

<b>VI. Principal Review and Approval (Required for ALL Field Trips)</b>	
School Principal Signature: <i>Jane A</i>	Date: <i>8/31/23</i>

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Commission on Public Schools**

**Report of the Visiting Team for  
Salem High School**

Salem, MA

03-26-2023 - 03-29-2023

**Mr. Bruce Pontbriand, Chair  
, Assistant Chair  
Glenn Burns, Principal**

# School and Community Summary

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## School and Community Summary

Salem High School in Salem, Massachusetts serves the community of Salem with only a small population of scholars coming from various North Shore towns via school choice. Located north of Boston in Essex County, Salem is a harbor city with rich and complex historical and literary roots. The American Planning Association describes Salem as "One of colonial America's most storied towns, downtown Salem, Massachusetts, blends 17th century history and architecture with a 21st century pace and liveliness."

The city of Salem's population is about 44,000 which is mostly comprised of White (80 percent) and Hispanic (17.7 percent) residents. Salem Public Schools has fifteen schools including three public high school options: Salem Preparatory Academy (therapeutic day school), New Liberty Innovation School, and Salem High School.

The enrollment of Salem High School: 45.1 percent Hispanic, 40.4 percent White, 6.8 percent African American, 4.6 percent multi-race, Non-Hispanic, and 0.1 percent Native American. Salem High School's population is above the state average in all of the following:

Title	Percent in School	Percent in District	Percent in State
First Language not English	35.8	30.4	25.0
English Language Learner	14.8	17.6	12.1
Scholars With Disabilities	24.9	25.5	19.4
High Needs	73.5	71.4	55.1
Economically Disadvantaged	64.1	60.3	42.3

Sixty-four percent of scholars at Salem High are considered low-income, and Salem has a population of about 44,000, with a median household income of \$72,884 (compared with \$89,026 for the Commonwealth of Massachusetts overall). As a means of support for scholars, all scholars district-wide receive free breakfast and free lunch, and, during the summer, breakfast and lunch are also served at various locations throughout the city. Salem High School also has its own food and clothing pantry open to whoever needs it. Salem High School conducts frequent drives and fundraisers for both global charities and community members in need.

Salem High School serves 908 scholars in grades nine through twelve. Of the 908 scholars, 49 percent are Hispanic/Latino, 38 percent are Caucasian, 7 percent are Black/African American, 3 percent are Multi-Race/Non-Hispanic, and 3 percent are Asian. Of the current scholar population, 24.9 percent have a special education identification and 14.8 percent are English Language Learners. Salem High School is a nationally recognized Unified Champion School that promotes inclusion and is intentional about specialized services provided to our scholars. Salem High School has therapeutic support, autism spectrum, language-based, life skills, learning skills, post-high, and full inclusion programs. To support the work of these programs Salem High School has added two additional coaching roles, additional common planning time, and instructional rounds that incorporate feedback and data. Further programming consists of a robust Multilingual Learner program that serves all

scholars who have lived in the United States for under a year. They are taught by a small cohort of ESL teachers for the whole year. All instruction for the newcomers is scaffolded until they graduate into mainstream classes, where they are placed into co-taught classes. The school offers 15 co-taught classes in the four core content areas. This programming reduces the teacher-to-scholar ratio with an ELL-certified teacher to help share and ensure scaffolds and supports that make the curriculum more accessible.

Salem High School has a robust program of studies that provides scholars the opportunity to engage in appropriately rigorous courses and explore their passions. Currently, 61 percent of juniors and seniors are enrolled in advanced coursework. These courses range from advanced courses developed by teachers at Salem High School to courses developed through partnerships; Project Lead the Way courses in engineering, computer science, and biomedical, early college courses at either Salem State State University or Northshore Community College, and co-ops in that align with our vocational pathways. Salem High School has 10 vocational pathways which include six Chapter 74 programs and four Perkins programs, with an enrollment of over 500 scholars.

Salem High School offerings include a fine and performing arts program with an award-winning marching band, comprehensive vocal and instrumental offerings, visual arts, digital media, JROTC, environmental studies, and project adventure. These courses and so many more provide opportunities for scholars to explore, create and find themselves at Salem High School.

In addition to programming options, Salem High School continues to build in more ways to celebrate scholars. These celebrations include quarterly recognition rallies for the whole school, publishing the honor and high honor roll lists in the local paper, a breakfast and ceremony for both the John and Abigail Adams Scholarship winners and those earning the Seal of Biliteracy achievement, a scholarship awards ceremony, and quarterly recognition breakfast and an awards assembly for our freshman. Scholars can also be recognized by becoming a member of the following honor societies: the National Honor Society, National Art Honor Society, Tri-M Honor Society, and National Green School Society. Lastly, Salem High School both recognizes and uses the skills of scholar leaders through various programs such as scholar mentorship and advisory.

Salem High School is consistently looking to grow and build more ways to celebrate scholars. These celebrations include quarterly recognition rallies for the whole school, publishing the honor and high honor roll lists in the local paper, a breakfast and ceremony for both the John and Abigail Adams Scholarship winners and those earning the Seal of Biliteracy achievement, a scholarship awards ceremony, and quarterly recognition breakfast and an awards assembly for our Freshman. Scholars can also be recognized by becoming a member of the following honor societies: the National Honor Society, National Art Honor Society, Tri-M Honor Society, and National Green School Society. Lastly, Salem High School both recognizes and uses the skills of scholar leaders through various programs such as scholar mentorship and advisory.

## **Core Values, Beliefs, and Vision of the Graduate**

### **VISION**

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

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

### **MISSION**

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

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

## **CORE VALUES**

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

CELEBRATION OF DIFFERENCE

COLLABORATION

CULTURE OF LEARNING & INNOVATION

EQUITY & ACCESS

GROWTH FOR ALL

HIGH STANDARDS OF EXCELLENCE FOR ALL

## **SKILLS OF A Salem High School GRADUATE**

Scholars learn and exhibit growth along six domains of development:

1. Critical thinking and problem solving
2. Effective oral and written communication
3. Collaboration and teamwork
4. Curiosity and imagination
5. Initiative and goal-setting
6. Appreciation and celebration of diversity

### ***Portrait of a Salem Graduate***

## ***INDEPENDENT LEARNERS & GLOBALLY ENGAGED CITIZENS***

### ***Critical Thinking***

Our graduates research, identify, collect and analyze relevant information in order to make sound judgments and decisions based on effective reasoning. They apply systems-thinking processes to examine real-world issues and essential questions.

### ***Creative Problem Solving***

Our graduates are resilient and flexible innovators who identify and solve problems.



### ***Collaboration***

Our graduates are empathetic listeners who embrace multiple perspectives and are able to effectively work with a team.

### ***Communication***

Our graduates confidently express their thoughts and ideas to diverse audiences. They know how to professionally and effectively advocate for themselves and others.

### ***Self-Awareness***

Our graduates know themselves and have the drive and the skills to develop and follow an action plan in pursuit of their personal and professional goals.

### ***Cultural Competence***

Our graduates value, embrace, and honor diversity. They promote acceptance and inclusion as they engage with all members of the community with dignity.

The Salem Portrait of a Graduate is explicitly linked to two research-based frameworks:

1. The Independent Learner as defined by Zaretta Hammond's *Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2015)
2. Self-Awareness as defined and enhanced by the components of The CASEL Framework from the Collaborative for Academic, Social and Emotional Learning (casel.org)

## **Core Values, Beliefs, and Vision of the Graduate**

In June of 2021 a large stakeholder group finalized the core values and portrait of a graduate for Salem High School.

*Portrait of a Salem Graduate*

**INDEPENDENT LEARNERS & GLOBALLY  
ENGAGED CITIZENS**

***Critical Thinking***

Our graduates research, identify, collect and analyze relevant information in order to make sound judgments and decisions based on effective reasoning. They apply systems-thinking processes to examine real-world issues and essential questions.

***Creative Problem Solving***

Our graduates are resilient and flexible innovators who identify and solve problems.

***Collaboration***

Our graduates are empathetic listeners who embrace multiple perspectives and are able to effectively work with a team.

***Communication***

Our graduates confidently express their thoughts and ideas to diverse audiences. They know how to professionally and effectively advocate for themselves and others.

***Self-Awareness***

Our graduates know themselves and have the drive and the skills to develop and follow an action plan in pursuit of their personal and professional goals.

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The Salem High School community believes that in four years all students should experience a vigorous, relevant and purposeful education. This will happen as we support and promote: (Program of Studies and Handbook)

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

These core values can be linked to a variety of practices in the school. School and district allocation of funds has prioritized a large number of initiatives and resources that support these core values.

**Celebration of Difference** has resulted in school-wide events such as Hispanic Heritage Month, Black History Month, and Student Empowerment Day. This Core Value is also the motivator for a series of Community-Building Professional Development days meant to facilitate staff-wide learning in understanding student identities.

**Collaboration** has driven the establishment of Common Planning Time for all teachers to collaborate on instructional practices and student support four times per week. Teams of teachers, students, and community members regularly collaborate in efforts such as the Superintendent Search Committee, Principal Search Committee, and School Redesign Team.

**Culture of Learning & Innovation** has guided the establishment of the coaching cadre in 2018 and 2019, leading to a team of instructional coaches devoted to the research, planning, and implementation of innovative teaching practices in all classrooms through individual teacher coaching cycles and group based professional development efforts. This team leads the implementation of curriculum materials that were adopted for all core content areas for piloting year use in SY 2019-2020 and provides continual support for teachers as they shift practices in alignment with district priorities.

**Equity & Access** is the motivation behind the vast majority of changes at Salem High School. Creating data driven systems to support all students in their growth towards their goals is at the center of our work. Evidence of our commitment can be seen in the Program of Studies which currently includes more opportunities for students to take advanced level classes and to have further access to support classes, based on their needs. Additionally, a focus on Equity & Access resulted in the increase in resources allocated to creating and supporting English Language Learner Co-Teaching structures and an expansion of co-teaching model to support students with disabilities.

**Growth for All** is the core value that motivates a focus on data analysis, reteaching, and action planning as a result of assessment and classwork data in Common Planning Time teams. Common Assessments are in process of being implemented across the school to afford faculty the opportunity to learn, grow, and provide feedback. This feedback is key to our students getting the information and instruction they need to continue to grow socially and academically.

**High Standards of Excellence for All**, is the district-wide motivator for adopting Standards-Based Practices (SBP) throughout K-12 classes. See principle 1.3 for more information about SBP.

As stated in the school redesign plan:

“SHS envisions a high-performing school where all students are engaged in rigorous learning focused on skills for post-secondary success in the 21st century. The transformed SHS will be a positive, welcoming environment that serves all students through Discovery Pathways addressing five components:

- (1) Content mastery through standards-based instruction
- (2) Answering big questions and solving relevant problems
- (3) Community-based learning experiences
- (4) Post-secondary planning for academic and career success
- (5) Skills of an SPS graduate: critical thinking, communication, collaboration, teamwork, curiosity, imagination, initiative, goal setting, celebration of diversity.

The transformation of SHS will build on a number of current strengths including, but not limited to: the launch of standards based grading and instructional practices in 2018, teachers leading the development and integration of project-based learning initiatives, the expansion of internships, the Early College partnership with Salem State University, and the 2018-19 launch of the 1:1 technology program with current freshman students.”

The school redesign plan completed in 2021 was drafted through consultancy work with Crock Leadership Associates and was written to incorporate student assessment results, focus group interviews with school community members, staff Panorama survey, and the district strategic plan.

A clear connection with the school mission can be seen in the Crew initiative. Self-selected teams of teachers have convened each school year since SY 2021-22 to learn about, plan for, and develop crew lessons that have students actively engage on Monday and Friday crew. This group of teachers train Salem High School students to be mentors that support the development of our community building lessons as well as support their delivery in grade 9 crews. This process has provided ownership by this mentor cohort and has fostered a welcoming environment. On Friday the lessons center around college and career readiness and our College and Career department have a large role in their development and implementation.

# LEARNING CULTURE

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## Learning Culture

*The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.*

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
  - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
  - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

# STUDENT LEARNING

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## Student Learning

*The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.*

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
  - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

# PROFESSIONAL PRACTICES

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## Professional Practices

*The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.*

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
  - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

# LEARNING SUPPORT

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## Learning Support

*The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.*

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
  - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.



# LEARNING RESOURCES

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## Learning Resources

*The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.*

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
  - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

# Introduction

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## Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region that seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress in addressing identified needs.

### Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee composed of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

### The Process Used by the Visiting Team

A visiting team of six members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Salem High School in Salem, MA. The visiting team members spent four days conducting a visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each

conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of the school.

# Foundational Element 1.1a - Learning Culture

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## Foundational Element 1.1a

The school community provides a safe environment. Students and adults feel safe in school. The school deliberately builds and maintains a physically safe environment for learners and adults. Exterior doors are locked, and surveillance cameras are used to monitor inside and outside spaces. The school employs three safety monitors and a front desk staff member who verifies any visitor's reason for entering the school, as well as scans IDs into the Raptor System to make sure there are no "red flags" from the visitor. This check ensures that all individuals entering the building have been checked in and authorized to be on site.

School safety is a priority for building and central office administrators. The school began using vape detectors for the high school restrooms. Vape detectors are used as a tool of support, not punishment for students. The school partnered with a local intervention agency, PASS, to provide substance abuse counseling for those who have vaping issues. School-wide and classroom safety protocols and strong policies and procedures support the commitment to the safety of learners and adults.

## Rating

Meets the Standard

# **Foundational Element 1.2a - Learning Culture**

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## **Foundational Element 1.2a**

The school has a written document describing its core values, beliefs about learning, and vision of the graduate. The core values include the school's pillars: critical thinking, creative problem-solving, collaboration, communication, self-awareness, and cultural competence. The beliefs about learning are encompassed in a global district statement focusing on all students' vigorous, relevant, and purposeful education. The vision of the graduate includes the personal characteristics, academic capacities, habits of mind, and interpersonal qualities expected of each graduate.

### **Rating**

Meets the Standard

# **Foundational Element 2.2a - Student Learning**

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## **Foundational Element 2.2a**

The school has completed writing a full curriculum in a consistent format for all courses in all departments across the school. The school has utilized Atlas to catalog and maintain accurate course descriptions and maps. A large part of this process includes using common software to maintain course curricula in an easily accessible location. The school's written curricula include units of study with guiding/essential questions, concepts, content, skills, instructional strategies, and assessment practices. Since the collaborative conference, the school has developed proficiency scales for standards that are being assessed in the curriculum. Although the school is working on developing the skills associated with the portrait of a Salem graduate, teachers struggle with embedding the vision into their teaching with fidelity because it has yet to be explicitly aligned with the curriculum

### **Rating**

Meets the Standard

# **Foundational Element 3.1a - Professional Practices**

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## **Foundational Element 3.1a**

The school has a current school improvement/growth plan. The school's instructional leadership team and administrative team create the school improvement plan. The principal, teachers, and other school leaders were included in the development of the plan. The school improvement/growth plan then goes to the district administrative team for feedback and adjustment before it is returned to the school for a final revision. The improvement plan includes school-specific goals based on identified priorities and informs decision-making throughout the school. It is also presented to the school committee. The school improvement plan is reviewed weekly by a school-based team that monitors areas of growth and those items which need extra support.

### **Rating**

Meets the Standard

# **Foundational Elements 4.1a - Learning Support**

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## **Foundational Elements 4.1a**

The school has a range of intervention strategies designed to support learners. These range from targeted academic intervention and programming to whole-school practices for Tier 1 support. There is a process to identify and refer students who need additional assistance to the student support team. Weekly teacher-led support meetings and the risk review team work together to begin implementation of Tier 2 and Tier 3 supports. Supports are available and can be put in place for any student with academic, social, or emotional needs, such as a program for students returning from hospitalizations. Students with individualized education plans (IEPs), 504 accommodation plans, and English Learners have protocols and systems of support maintained and communicated regularly to all stakeholders. All protocols to identify and support students are aligned with guidelines and regulations dictated by the Massachusetts Department of Elementary and Secondary Education (DESE) and all state and federal laws. The school has a number of sub-separate programs for students with disabilities. Special education sub-separate programs include a therapeutic support program, language-based learning disability program, additional support intensive program, autism spectrum disability program, life skills program, and post-high school program.

## **Rating**

Meets the Standard



# **Foundational Element 5.1a - Learning Resources**

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## **Foundational Element 5.1a**

The school site and plant support the delivery of curriculum, programs, and services. The school and district have made significant investments in the maintenance and upkeep of electrical, heating, and plumbing systems since the last visit. The school has a safe, secure, clean, and healthy environment for all students and staff. The building meets all applicable federal and state laws and complies with local fire, health, and safety regulations. The school is clean and well-maintained; however, the school was built in 1957 and is aging, resulting in several factors that impact the facility's capability to maintain this level of support far into the future. The district recognizes these needs and has created a facilities committee that uses the findings of studies from the New England School Development Council (NESDEC) and Colliers to explore options to remedy these issues.

### **Rating**

Meets the Standard

# Foundational Elements Ratings

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## Foundational Element Ratings

<b>Foundational Elements</b>	<b>Collaborative Conference School's Rating</b>	<b>Collaborative Conference Visitors' Rating</b>	<b>Decennial School's Rating</b>	<b>Decennial Visitors' Rating</b>
1.1a - Learning Culture	Meets	Meets	Meets	Meets
1.2a - Learning Culture	Meets	Does Not Meet	Meets	Meets
2.2a - Student Learning	Meets	Does Not Meet	Meets	Meets
3.1a - Professional Practices	Meets	Meets	Meets	Meets
4.1a - Learning Support	Meets	Meets	Meets	Meets
5.1a - Learning Resources	Meets	Does Not Meet	Meets	Meets

# Priority Area 1

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## Priority Area

### Vision of a Graduate

Salem High School will have a fully developed vision of a graduate that details the skills and experiences each graduate will embody and the action steps within the school improvement plan will align with the vision of a graduate. (1.2, 2.1a, 2.1, 3.1)

## Action, Impact, and Growth

Since the Collaborative Conference, Salem High School has worked to develop a clearly defined vision of the graduate. In June of 2021, a team of stakeholders, including students, family members, partners, and staff from across all three Salem Public Schools high school campuses, completed a document that explicitly identifies the six skill areas that make up the portrait of a Salem graduate. As part of the portrait of the graduate, the report also calls for the development of students as independent learners and globally engaged citizens, through the guaranteed student experience. The concept of the guaranteed student experience is part of the larger vision of the "diploma plus" and constitutes a commitment across all three district high schools to provide, for *all* students, the following five experiences: an individualized four-year graduation plan, high-quality social-emotional and academic learning, credits or credentials beyond the standard high school curriculum (early college, career, and technical education, internships, and/or job training), arts experience, and participation in at least one co-curricular club or team. The collaborative work of this group demonstrates an alignment of priorities and a focus on equity. The document also proposes a timeline for the implementation of key initiatives, including the development of a rubric for the portrait of a graduate, which had been slated for initial implementation during the current school year.

The articulation of a clear vision for the portrait of a Salem graduate has had an impact in both direct and indirect ways. The school committee is familiar with the portrait of a Salem graduate and uses the vision as a basis for decision-making. In addition, despite the fact that the portrait of a Salem graduate is not visible throughout the school and students are not explicitly aware of the competencies, it is clear that administrators, teachers, and other staff are providing opportunities for students to practice and enhance the six prioritized skills. For example, students are recognized for displaying the characteristics highlighted in the portrait of a Salem graduate, and students consistently cite teacher-supported opportunities to develop self-awareness in the service of achieving their personal and professional goals. Finally, the establishment of a collaborative, written definition of the portrait of a Salem graduate provides all stakeholders with a guidepost for programming, instruction, assessment, and learning. The next step is to promote and utilize this guidepost. The school has made moves toward this goal by establishing teams and a steering committee to create rubrics.

Although the school is working on developing the skills associated with the portrait of a Salem graduate, teachers struggle with embedding the vision into their teaching with fidelity because it has yet to be explicitly aligned with the curriculum or integrated clearly into the daily life of the school.

At this time, the planned rollout of the vision, including the design and implementation of rubrics, has not been realized. The school has yet to begin work on assessing and communicating individual learner progress toward achieving the portrait of the graduate. When this work is completed, the school can ensure the core values, beliefs about learning, and portrait of the graduate are actively reflected in the school culture and drive curriculum, instruction, and assessment in every classroom.

## Recommended Next Steps

Ensure that the portrait of the graduate is embedded into the curriculum, instruction, and assessment practices

Ensure that the school has a formal process to assess and communicate individual learner progress toward achieving the school's portrait of the graduate

Ensure that the school has a process to create an annual report on whole-school progress toward learner achievement of the portrait of the graduate

## **Sources of Evidence**

- classroom observations
- facility tour
- priority area meetings
- priority area observations
- school board
- school summary report
- students

# Priority Area 2

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## Priority Area

Salem High School upon discussion with the NEASC team chair has shifted the priority to standards-based practices. This supports Salem High School's transition to standards-based grading as well as the day-to-day practices of delivering meaningful instruction and targeted feedback. (2.2, 2.7)

## Action, Impact, and Growth

The school is implementing a comprehensive standards-based grading protocol. Curriculum documents are now available for every class. The program of studies contains standards indicators, proficiency documents, and rubrics. With a "living" curriculum framework, there is a better-shared understanding of the essential questions, and proficiency criterion to support a more equitable learning experience. This includes an increase in students taking career and technical education (CTE) courses, advanced coursework, and Project Lead the Way pathways. A school infographic of the targets of standards-based grading is often shared with staff, families, and outside stakeholders that communicate the following standards-based practices: 1) clear learning targets, 2) learning through access and equity 3) learning through feedback, 4) ownership of learning, 5) grades reflect learning, and 6) learning reported on a scale of 0-4.

Standards-based grading is firmly in place in the core academic classes in grades 9 and 10 due to the work originating from a group of lead teachers. Furthermore, common planning time is more readily scheduled amongst this group and allows for frequent and consistent collaboration on common assessments. In grades 11 and 12 (primarily electives), and in subject areas without an instructional coach (fine arts, etc.), the implementation of standards-based grading while in place, is limited in scope because not all teachers have the ability to engage with other teachers during common planning time. This has created two cohorts of teachers: those who are ready to begin the data work, cyclic reflection, and feedback, and those teachers who have the foundational elements in place but are more limited in the work because they don't have the same opportunities for team-based collaborative conversations because they are not part of the core academic teams. However, individual teachers have the ability to elect an instructional coaching session to work one-on-one with an instructional coach when common planning time is not an option. A teacher would need to opt-in to coaching and be willing to give up their planning period to engage in this professional growth opportunity. In addition, the report card currently captures learning in a standards-based grading manner. The report card for 2023-2024 is being reimagined to ensure all constituents understand the language of this type of reporting structure. The new report card will include notations that indicate the benchmark for how students should be progressing throughout the year. The vast majority of students are aware of how standards-based grading works and how this relates to their grades earned. In most classes, standards and learning objectives are posted in the classroom ensuring that students are aware of the expectations. When the full implementation of standards-based grading is complete, including common proficiency assessments across all disciplines, data teams will be better able to analyze the impact on student learning.

Clear articulation and alignment of the learning targets within standards-based grading will help both students and their families better understand the transition to this type of summative assessment. It will also reduce skill gaps and redundancies across grade levels and disciplines so all members of the learning community can better understand how to support and achieve these learning standards.

## Recommended Next Steps

Ensure that all teachers have access to collaborative standards-based grading and instruction conversations during common planning time

Ensure that standards and proficiencies are aligned vertically and horizontally within and across disciplines

## **Sources of Evidence**

- classroom observations
- department leaders
- priority area meetings
- priority area observations
- school leadership
- school summary report
- student work
- student-led conferences
- students
- teacher interview
- teachers

# Priority Area 3

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## Priority Area

All faculty and staff will have common planning time embedded into the weekly schedule to collaborate on all aspects of the curriculum, instructional practices, and student support through the RISE model (reflect, inquire, suggest, and elevate). (3.3, 3.4)

## Action, Impact, and Growth

Common planning time for the vast majority of teachers has allowed them to make great strides in student learning. Teachers are meeting in grade-level and discipline-specific teams, working collaboratively on assessments, examining student work, and ensuring curriculum documents are accurate and reflect current practices. While the goal is for all teachers to meet four times a week, there are still a few issues in scheduling every teacher into common planning time. Challenges include special educators who support discipline-specific teams and teachers of singleton elective courses.

All faculty have been engaged in creating curriculum documents using the collaborative mapping program Atlas since the Collaborative Conference. The key features of these documents include a unit timeline, unit rationale, priority academic standards, long-term transfer goals, enduring understandings, essential questions, content, and skills. The documents are available for all classes that are listed within the program of studies and allow for a central repository of common assessments and metrics for grading. As such, teacher leaders and instructional coaches have seen an increase in common, well-developed, and rigorous standards-based lessons. Additionally, this group is starting the work of looking more closely at student work. The department leaders and instructional coaches agree that student work analysis is more efficient due to the common understanding based on the unit curriculum documents. Further, changes in instruction are more adaptable, and in the case of social studies, trajectories, and timelines were adjusted to include new initiatives that align with changes in the civics standards and expectations. With the introduction of the civics action project (CAP) in history, mapping has allowed the social studies department to look at topics in eighth and ninth grades to help their planning so that students are prepared to take on the project.

The curriculum documents are described as "living documents" that allow for a common understanding of the learning expectations and a more equitable student learning experience. Teachers said that the larger thematic units allow for choice for both the teachers with regards to specific content taught, as well as for students in their ability to pursue research topics more in line with their personal interests in the content area. Additionally, teachers are able to assess their curriculum maps and make adjustments to better meet the needs of the students. A resource folder of documents is available to all teachers to support their work during common planning time.

Instructional coaches and department leaders recognize that time for this work is best achieved through common planning time; they also commented on the commitment of the district to build in time for this work during professional development time before and at the end of the school year. The work the teachers have done identifying priority standards and writing proficiency scales has been instrumental in their shift to standards-based grading. When the common planning time is implemented throughout the school, it can be used to move and address other school initiatives, such as improved instructional practices and the use of data to improve instruction.

## Recommended Next Steps

Develop and implement a plan that outlines school goals and needs along with a schedule for using common planning time as one tool for accomplishing these goals

Ensure that all teachers have scheduled common planning time

## **Sources of Evidence**

- community members
- department leaders
- school board
- school leadership
- school summary report
- teacher interview
- teachers



# Priority Area 4

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## Priority Area

### Facilities

Funding for phase two renovations of the Salem High School campus will be secured and a clear timeline for the construction project will be complete. (5.1)

## Action, Impact, and Growth

This priority area called for securing funding for phase two renovations, however on December 21st, 2022, Massachusetts School Building Authority (MSBA) recommended that the City of Salem be invited into the eligibility period for a new facility at the Salem High School site. The MSBA board voted to accept this recommendation which has launched Salem into a comprehensive planning process for school construction over the next five to seven years. Thus, in lieu of major renovations, the school will address this Priority Area in the long term with a new facility on the site of the current building.

In the meantime, the current facility continues to receive maintenance based on the city's comprehensive five-year capital improvement plan. Capital improvement projects over the past several years include a transformer replacement in 2015 and the buildout of the medical assisting CTE space in 2019. In 2020, the library was renovated, including the replacement of the carpet and upgraded furnishings and technology. The second floor of this space now serves as a tutoring and classroom/meeting space, while the third floor was redesigned as the college and career center. In 2021 and 2022, capital investments included the installation of electronic card readers for secure access control, additional security cameras and door monitoring system, bathroom upgrades, and the installation of vape detectors. In addition, the gas lines in the science labs were upgraded to current safety standards and improvements to the HVAC system are in progress. Upcoming projects include replacing the field house floor with hardwood, which will allow the school to host state tournament games, replacing culinary countertops with industry-standard stainless steel, and renovating the front entryway to meet the most up-to-date standards for security.

The progress toward approval for a new building to house Salem High School is a transformative step toward providing a safe, secure, and healthy environment for students, with appropriate spaces to support student learning and the curriculum. As school and district leaders await timelines for construction and plans for the process of building, they continue to take significant measures to ensure student and staff safety and to provide learning opportunities in the current space.

## Recommended Next Steps

Create a plan and timeline for the building project through the Massachusetts School Building Authority (MSBA) process

Provide regular progress updates to all stakeholders

Ensure the continued maintenance and repair of the current building and facilities

## Sources of Evidence

- central office personnel
- facility tour
- priority area meetings
- priority area observations
- school board
- school leadership
- school summary report

# Part 3 - Reflection on Student Learning

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## Reflection on Student Learning

The Portrait of the Graduate is articulated within the school and is connected to popular programs such as the Guaranteed Student Experience and Diploma Plus. The goal is to have opportunities for all students skilled in critical thinking, creative problem-solving, collaboration, communication, self-awareness, and cultural competence. While the portrait of the graduate work is well defined, the portrait/vision is not yet fully implemented in the school as evidenced by student and teacher responses.

The curriculum is written in a standardized format for all courses. Units have essential questions that guide assessments. Several students said they are aware of the essential question and that it is something that they regularly return to during the unit. Some students indicated that a reflection of the essential question is part of their completion of a unit. Lead teachers and coaches meet regularly with departments to assess student work and use those discussions to update maps to ensure students are receiving quality instruction in priority standards. Standards-based grading and proficiency/mastery rubrics allow all students entry points to the learning and opportunities to demonstrate growth.

Instructional practices are sometimes designed to meet the learning needs of students. Teachers frequently check for understanding in class. During a social studies class, the teacher reviewed the directions and role-played getting more information out of an interviewee. Students then practiced interviewing their classmates to get comfortable with the interview process as well as to check the wording of their questions to determine if their questions would result in beneficial answers for their projects. In an AP English literature class, students worked in pairs to discuss *Death of a Salesman* questions to prepare ideas prior to an essay. Students talked first with each other and then with the whole class. Next, they rotated and discussed the next question with a new partner. In both cases, teachers cued students to write down ideas and important information that they intended to circle back to later in the discussion. Interviews with students indicated that most students do not have homework in their classes unless they needed to complete tasks that had been assigned during the class period or if they were assigned reading to be prepared for the next class meeting. Classroom observations and interviews indicate that there are untapped opportunities to push students beyond their current abilities. There is a desire to increase the cognitive demand for tasks that are put in front of students. Students indicated they were interested in more engaging activities but did say they didn't feel that meant more work. There does seem to be more engagement at the higher level. One student remarked that when you are heading to an early college class you are likely to ask, "Oh my god, what are we going to talk about today?" However, that is not the case consistently in college prep classes.

Students demonstrate their learning in many ways. In biology classes, students note there are several opportunities for projects as a way to demonstrate their learning. Students use Google Slides to create presentations and take videos of themselves demonstrating principles in class. In World History classes, students give presentations; one recent student presentation was about world religions. Student work samples indicate that students are able to choose a method of investigation and a final product to demonstrate knowledge of mitosis. In early college English classes, students are able to decide between a paper and a presentation to demonstrate their knowledge. Students in physical management class set their own personal goals and plans to achieve those goals. Student-centered learning opportunities were not consistently observed in other areas of the core curriculum. Many students feel that assessments are often differentiated based on a student's skill level in order to give students the opportunity to demonstrate an understanding of the material. Students have mixed feelings about engagement and note that engagement becomes more difficult as the levels decrease, citing more engagement in the AP and honors classes and a struggle to engage in college prep classes. More often than not, those classes are more teacher-centered, with students taking notes and the teachers doing most of the "heavy lifting."

In some areas, Project Based Learning assessments continue to be developed. In the social studies department, students in the tenth grade are developing their Civic Action Project which requires them to research and present on areas of need in their communities. Students pursue topics such as mental health, self-esteem, littering in low-income neighborhoods, and the lack of affordable housing in their communities. Additionally, there are several real-world learning pathways in science in the areas of engineering, biomedical science, human body systems, and medical interventions to name a few. Teachers also cite student agency in the arts with regard to choices in music and portfolio projects.

Students have opportunities for real-world experiential learning in the Career Technology Education (CTE) program. Freshmen rotate through a series of classes and then, if they choose, have the opportunity to focus on an area during their sophomore, junior and senior years. Courses include but are not limited to culinary, medical, automotive, and construction. Students can participate in paid internship programs. Additionally, courses in the area of financial literacy give students the opportunity to hone necessary skills that will benefit them in day-to-day living once they graduate. There was a wide variety of positive feedback from a variety of stakeholders about the deep, positive impact of this program on student engagement and aspirational thinking.

Students feel very supported in their ability to determine their academic progression. One student said, "I have never heard of teachers classifying you and putting you in a box. I feel like teachers are really trying to see me and what I can do." Students said they have the opportunity to move classes freely and if they are struggling either with the work or lack of engagement. Students also feel that they receive feedback on work that helps them to make adjustments. In a communication class, students conferenced individually with teachers and mapped out outlines of their "This I believe" essays. Teachers asked probing questions that allowed students to explore their ideas and as a result, students had outlines that reflected their thinking on a particular subject. In a trigonometry class, the teacher circulated around the classroom checking in with students about their progress on the lesson and offering help when warranted. Several students said that when they struggle with a concept they have several options for getting help. Students have a writing lab available, are able to access teachers after school by appointment and have the option of tutoring at the Community Office after school on Tuesdays and Thursdays. Connect for Success is a program designed to support identified 8th-grade students prior to the transition to 9th grade. Approximately 50 students participate based on recommendations from middle school staff. The students identified are those that are at the highest risk for social/emotional issues in the transition to high school. Onboarding begins during the Summer through a teacher-led program called Bridge. Students are provided community experiences as well as exposure and acclimation to Salem High School. At the start of freshman year, students in the Connects Program have a scheduled block built into their weekly schedule. The program is staffed by two teachers and a paraprofessional. There is an emphasis on building trusting relationships and providing a safe supportive environment for students to access. The support provided is designed to be solution focused with the intent of returning students to the learning environment. Overall, the team observed many positive situations of student learning either aligned or moving toward the goals of Salem's Portrait of the Graduate and the long-term plans of the school's leadership. A more fully implemented and institutionalized graduate vision will allow the learning community to reach its articulated learning targets.

# Part 4 - Capacity for Continuous Growth as a Learning Organization

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## Conceptual Understanding

There is a shared understanding of what effective learning looks like in the school. Salem High School community believes that in four years all students should experience a vigorous, relevant, and purposeful education. Salem High School supports and promotes, a celebration of difference, collaboration, a culture of learning and innovation, equity and access, growth for all, and high standards of excellence for all. Students learn and exhibit growth along six domains of development: critical thinking and problem solving, effective oral and written communication, collaboration and teamwork, curiosity and imagination, initiative and goal setting, and appreciation and celebration of diversity.

The staff generally has a shared understanding of what optimal or effective learning looks like. The school's portrait of a graduate has been created and is defined in the school summary report. However, it has not yet been fully embedded into the curricula or classroom instruction. Students understand characteristics as defined in the portrait of the graduate but don't have an understanding of terms and how it applies to the routine life of a Salem High School student. Currently, the portrait of a graduate is not explicit in day-to-day practice. The current principal is new to the school since the Collaborative Conference.

Core values and the portrait of the graduate were developed and finalized in June of 2021 through a high school redesign process. This redesign process took place over the course of three years and consisted of community, staff, and scholar forums. The information generated by these forums was utilized by the high school redesign team to create a living document that guides the work at Salem High School. The vision of a graduate states that a Salem High School graduate is to be able to: think critically, engage in creative problem solving, collaborate, communicate confidently and effectively, be self-aware, and be culturally competent. Salem High School has a written document describing its core values, beliefs about learning, and a portrait of the graduate.

Salem High's leadership and key stakeholders are able to clearly and positively conceptualize what needs attention moving forward. They have identified the next logical steps to ensure that the conceptual understanding of its vision fully supports the school's development as a learning organization. Salem High School plans to establish teams and steering committees to create rubrics and initiatives to roll out the district's portrait of a graduate. Also, the school plans to highlight the core values of the portrait of the graduate and increase buy-in at the school level (teachers and support staff) through collaboration and reflective practice. For example, once per month grade level groups will meet to focus on the portrait of the graduate. During crew block on Mondays and Fridays, lesson plans will be implemented to explicitly connect the portrait of the graduate to the student body.

## Commitment

The school has a strong commitment to growth and improvement in the Priority Areas of building collective responsibility for meeting the needs of all learners and ensuring that every student is known, valued, and connected to the school community. Staff regularly adjust practices to meet the evolving needs of students. As part of its shift to standards-based practices, course trajectories have been developed and implemented. In the spring of 2022, staff worked to refine trajectories to implement common graduate-appropriate assessments.

Stakeholders share strongly the core values of the school. There is a significant investment from the school committee in regard to the portrait of a graduate. The portrait of a graduate is also linked to two research-based frameworks, the independent learner as defined by Zaretta Hammond's *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (2015) and self-awareness as defined and enhanced by the components of the CASEL Framework from the Collaborative for Academic, Social and Emotional Learning. These frameworks are endorsed by both school and district administrators. Teachers are provided sufficient support and training in the use of the frameworks. The school committee has played a significant role in supporting this work through its public presentations and

the budget. Some key results of this work are evident. Over 90 percent of students were able to identify a post-secondary plan aligned with their interests and skill as evidence of the student's growth mindset. Staff members continue to commit to a growth mindset for students within their professional practice through modeling collaboration, problem-solving, time management, active listening, and decision-making for students within the classroom. Additionally, staff regularly encourage and recommend students to grow through experiential learning through cooperative education, early college, and internships with the local business community. The school has a strong commitment to what needs attention as well as the logical next steps to ensure commitment to fully support its full goals as a learning organization.

## **Competency**

The school has begun to build educators' capacity to implement their Priority Areas. The full implementation of the Early College Program with Salem State University, as well as school-wide use of Claim-Evidence-Reasoning for critical writing, are examples of practices in place that evidence the school staff's for supporting effective learning, the Priority Areas, and the portrait of the graduate. The new administrative team and faculty are very dedicated to helping students meet their aspirational goals. There is demonstrated competency with a critical mass of the staff to make the necessary changes needed to embrace the Priority Areas. The school has the competency and resources to fully implement the school's portrait of a graduate. In addition, school leaders remain committed to adjusting professional development, coaching, and supervision to meet the individual needs of the faculty to meet the Priority Area goals.

## **Capacity**

The school has the necessary time, resources, and support needed to make progress in their Priority Areas. The school committee is dedicated to ensuring that educators have the support they need including time and resources. When the school begins a more full implementation of a portrait of the graduate, it will be important to dedicate the needed time and resources to build shared understanding, commitment, and competency in the areas necessary for its success.

Starting in 2022-2023, full-time teachers in defined content areas in the school were scheduled for a common planning time block. Four times a week, for approximately 195 minutes weekly during the school day, most teachers meet with their grade level or content team to collaborate on curriculum trajectories and assessments, share resources, and co-develop student scaffolds and interventions through the RISE model.

With the increase in common planning time, there is a noted increase in common well-developed, rigorous standards-based lessons, and as a result, students are receiving grade-appropriate instruction with high-quality instructional resources. Teachers and support staff have been able to identify and leverage early interventions and tiered supports to ensure students are making appropriate academic progress.

There is also a strong use of instructional coaches to support teachers. Coaching takes the form of a periodic cycle. Teachers in this group work with a coach several times over the course of the semester. These include a pre-observation meeting, observation, and feedback meeting. Coaches are non-evaluative in their role and work to build strong peer relationships with other teachers in the building. This cycle of observation and feedback leads to helping teachers be reflective about their practice and helps to improve scholar achievement. It is evident that Salem High School has the time, resources, and support needed to make progress on its identified priorities. Structures and staffing are in place to ensure consistent and timely progress toward meeting and exceeding the school's Priority Areas.

# Additional Information

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## Additional Information

### Standard 1 Principle 3

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

### Explanation from the School

We have changed our rating from “developing” to “implementing” because Salem High School has made significant gains from shifting to standards-based practices as a community, in cohorts, to ensuring standards-based practices and reporting are utilized across the building. Structures have been put in place through the implementation of a new bell schedule and developed programs to ensure students are connected to adults and the school as early as eighth grade and are supported intellectually, physically, socially, and emotionally through intervention plans developed via the RISE model and risk review process, as well as leveraging the implementation of flexible scheduling during crew blocks.

Additionally, the school has developed multiple avenues for accessibility to advanced coursework through early college, cooperative education, and internship availability. These opportunities then are tied to scholars' post-secondary plans and then recognized and supported through a comprehensive college and career application week. Through classroom instruction, intervention supports and services, and advanced coursework aligned with post-secondary readiness, Salem High School is in a position to begin to create systems to sustain these practices over time.

Salem High School has been shifting to standards-based practices for the past several years. This shift has allowed the faculty to dig deep into clearly defining expectations for learning. To prepare for this shift, the school was divided into three cohorts: the first being all core classes in the ninth grade and each following year included the addition of the next grade up. With the exception of advanced placement and scholar support classes, all courses are aligned with standards-based grading.

To prepare for this shift, department teaching teams worked extensively to choose priority standards and create proficiency scales that clearly articulate mastery of the standard. Each month of this school year, the faculty meets in departments with the core content coaches and department heads to select priority standards, create proficiency scales, and develop standards-aligned assessments for all courses.

Standards-based practices support the learning of all scholars. Our vision for standards-based practices places the scholars at the center, emphasizes accessibility, and prioritizes using data to determine the focus of small group work and areas that require reteaching. The goal is to ensure that all scholars are supported and that all scholars can engage in meaningful learning experiences that are aligned with the rigor of grade-level standards. We do this to make sure that all scholars are college or career ready when they graduate from Salem High School.

Additionally, Salem High School recognizes that some scholars need extra support. Teachers offer academic support during flex blocks twice per week during the school day. Through the risk review process, and by individual teacher recommendation, the school has at times implemented mandatory support around English and math during the flex block. Teachers and counselors communicate with families about the importance of getting extra help to families. Furthermore, the school has encouraged more scholars to enroll in advanced coursework. This includes developing an early college program that allows scholars to take courses through Salem State University with a modified class structure to provide additional support for the required coursework. As a result of participation in early college, scholars can earn university credits transferable to other institutions.

Part of maintaining high expectations for all scholars requires the school to build a strong relationship with families. To make sure that this happens, the school asks that teachers regularly contact the families of scholars. This contact is logged in our Aspen system. Additionally, administrators have been helping teachers to make phone calls to parents by providing time during professional development to make contact and by suggesting specific topics that teachers can use to contact parents.

To make sure that all scholars are part of the community and that our diverse learners have their needs met, the school has several sub-separate programs to address the needs of our scholars, including the therapeutic separate program and the language-based disabilities program. These programs are designed to address scholars who have more severe social and emotional disabilities, as well as very particular support for scholars with language disabilities. The therapeutic support program serves scholars with social-emotional disabilities, providing a highly structured, safe, and therapeutically supportive environment that focuses on academic achievement. These scholars share a common denominator of emotional vulnerability and social-emotional concerns that impact learning. Depending upon the needs of the scholars, program support may range from one to eight blocks. For scholars who are mainstreamed, there exists an ongoing, effective network between regular and special education staff. Scholars in the language-based disabilities program receive targeted support in the program but they are mainstreamed for a majority of their classes. The language-based program serves scholars who may have difficulty with reading, written language, oral language, organization, math, and attention arising from language processing challenges. This program is designed to meet the needs of those scholars who benefit from a language-based approach to academic instruction. Specialized Instruction is embedded in the core curriculum. This approach enables scholars to generalize and apply language-based strategies for increased independence and improved access to the curriculum.

The school also has an autism spectrum disorder program for scholars who have been identified as having an autism spectrum disorder and a need for a modified curriculum. It offers support to scholars who benefit from instruction in social communication, self-regulation, navigating the social world, and managing the multiple academic and personal demands that high school scholars encounter. One goal of the program is to assist scholars in developing social skills and to achieve success academically. The transition from high school to post-secondary employment and/or education is a focus. Support is tailored to individual scholar needs.

There is also a life skills program for scholars who have intellectual impairments and/or autism that significantly impact progress in school. Some scholars also have physical disabilities. Scholars receive functional academic instruction in a separate classroom setting. Scholars apply learned skills throughout the school and community. These programs recognize that some of our scholars need special support in place to be successful. For our scholars with disabilities, the special education department uses a push-in support model.

The flex/crew block allows scholars to create and maintain relationships with educators through community building curriculum, college and career readiness curriculum, and academic support and enrichment with educators.

## **Standard 2 Principle 1**

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

### **Explanation from the School**

We changed our rating from "Initiating" to "Developing." Salem High School convened a robust team of students, partners, family members, and staff from across all three Salem Public School high school campuses to review data, interview stakeholders, deepen our understanding of current strengths and challenges at each campus, and align on recommendations. Through this work, we clarified the portrait of a Salem High School graduate and articulated the high school design priorities, with equity at the center across all three high school campuses, culminating in a final report in June 2021.

Salem High School has been able to develop and begin implementation of creating pathways for students to gain



transferable skills, knowledge, and understanding for future success in alignment with our vision of a graduate. Within the classroom, the standards-based grading system and the design of proficiency scales for each standard allow educators to identify scholars' growth and areas of need with feedback viewable to students and families. Along with a reassessment policy, scholars are able to access multiple ways to demonstrate mastery and progress in coursework that aligns with their post-secondary vision. Additionally, Salem High School offers a robust and comprehensive CTE program that allows students to explore all programs and pathways in their freshmen year which allows students to focus on a specific pathway aligned with industry demand and leads to credentials through certification and articulation agreements by graduation. The program has recently expanded to include additional pathways driven by industry demand including EdRising, Pharmacy, and Marine Service Technology. The early college program has also expanded to include more students including specific pathways for ML students to access college credit and increase readiness to post-secondary education. Expansion of programs and full alignment with standards-based grading has also driven post-secondary planning through senior school-wide events from the counseling department such as "I Applied" which supported students in college applications, resume writing, FAFSA support, and scholarship information for students and families. Through establishing these programs and building on initiatives, Salem High School is poised for sustained growth.

Salem High School uses a standards-based grading system to assess and evaluate each scholar's progress toward mastering specific learning standards. Feedback on mastery-based learning by standard is provided through proficiency scales shared with scholars and updated every two weeks based on formative and summative assessments. These scales list specific expectations broken down from the standard and are measurable. These scores and progress are viewable in Aspen to scholars and families.

Proficiency scales have been designed for each priority standard by content team teachers for all programs in the building based on the state standards. These scales are utilized to identify scholars' growth and deltas and create paths forward for their progress in the course, their goals for high school, and their visions for post-graduation. Scholars are assessed on a zero to four scale with a score of three being considered grade-level proficiency. A reassessment policy allows scholars to use the feedback from assessments to focus their learning and efforts toward improvement.

Scholars in their freshman year have the opportunity to enroll in an exploratory course for our vocational offerings in the CTE program. Scholars in the exploratory course are graded pass/fail on attendance, participation, and safety. Following successful completion of this course, scholars select their top three choices of CTE program to enroll in and are matched for best fit based on preferences and enrollment numbers.

To support the vision of the graduate, upon completing these courses scholars can earn industry credentials such as early education pre-k licensure, Yamaha certification, ServSafe certification, Adobe Suite certification, general and construction OSHA certification, and medical technician assistant certification. Through Massachusetts General Law Chapter 74, scholars enrolled in culinary arts, electrical, building and property management, early education, and automotive will also receive their certificate of completion from the state.

Scholars also have many early college opportunities beginning in their sophomore year. Scholars begin with a seminar at Salem High School campus and gradually work up to engaging in coursework at Salem State University in the track of their choice. This program provides scholars with the opportunity to potentially earn 30 college credits for their futures in a flexible manner, while also supporting scholars in pursuing multiple offerings such as AP or CTE at Salem High. During the 2022-2023 school year, there are 119 scholars enrolled in early college.

Salem High School utilizes school-wide annotation symbols, standards-based assessments and grading policies, school-wide reassessment protocol for increased learning, crew community building opportunities, staff school improvement meetings to target weak areas, varied time and model offerings for guardian-teacher conferences, freshman "Welcome to High School" night to discuss expectations and paths to success, mid-year freshman on-track progress meetings to update scholars on progress towards obtaining credits for sophomore year, as well as an "I Applied" week to help seniors fill out FAFSA forms and complete the necessary steps to apply to a post-high school program, or enroll in military or trade offerings. Salem High's crew block runs four days a week. On Mondays scholars engage in community-building activities. On Tuesdays and Thursdays, scholars receive

academic support from their content teachers, as needed. On Fridays, scholars engage in lessons pertaining to college and career readiness. The lessons on Fridays are provided by the college and career counselors and are goal-oriented and college and career based. Individual scholar progress is communicated with families and guardians during a wide range of parent-teacher conferences. These meetings are scheduled at different times of the day throughout the year to be accessible to as many families as possible.

## **Standard 2 Principle 2**

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

### **Explanation from the School**

We have changed our rating from “developing” to “implementing.” Salem High School has been able to establish a system for written curriculum in all departments that align with essential questions, concepts, content, and skills that integrates our vision of a graduate. In order to move this work forward, Salem High School is currently using AtlasRubicon, or Atlas for short, which is an online platform to catalog and maintain accurate course descriptions and curriculum maps. Part of this process includes utilizing common software to maintain course curricula in an easily accessible location. Atlas ensures correct information for content, pacing, and state standards. Each department has its trajectory uploaded into Atlas. The trajectory is the living document that teachers work off of in common planning time.

Atlas unit maps are written in three stages: 1 - desired results, 2 - evidence of goal progress/attainment, and 3 - strategic plan for learning. The maps also include a pacing calendar, an overview page with all stage 1 information visible for all units in a course, and options to include attachments and links as resources. Stage 1 includes the following components: rationale for the unit, which includes background and overview information about the unit and how it is informed by the vision of the graduate based on the content's connection to future and past learning for a robust learning experience; state standards separated by priority standards and supporting standards, as delineated by our standards-based practices; long term transfer goal, which is a description of how learners will apply the skills and knowledge in the unit to their future endeavors; enduring understandings, which are the unit's big ideas that will have a lasting impact beyond the classroom; essential questions, to motivate the learning of the unit; content, to list the specific ideas that will be learned; skills, to list what scholars will be able to do after this unit; vocabulary and language, to provide a list of words or phrases in which literacy and fluency that will be important.

## **Standard 2 Principle 4**

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

### **Explanation from the School**

We have changed our rating from “initiating” to “developing”. Salem High School has been able to implement concepts around instructional practices to develop plans for implementation. To support instructional practices that meet the needs of all students, Salem High School has transitioned from a push-in model to a co-teaching model to best support students with IEPs. This allows students to access special education instruction alongside subject-certified teachers to ensure that both accommodations are supported and access to grade-level subject instruction is given. Salem High School has also moved towards the RISE model for grade-level teaching teams to address off-track scholars while addressing barriers to success. Each meeting either at the team level or risk review level creates plans and tiered levels of support and interventions for students that involve student and family engagement. Additionally, grade-level teams meet during common planning time twice per week to collaborate on instructional strategies and practices designed to meet the needs of all students. Teachers now have the time to develop grade-level appropriate materials for the classroom that align with student needs and differentiate instruction. With continued professional development and support these practices will become integrated into common school practice and sustained through the plans developed.

There are several ways that the school is supporting scholars with different learning needs. Organizationally, scholars are scheduled to ensure that they have access to the types of support that they need to be successful. Math, ELA, science, and social studies classrooms with English Language Learners include a co-teacher in the newcomer and beginner-level classes. Beginner ML scholars also have a double block of ELD. The special education department has shifted from a push-in model to a co-teaching model to support scholars with an IEP in the inclusion setting. The co-teaching model is a shared responsibility between two licensed teachers that allows for professional collaboration during planning, instructing, and assessing. Paraprofessionals also push into classrooms to best support scholar learning. Inclusion teachers have scheduled co-planning time with their co-teachers. Additionally, for some scholars, this means participating in one of our more formal sub-separate programs. Substantially separate teachers have small groups or one-to-one common planning time with coaches and other teachers in the program. When constructing the master schedule, school demographic information is used as guidance for grouping each class in compliance with special designations and regulations.

Salem uses the RISE model for grade-level teaching teams. These teams meet once per week to address off-track scholars and their concerns (i.e. academic, attendance, social-emotional). In addition to the weekly teacher-led RISE support meetings, risk review meetings are also held weekly. Scholars are referred to the risk review level when Tier 1 interventions have been unsuccessful. At the risk review level, Tier 2 and 3 interventions are put into place with the involvement of scholars and their families.

The school shift to standards-based practices allows teachers to align their teaching of specific, well-defined learning targets in the curriculum to the needs of the scholars. The focus on the learning target allows teachers several opportunities to plan for teaching and reteaching a discrete set of skills and ideas. Teachers have also created proficiency scales that are used to clearly articulate to scholars the criteria for success.

Across all grade levels, formative assessments are used to inform instruction and gather feedback on scholar learning. While formative assessments can be entered in the grade book, only summative assessments are used to calculate a scholar's trend score. Periodically common planning time is used to engage in a "looking at student work" protocol. This protocol asks teachers to examine student work and data and to build data-driven action plans for reteaching the necessary skills and content.

The grade level teams meet twice per week in common planning time as their duty to collaborate on developing instructional practices designed to meet the needs of all scholars. This time allows teachers to develop appropriate materials for use in the classrooms that align with the curriculum and the needs of the scholars. Furthermore, the time is used to develop common assessments and to examine data related to the common assessments to plan opportunities for reteaching required skills and content. Additionally, the ESL coach works with all of the ESL co-teachers to build their capacity to plan effective instruction for scholars in their classrooms.

The school has committed to the use of instructional coaching as a way to support teachers. The coaching cadre includes a digital literacy coach, an ELA and literacy coach, an ESL coach, a math coach, a science coach, and a social studies coach. As part of the turnaround plan, Salem High School doubled the size of its coaching cadre from 2.5 to 5.0 full-time staff members to provide one-on-one job-embedded targeted coaching with individual teachers. The expansion of the coaching cadre provides the opportunity for all teachers to receive peer-to-peer professional learning. Teachers proficient or advanced in their practice will have the opportunity to choose coaching cycles related to the school's instructional priorities. Teachers who are working towards demonstrating proficiency will be supported in coaching cycles focused on core instructional practices, lesson planning, differentiation, and classroom management. The program is designed to be an asset-based professional practice. Coaching cycles are designed around the district instructional priority areas of welcoming environment, meaningful interactions, comprehensive input, and adapting texts, which allows for a focused effort on specific instructional moves to grow a teacher's practice. Coaches work both in their department with teachers, during common planning time, and after school during standards-based practices meetings, but also in the wider school community supporting other teachers in the FAPA, health and wellness, and CTE departments. In an ongoing cycle, coaches work with teachers in an observation, action plan cycle, to learn new skills, improve practice, and apply new knowledge. For some, coaching takes the form of a periodic cycle. Teachers in this group work with a coach several times over the course of the semester. These include a pre-observation meeting, observation, and feedback meeting. Coaches are non-evaluative in their role and work to build strong peer relationships with other

teachers in the building. This cycle of observation and feedback leads to helping teachers be reflective about their practice and helps to improve scholar achievement. By giving teachers constant, timely feedback targeted and aligned to the school's instructional priorities, we are able to move forward together, and as a community build a better school for our scholars.

### **Standard 3 Principle 3**

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

#### **Explanation from the School**

We have changed our rating from "Developing" to "Implementing." As of 2022-2023, all teachers are scheduled for common planning time during the day, as part of their schedule. Common planning time is also used school-wide to regularly examine student work and develop action plans for addressing student learning gaps, develop a shared understanding of grade level appropriate work, and to better understand the proficiency scales that are being used to evaluate student work. It also allows teachers to discuss how to improve their teaching and the achievement of their students. Teachers are leveraging a common online assessment tool to easily administer a common assessment to students, and then closely examine the data several times a year.

Staff are examining their practice in order to improve instruction. While data is used to identify student learning gaps, it also leads to teachers identifying and planning for reteaching necessary skills. It allows teachers to look at lesson plans and unit materials in a systematic, ongoing manner, allowing the team to be as adaptive as possible.

### **Standard 5 Principle 1**

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

#### **Explanation from the School**

We have changed our rating from "initiating" to "developing." Recognizing that our scholars could not wait for Phase 2, nor a new building, renovations and upgrades have continued to be prioritized. Over the past six years, the third floor of the library was transformed to create a more usable college and career readiness center, the second floor was transformed into a tutoring center, maker space, and flexible classroom/meeting space, and the main floor has been redesigned to be a more vibrant learning commons. The spaces have been updated with bright lighting, new flooring, new furniture, modern scholar work areas, a technology help desk, and a new welcome entrance to the college and career center.

There have also been recent improvements to ensure the building is a safe, secure, and healthy environment. During the 2021-2022 school year and the 2022-2023 school year capital funds were utilized to purchase and install 90 security cameras and 30 vape detectors throughout the school campus. Buildings have been outfitted with an electronic badge reader to limit building access, and all employees are required to wear their badges in the building. An investment has also been made to implement a visitor management system that scans visitors' driver's license/passport, searches a national sex offender database, as well as locally inputted warnings, and prints a visitor badge for those that are cleared to be in the building. The district continues to prioritize safety. During the 2022-2023 school year, we applied for additional funds via the Safer Schools and Communities Initiative grant in order to build a secured vestibule to receive visitors and guests to the school.

A school safety team meets monthly to review any safety concerns, so they can be addressed in a timely fashion. Beyond being responsive to needs as they arise, the team coordinates with local fire and police personnel to proactively plan and practice fire drills, armed shooter drills, and other emergency situations with the school community, as well as working with the district to ensure the district-wide developed safety protocols are in place. The safety team also coordinates with the three school safety hall monitors and two school resource officers, to

ensure the needs of the building are met.

There have also been significant improvements to Salem High School that support the delivery of curriculum, programs, and services. During the 2019-2020 school year, the school expanded the 1:1 technology program to include grades 9-12. All students are provided with a Chromebook, and improvements to the school's wireless infrastructure have been updated and maintained to support this initiative.

While we have made significant progress, we recognize there are elements of our building that we are unable to update. However, there is a timeline in place as we work to develop plans to build a new high school on the Salem High School site.

## **Standard 5 Principle 2**

School's rating in the Self-Reflection report: Implementing

School's rating in the Summary Report: Transforming

### **Explanation from the School**

We have changed our rating from "Implementing" to "Transforming." Salem High School provides time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services

Prior to the 2022-2023 school year, there was an ongoing challenge to incorporate weekly time for all staff to engage in collaboration. Starting in 2022-2023 all teachers in the school are scheduled for a common planning time block. Four times a week, for approximately 195 minutes weekly during the school day, teachers meet with their grade level or content team to collaborate on curriculum trajectories and assessments, share resources, and co-develop scholar scaffolds and interventions.

In addition to the weekly common planning time, staff participates in monthly/bi-monthly early-release professional development days (typically around 13 sessions a school year). Over the past few years, a majority of this time was dedicated to preparing courses to make the shift to standards-based practices, for community-building exercises through a set of workshops designed by The New Teacher Project, building staff capacity to move towards becoming an antiracist district through a partnership with the Equity Imperative, and a hyperfocus on refining course trajectories with grade level, standards-based aligned common assessments. Throughout the year and over the summer there have been additional paid professional development opportunities for staff to review various research-based curricular products, build their capacity around the use of technology in the classroom, project-based learning, school site visits, and content-specific professional learning opportunities.

In 2021-2022 Salem High School enacted a change in the bell schedule, for the first time since 2005. In response to the growing needs of our scholars, and in order to see them more consistently, we moved away from a two-day rotating block schedule. The new schedule is a modified waterfall schedule, with four periods rotating around each other, dropping one, in the morning, and four relatively static periods, while dropping one, in the afternoon, for a total of eight course periods. Each period runs for approximately 55 minutes. Scholars also meet with staff four days per week for 26 minutes each day in a flex/crew block, in order to build relationships, receive additional support and interventions, and complete college and career curriculum. This schedule allows for consistency in the afternoon in order to maintain our early college program, CTE co-op programs, and internships.

## **Standard 5 Principle 5**

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

### **Explanation from the School**

We have changed our rating from "developing" to "implementing" due to a commitment and follow through, both

financially and in implementation, for the school to ensure there is appropriate infrastructure and protocols in place to ensure effective responses in crisis situations.

During the summer of 2020-2021, district and school leaders met routinely with community partners to develop and refine practices and protocols to safely resume schools, following closures due to the Covid-19 pandemic. This proactive, science-based approach allowed Salem Public Schools to be one of the first districts in the state to return to in-person learning. This practice of norming across the district proved to be quite effective and has continued as a district-wide system. Monthly, stakeholders from all schools meet at a district safety meeting to review concerns, develop systematic approaches to problems, and reflect on emergency response drills and events.

District and school leaders proactively work to ensure the safe operation of the school daily, with clearly defined protocols in place in the event of an emergency or crisis. At the start of the academic year, the updated emergency response manual is shared with staff, both electronically and via hard copy. Updates are reviewed with the staff, and they are asked to secure the plan in a red emergency binder they keep readily available in the classroom. Additionally, each classroom is inventoried to ensure they have a red emergency response bag (which contains a first aid kit, toilet paper, and other response items). As a school community, we routinely discuss and practice various safety drills throughout the year. Staff participates in professional development training yearly in the ALICE response model. When scholars return to the building, staff are tasked with reviewing emergency response routes from their classroom with each of their classes within the first week of the school year. Throughout the school year, we regularly hold fire drills, ALICE active shooter drills, and bus evacuation drills.

# Commendations

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## Commendation

The commitment to support all students through a myriad of built-in support services

## Commendation

The comprehensive curriculum mapping for all courses in the program of studies

## Commendation

The successful expansion of the career technical education program including improvements in the physical space

## Commendation

The alignment of curriculum that supports the work toward standards-based grading

## Commendation

The positive and welcoming environment throughout the school that creates a strong sense of community and belonging

## Commendation

The protocols for building safety and security at the main entrance and throughout the school

## Commendation

The strong presence of adults interacting with students outside the classroom throughout the school day that demonstrates a shared responsibility for the care of all students

## Commendation

The commitment to the effective use of common planning time for teachers collaboration

## Commendation

The high degree of respect for the school's leadership team and its systems to ensure the core values and mission of the school are met

## **Commendation**

The strong sense of shared vision between the school committee, district office, and building-based leadership team



# Additional Recommendations

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## Recommendation

Build a shared understanding of the portrait of the graduate's core components within the school community's daily practices and routines

## Recommendation

Continue to the next phase of curriculum development to include common and student-centered assessments, as well as exemplars of student work across disciplines that best demonstrate mastery of the school's priority standards

## Recommendation

Ensure that all students across all levels are engaged in rigorous, grade-level learning experiences

# **FOLLOW-UP RESPONSIBILITIES**

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This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

# **SUBSTANTIVE CHANGE POLICY**

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools**

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

# Roster of Team Members

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## Chair(s)

**Chair: Mr. Bruce Pontbriand** - TechBoston Academy

## Team Members

**Ms. Raechel Blinderman** - Beverly High School

**Dr. Mary Jo Carabatsos** - Masconomet Regional High School

**Kara Mauro** - Wakefield Public Schools

**Ms. Megan Normandin** - Fitchburg High School

**Sarah Scruton** - Triton High School

## School Committee Goals

*School Year 2023-24*

<b>School Committee Member</b>	<b>Goals</b>
<b>Ms. Campbell</b>	<ul style="list-style-type: none"><li>● To commit to growing Pre-K access, continuing to strengthen the program’s quality and planning for sustainability</li><li>● To ensure that our early childhood programming is developmentally appropriate with ample opportunities for play and oracy</li><li>● To grow and strengthen the dual language program through expert coaching, professional development and appropriate messaging to families about what the program offers</li><li>● To improve the quality of sheltered English instruction through common instructional practices that provide multilingual learners access to meaningful grade level content</li></ul>
<b>Ms. Cornell</b>	<ul style="list-style-type: none"><li>● To share athletics committee findings and begin to address recommendations</li><li>● To examine the controlled choice policy student assignment policy through a lens of equity</li><li>● To establish a culture of academic achievement across schools- consistently sharing student progress and providing feedback to students/families on student strengths and opportunities</li><li>● To address disparities in middle school math performance by examining models that facilitate increased access to rigorous learning for all students</li><li>● To develop a clear philosophy for how we leverage technology to complement class instruction and enhance student outcomes</li></ul>
<b>Mr. Cruz</b>	<ul style="list-style-type: none"><li>● To diversify the workforce and retain educators who reflect our students’ demographics</li><li>● To sustain the growth and quality of our early education programs</li><li>● To expand dual language offerings and to design a strategic vision for dual language instruction that is forward-thinking and outlines clear metrics for success</li><li>● To continue the development of business/employment options for our students by prioritizing new industries and relationships that expand beyond our current offerings</li><li>● To improve academic achievement- both proficiency and growth- for all students in core content areas</li></ul>

<p><b>Ms. Manning</b></p>	<ul style="list-style-type: none"> <li>● To continue to advocate for minimum, and more hopefully above minimum, levels of resources, trainings, curricular materials, and other supports as necessary to meet the ongoing social and emotional needs of both our students and our staff.</li> <li>● To continue to advocate for sufficient funding for necessary levels of staffing, equipment and supplies in our buildings and grounds department.</li> <li>● To carefully monitor use of our facilities outside of the school day to ensure fairness.</li> <li>● To review (audit) our SPS budget through the specific lens of equity, fairness, and inclusion (specifically to see how we measure up, now that we have focused as a system on these issues for the recent past, against a similar audit performed a few years ago, and more importantly to use the audit findings as we move forward.)</li> <li>● To provide strong support to our principals and assistant principals in all aspects of their responsibilities: to make sure they are actually aware not only of all those aspects of responsibilities, but also of all aspects of the rights available to them as they work to fulfill those responsibilities; to support them in knowing and in understanding the implications of the various contracts of all staff in their respective buildings; to teach them how to best work within those contracts; and to provide training in the complicated task of interviewing and hiring new building staff.</li> <li>● To continue to advocate for the staffing of all our school libraries with certified librarians (and each with at least one paraprofessional,) understanding that the terminology for the position under focus here may now include several other identifiers.</li> </ul>
<p><b>Ms. Miranda</b></p>	<ul style="list-style-type: none"> <li>● To prioritize building authentic relationships with the Salem community by bringing the school to families and not always expecting families to come to schools</li> <li>● To develop guidance and training experiences for students around consent and appropriate boundaries</li> <li>● To expand and grow our Pre-K programs so that they impact more children across the City of Salem</li> <li>● To develop mentorship programs to provide our students with additional connections to adults who reflect the diversity of our student population</li> <li>● To hire and retain a diverse staff including administrators and those in positions of authority throughout SPS</li> </ul>
<p><b>Dr. Pangallo</b></p>	<ul style="list-style-type: none"> <li>● To utilize the curriculum subcommittee to provide support and feedback on the district's instructional priorities</li> <li>● To strengthen relationships with, and more effectively leverage the voices of, community</li> </ul>

	<p>stakeholders who are aligned to our core values and supportive of our equity-minded initiatives</p> <ul style="list-style-type: none"> <li>● To discuss and offer guidance to staff and students about the appropriate and responsible ways to leverage artificial intelligence (AI) to enhance teaching and learning</li> <li>● To more effectively leverage our relationship and partnership with Salem State to more explicitly support our strategic priorities and goals</li> </ul>
<p><b>Mayor Pangallo</b></p>	<ul style="list-style-type: none"> <li>● Build a strong robust pipeline of educators who reflect the diversity of the community and ensure their retention through professional development and mentoring opportunities, fair and competitive compensation levels, and an enriching and supportive work environment.</li> <li>● Identify strategies to make the district’s early education and early college opportunities permanent, sustainable, and accessible to more learners.</li> <li>● Develop and implement a thoughtful approach to capital needs focused on the health and security of building users, the efficiency and emissions reduction goals of the City, and the requirements for each academic program.</li> <li>● Fully support the most socio-economically disadvantaged learners, especially – though not exclusively – new arrivals, those struggling with housing insecurity, and those without consistent access to transportation, technology, food, and other essential services for learning.</li> <li>● Ensure our CTE programs at all levels are supported and mapped onto the career pathways for our future economy as well as our current economy.</li> <li>● Work in partnership with other districts to pro-actively address Student Opportunity Act funding formula issues before they negatively impact school aid levels again.</li> <li>● Prioritize mental health support for all students and for educators so that we reduce absenteeism and create a culture in our schools where all can thrive academically, socially, and emotionally.</li> <li>● Build an attitude of positivity and enthusiasm for Salem Public Schools among residents who are not part of the school community.</li> <li>● Successfully advance the Salem High School project in a thoughtful, inclusive, and forward-looking manner.</li> </ul>

## 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>.