

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



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

***Mayor Dominick Pangallo, Chair***

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

DATE POSTED: September 28, 2023

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on October 2, 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/89217201481?pwd=SzRpYW82WnVQamtFc0dhZXNmc24xZz09>

**Passcode: 449169**

**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/6P3VJ6BBJp3fKHaW8>. 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 September 18, 2023
- B. Approval of Warrants: **9/20/23** - \$93,649.67; **9/27/23** - \$227,144.44

## **IV. Public Comment**

See above instructions for participating in public comment.

## **V. Student Showcase - Saltonstall School**

## **VI. Superintendent's Report**

- A. 2023 MCAS and Accountability Report

## **VII. Student Representative Report**

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

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

## **X. Finance & Operations Report**

- a. Budget Transfers

## **XI. Subcommittee Reports**

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

## **XII. School Committee Concerns and Resolutions**

## **XIII. 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 28 de septiembre de 2023

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR**

Por la presente se notifica que el Comité Escolar de Salem celebrará una reunión **regular del Comité Escolar el 2 de octubre de 2023 a las 7:00 p.m.** Esta reunión se llevará a cabo en persona en 29 Highland Ave., Salón 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/89217201481?pwd=SzRpYW82WnVQamtFc0dhZXNmc24xZz09>

Contraseña: [449169](#)


**I. Convocatoria a la Sesión Abierta**

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

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

**b. Interpretación al español en vivo**

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

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

**c. Instrucciones para Participar en el Comentario Público**

Si cualquier miembro de la comunidad de Salem desea participar en el comentario público durante esta reunión, por favor pulsar en el enlace de abajo para registrarse y someter su comentario electrónicamente: <https://forms.gle/6P3VJ6BBJp3fKHAW8> Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de finalizar la reunión pública. Los comentarios también serán resumidos en las minutas de la reunión. Por favor, póngase en contacto con Krista Perry en [kperry@salemk12.org](mailto:kperry@salemk12.org) o en el

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



*Sra. Beth Anne Cornell*  
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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 ordinaria del Comité escolar celebrada el 18 de septiembre de 2023

B. Aprobación de las órdenes de pago: **20 de septiembre de 23** - \$93.649,67; **27 de septiembre de 23** - \$227.144,44

**IV. Comentario Público**

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

**V. Presentación de estudiantes -Escuela Saltonstall**

**VI. Reporte del Superintendente**

a. MCAS 2023 e Informe de Rendición de Cuentas

**VII. Reporte de la Representante estudiantil**

**VIII. Elementos de Acción: Asuntos Antiguos**

**IX. Elementos de Acción: Asuntos Nuevos**

a. Transferencias presupuestarias

**X. Reporte de Finanzas y Operaciones**

**XI. Reportes de los Subcomités**

a. Políticas para tercera lectura:

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

**XII. 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”

**XIII. Clausura**

Sometido respetuosamente por,

*Krista Perry*

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

**DRAFT**  
**Salem Public Schools**  
**Salem School Committee**  
**Meeting Minutes**  
**September 18, 2023**

On September 18, 2023 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

**Members Present:** Mayor Dominick Pangallo, Mr. Manny Cruz, Ms. Mary Manning, Ms. Beth Anne Cornell, Dr. Kristin Pangallo, Ms. Veronica Miranda, Ms. Amanda Campbell

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

**Call of Meeting to Order**

Mayor Pangallo calls the meeting to order at 7:00pm and requests a call of attendance. He explained the Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

**Attendance**

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

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Ms. Manning	Present
Dr. Pangallo	Present
Ms. Miranda	Present
Mayor Pangallo	Present

**Approval of Agenda**

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

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

Motion Carries 7-0

### **Approval of Consent Agenda**

Mayor Pangallo requested a motion to approve the Consent Agenda. Ms. Manning motions for approval and seconded by Ms. Cornell

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

Motion Carries 7-0

### **Public Comment**

Mr. Ben Churtok notes parent band night for up and coming 4th grade band and orchestra students. The instrumental staff will be on hand to answer any questions.

### **Superintendent's Report**

Dr. Zrike notes he would like to thank the Witchcraft Heights Elementary School community for their flexibility and taking great care of our children, supporting our families with an interrupted day. Dr. Zrike also wants to thank the Salem Police and Salem Fire for dealing with the unexpected. Dr. Zrike also would like to express his support to the LGBTQ+ community after last week's events.

#### **A. Pre-Kindergarten/Early Childhood Program Update**

Ms. Kate Carbone notes these two programs are helping us get our youngest learners off to the best start possible. Authentic family engagement and quality programing are two of our main goals. Ms. Carbone notes "the evidence has been mounting for decades: Programs that help children learn and grow in their earliest years can change the trajectories of their lives." The ParentChild+ program coordinated family and community engagement grants. Priority one - to dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community early childhood and elementary education programming. Salem Public Schools PreK classrooms include an early childhood center, Bates elementary & HMLS, and extended day program. The CPPI grant supports the following: high quality curriculum and assessments, classroom materials, early learning instructional coaches, behavior specialist and SLPA, joint professional development, outside reviews, and boosting teacher salaries and reducing family costs.

Ms. Shawna Erps notes the accessed literacy skills such as picture naming, alliteration, rhyming, which one doesn't belong, and sound ID. Ms. Erps reviews the impact of the early literacy data stating over the course of the years we went from 43 children improving and not at risk.

In addition to early literacy, numeracy skills were looked at as well including oral counting, counting 1:1, quantity comparison, and number naming. Kindergarten data for students who were in PreK in 2021-2022 - the first year of the PreK expansion in SPS. The early literacy proficiency in their first year shows a 13% increase in the fall and by the end, 70% of our PreK students increased their literacy moving into first grade. The impact staff is working on is the emotional support, class organization, and instructional support for all students.

Dr. Zrike notes the sustaining quality and accessibility of the FY25 Early Childhood Budget Projection which is currently ESSER funded. Possible Funding Sources - school choice dollars - \$500,000 received annually. Shifting some of these positions to CPPI grants if possible. When you look at the data the progress is impressive and this will set this district up very well as children move through their grades. Salem Public Schools and community partners need to sustain this program. This was the right kind of investment for what our kids needed. Ms. Carbone also notes quality early education transforms children.

Ms. Campbell asks what distinguishes our early childhood programs from our Pre-K programs. Ms. Erps notes the early childhood programs include aspects of social and emotional development and there are options to integrate play into the classrooms. Ms. Erps notes we are making sure to use our consultant to help develop other ways to measure if our kids are growing. Ms. Erps notes we are still looking at the priorities in the framework as well.

## **B. ParentChild+ Update**

Ms. Maureen Pasek-Tourville notes ParentChild+ is a free early literacy home visiting program and serves families with children ages 18 months to 4 years. A one-on-one engagement with a trained Early Learning Specialist. The mission and purpose is to support all children regardless of race or socioeconomic status to ensure they have equal opportunities from the start. Early Learning Specialists share a community connection with families and many are former parents in the program. Most are bilingual and represent the cultures and backgrounds of families in the program. The home visiting model reaches families where there are 96 twice-weekly home visits over a 2-year cycle. Building trust, promoting parent/child interaction, and facilitating strong community connections. Over 60 families have graduated.

Ms. Manning asks if we have a waiting list for families to get their children into this program?

Ms. Pasek-Tourville notes at this time we have a few openings and we can have as many children as we can afford and funding to pay the early intervention specialist.

Ms. Carbone notes the funding for this program has been stable however just last week we learned that the grant has been reduced by half. The host of the grant is Peabody Public Schools and has nine different communities. The funding did stay the same even though the number of communities increased.

Dr. Zrike also notes he would like to congratulate Ms. Laura Assade as this evening he was just alerted that Ms. Assade will be featured on a mural in Salem on Saturday, September 30th at 1:00pm. We are lucky she is a part of the Salem Public Schools.

### **Student Representative Report**

Ms. Feliz notes due to school just starting we are trying to coordinate meetings. Before the School Committee meeting, Ms. Feliz met with Dr. Zrike regarding the Yondr pouches. The phones are gone and are helping student engagement. It does become challenging when waiting in line to show proof that your phone was away. She also states time will tell with how this will be. Dr. Zrike notes moving forward Ms. Feliz will meet with him and quarterly she will meet along with the student advisory board, with the School Committee as well. We want to work with the students schedules to make sure it coordinates with students schedules.

Dr. Pangallo asks Ms. Feliz if her second year is helpful as a continuity and leadership role as the student representative? Ms. Feliz notes we have not started really and whoever is the next student rep, to be familiar with the club and included in more conversations. We are working on bringing in new members and pushing for more freshmans and sophomores.

### **Old Business**

none

### **Finance Report**

none

### **New Business**

none

### **Subcommittee Reports**

a. Policies for second reading:

- Security Cameras in School

Ms. Cornell makes a motion to accept security cameras in school. Seconded by Ms. Campbell.

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

Motion Carries 7-0

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

Ms. Cornell makes a motion to accept SPS Transgender, Gender Non-conforming, and Gender Expansive Student Guidelines. Seconded by Campbell.

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

Dr. Pangallo	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

### **School Committee Concerns and Resolutions**

Mr. Cruz notes Hispanic Heritage Month. Mr. Cruz also extends his thanks to Superintendent Dr. Zrike as well as Mayor Pangallo who engaged in advocacy today regarding the gaps we are experiencing with the Student Opportunity Act. Today was the legislation with Senator Lovely regarding this Bill and it would be extremely helpful at a future School Committee meeting to include this resolution and Mayor Pangallo's testimony and issue a resolution from this committee to the joint school committee for the record.

Ms. Miranda reports to the School Committee that prior to the School Committee meeting, there was a Buildings & Grounds subcommittee meeting. The topics discussed were HVAC and boilers that will be needed between 2-5 years and what we are looking towards replacements and repairs. There was an extensive report given by Mr. Alepakis, the Director of Building Services. Ms. Manning notes Mr. Alepakis has given an overview of the school system and the condition we are facing in the heating system and backup information regarding the cooling system which we will evaluate more in a future meeting. How to get ahead of building repairs and come up with a plan and try to figure out the funding issues. The next steps will be a full assessment and we will report out on that.

Dr. Pangallo notes we do need to think about air conditioning and the ongoing need to filter our air and the health and well being of everyone.

### **Adjournment**

Mr. Cruz makes a motion to adjourn. Seconded by Ms. Manning.

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

Motion Carries 7-0

Meeting adjourned at 8:41PM.

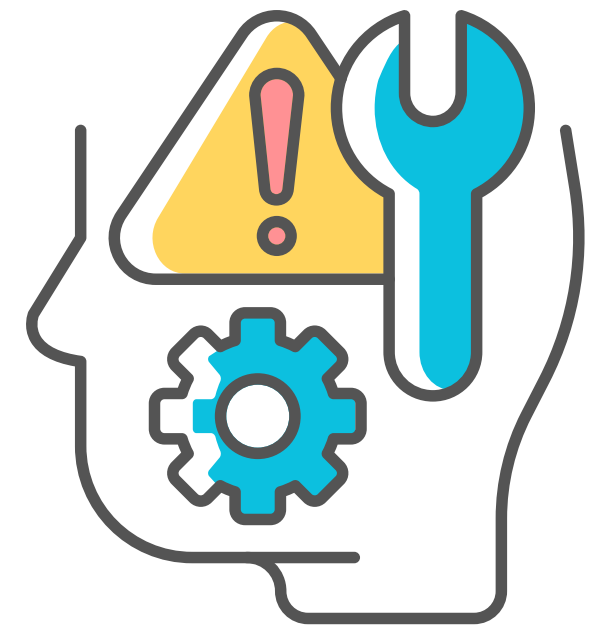
Respectfully submitted by,

*Krista Perry*

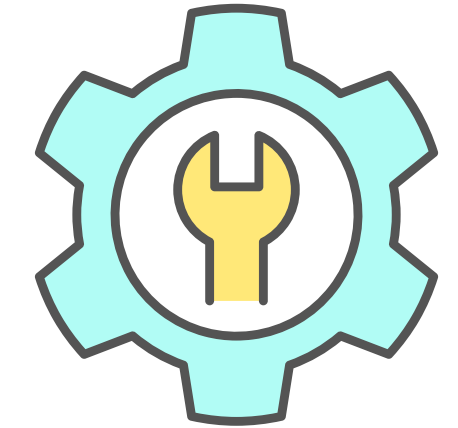
Executive Administrative Assistant to the School Committee & Superintendent

# PROJECT LEAD

## THE WAY



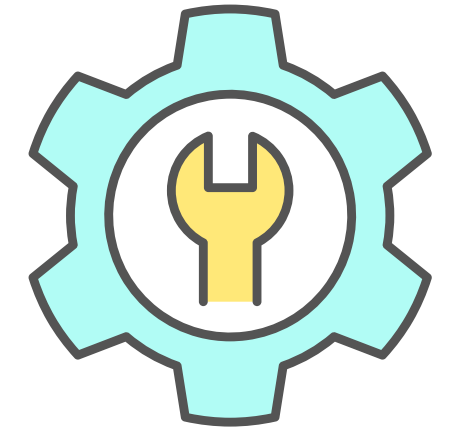
# WHAT IS PROJECT LEAD THE WAY?



- STEM!
- APB approach
- Standards based instruction
- Real world application
- Other PLTW opportunities
  - Launch, Gateway, Computer Sci., Engineering, Biomedical Science, Algebra I Advantage



# PLTW: DESIGN AND MODEL



Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

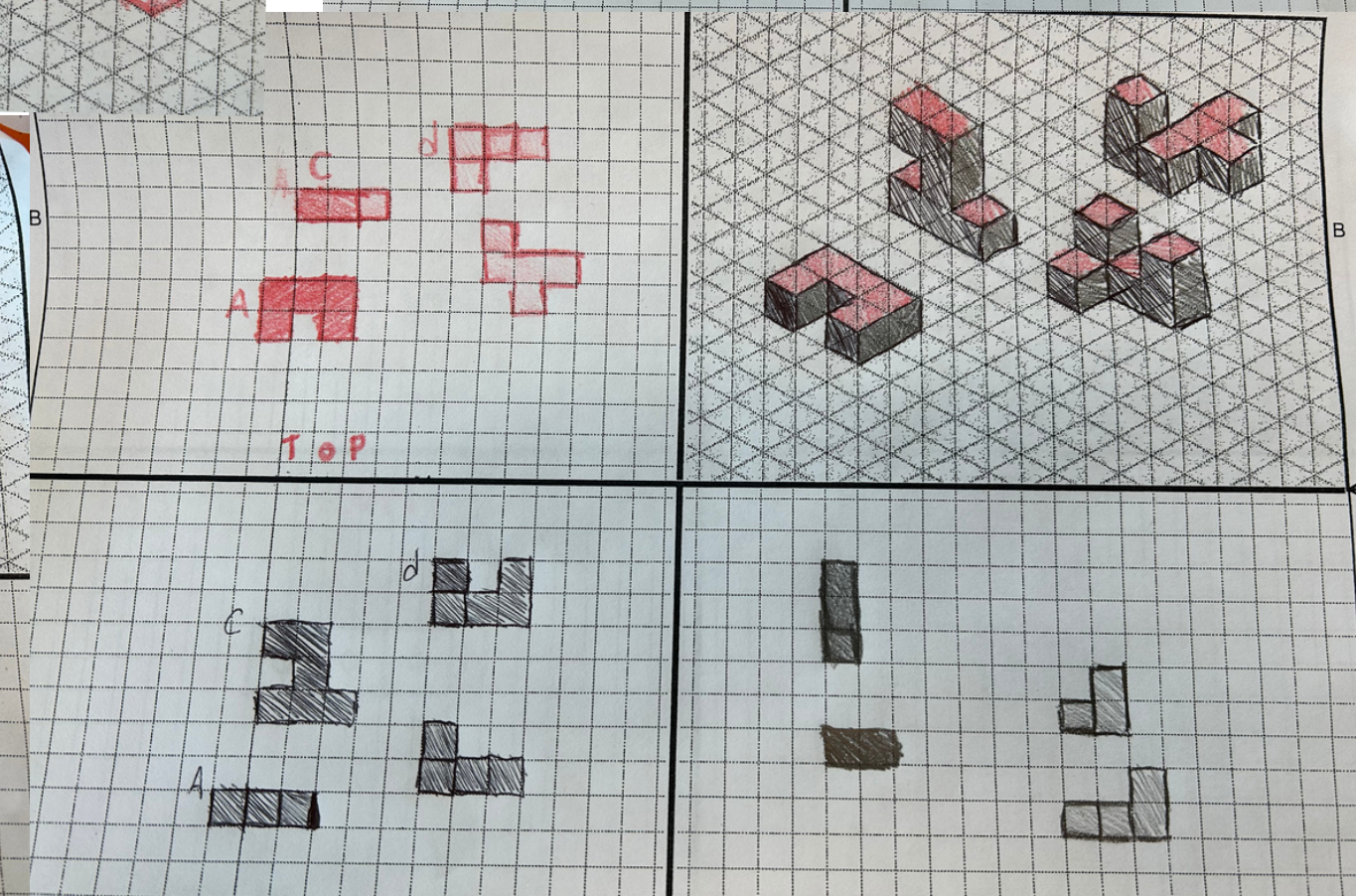
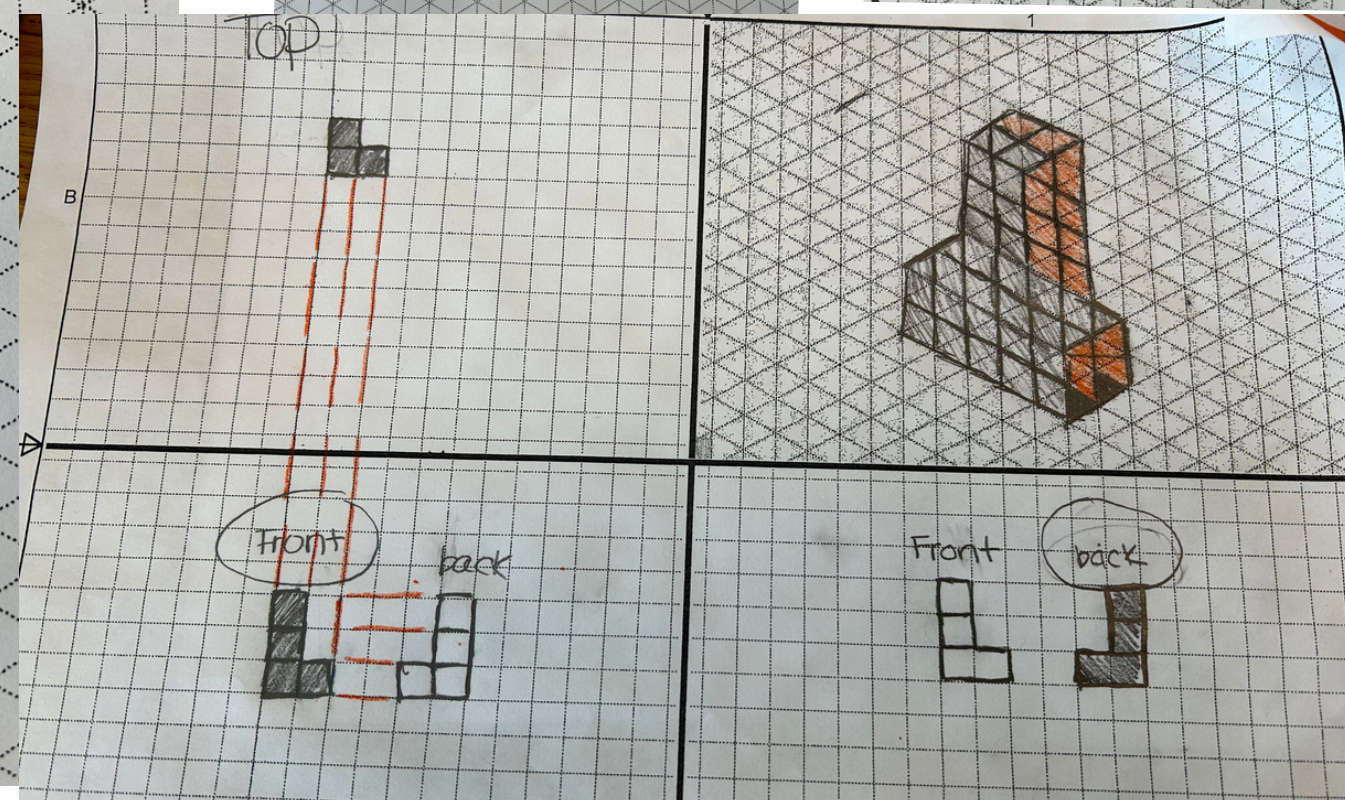
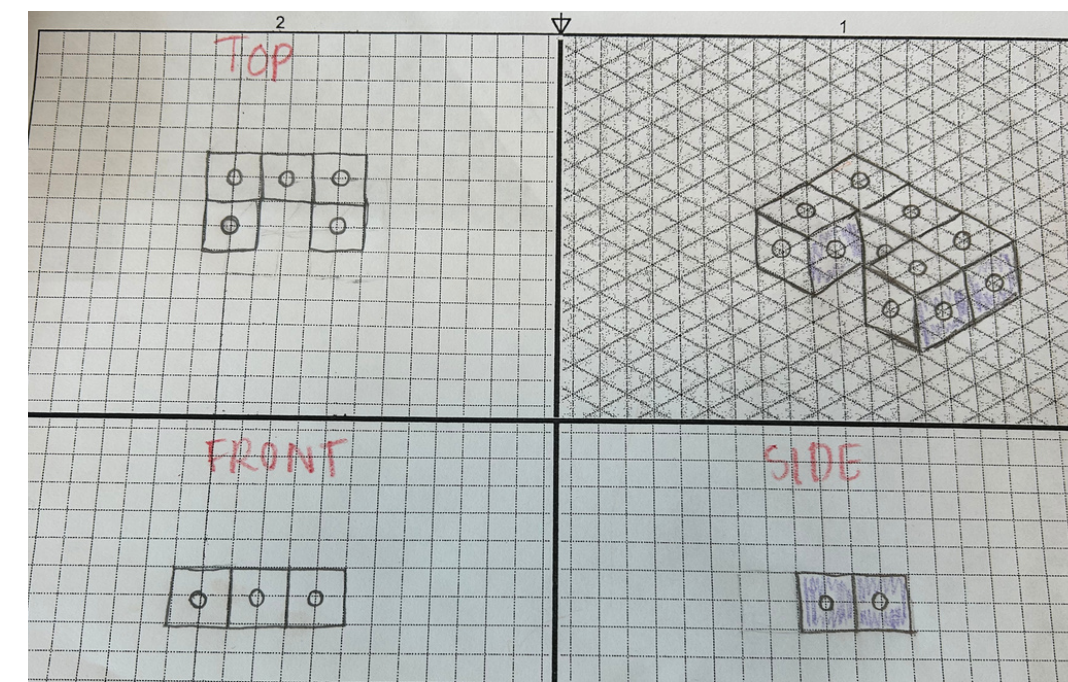
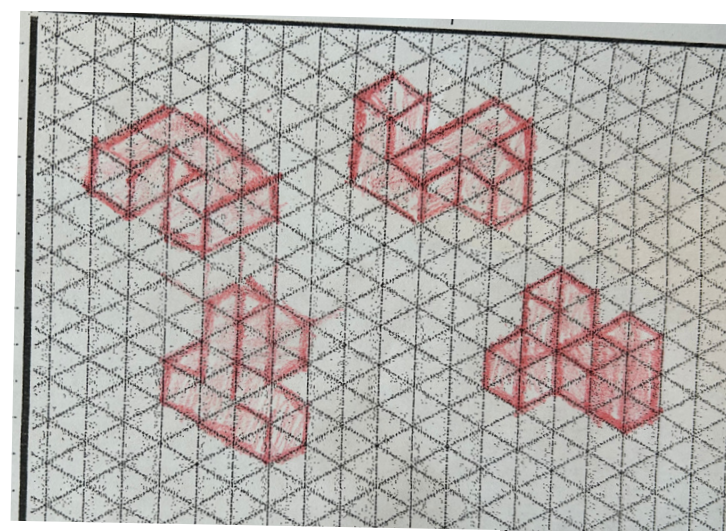
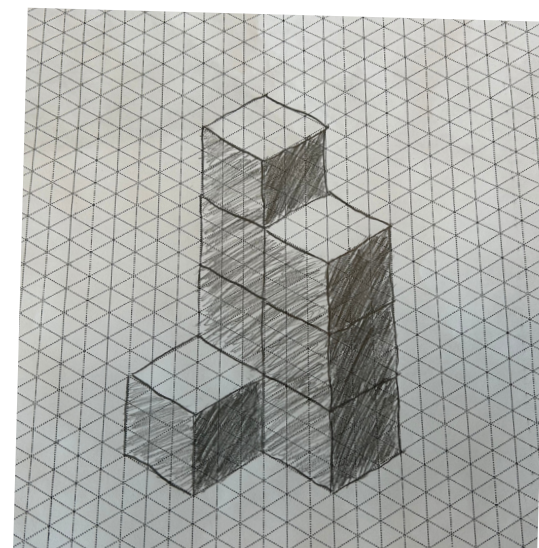
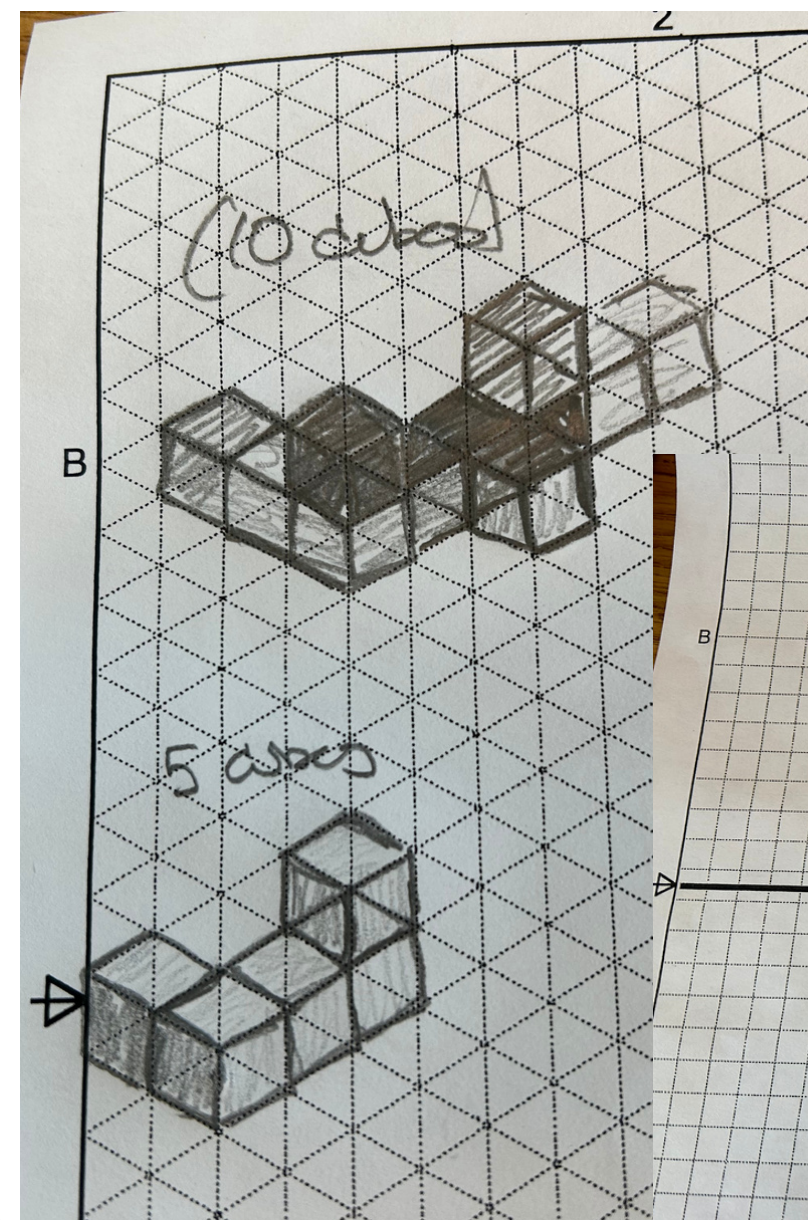


# WHAT DOES PLTW LOOK LIKE AT SALTONSTALL?





# WHAT DOES PLTW LOOK LIKE AT SALTONSTALL?







# Salem Public Schools 2023 MCAS, ACCESS & Accountability Results

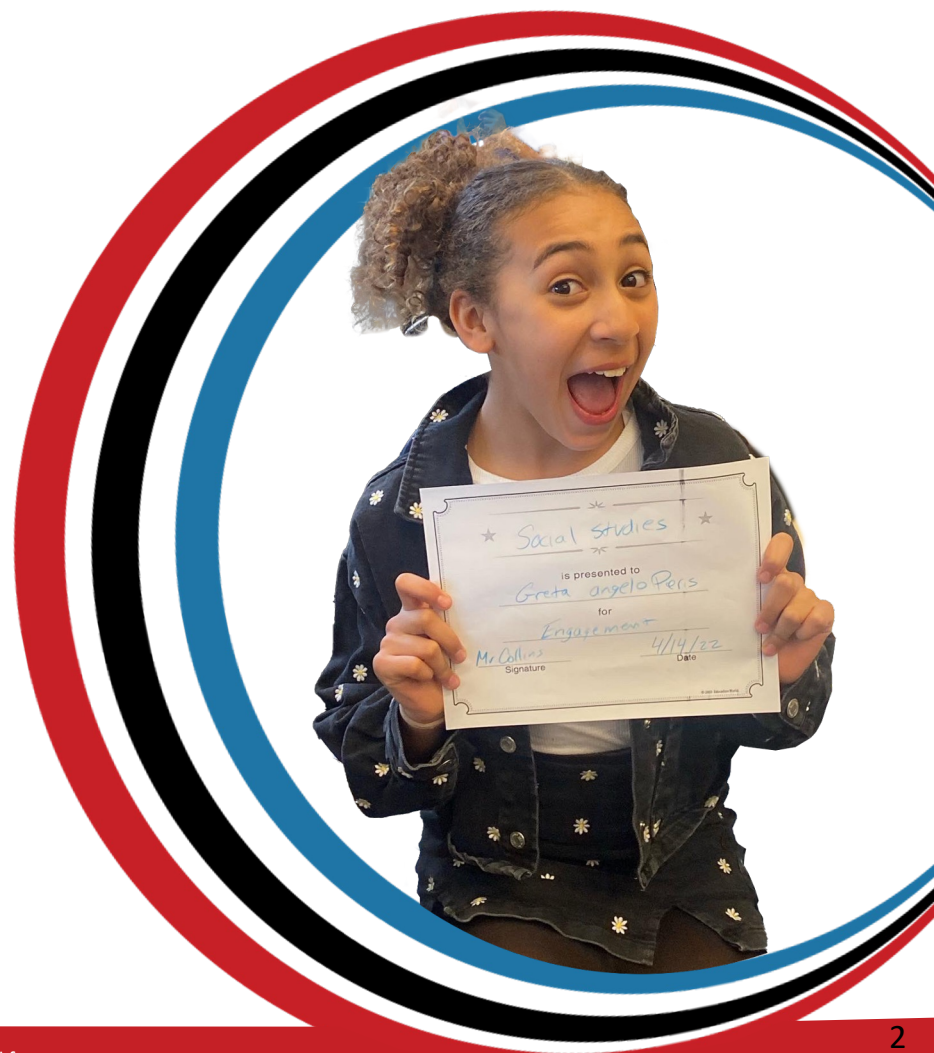
Salem Public Schools  
School Committee Meeting  
Monday, October 2, 2023





**SALEM**  
PUBLIC SCHOOLS  
*Where belonging leads to opportunity.*

# 2023 Massachusetts School & District Accountability System



# DESE Accountability System

Two parts to the system:

- **Normative Component**
  - Percentile Rank (1-99)
  - Compared to other schools
    - Non-high schools
    - High schools
    - Middle/High and K-8 schools
- **Criterion-Referenced Component**
  - Progress toward meeting targets
  - Schools are to meet targets that are set in relation to their own data
  - Improvement compared to own baseline

## Criterion-Referenced Indicators

- Achievement
- Student Growth
- High School Completion
  - 4 yr. graduation rate
  - Extended engagement–5 yr. graduation rate
  - Annual dropout rate
- English Proficiency
- Other indicators
  - Absenteeism
  - Enrollment in advance courses



# DESE Accountability System Part I

Organization Information	
<b>DISTRICT NAME</b> Salem (02580000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Bates (02580003)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

## Accountability Information

<b>Overall classification</b>	Not requiring assistance or intervention
<b>Reason for classification</b>	Meeting or exceeding targets
<b>Progress toward improvement targets</b>	<b>Accountability percentile</b>
80% - Meeting or exceeding targets	<b>38</b>

The **normative component**, or accountability percentile, measures the performance of all students in a school compared to other schools in the state. This measure is reported as a percentile, from 1 to 99, which is calculated using two years of data for all available accountability indicators for the school.



# DESE Accountability System Part II

## Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	80%
Progress towards targets	Meeting or exceeding targets

## 2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	2	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	<b>Achievement total</b>	<b>10</b>	<b>12</b>	<b>60.0</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	<b>Growth total</b>	<b>6</b>	<b>8</b>	<b>20.0</b>	<b>6</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total		8.0	9.6	-	5.8	7.6	-
Percentage of possible points		83%		-	76%		-
2023 Criterion-referenced target percentage		80%					



The **criteria-referenced component** measures a district's or school's progress toward improvement targets. The Department uses data from all students in the district or school and, in the case of non-high school grades, the lowest performing students in the district or school to determine overall progress toward targets.





# Distribution of Points

Points assigned based on progress toward target for each indicator for the all students group and each student group with sufficient data:

Category	Declined	No change	Improved below target	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%



# Doing the Math

- For the district or school, the actual points earned and the total possible points are reported for each indicator.
- The points earned are combined, weighted according to the weightings prescribed.
- The % of possible points values for the all students' group and the lowest performing students' group are averaged equally, resulting in the district's or school's criterion-referenced target percentage.
- The goal is to earn a target percentage of 75 or higher, which indicates that on average, the district or school is meeting or exceeding targets for each accountability indicator.

Indicator	All Students (50%)			Lowest Performing Students (50%)		
	Points Earned	Total Possible Points	Weight	Points Earned	Total Possible Points	Weight
ELA scaled score	3	4	-	2	4	-
Math scaled score	2	4	-	2	4	-
Science scaled score	2	4	-	-	-	-
<b>Achievement total</b>	<b>7</b>	<b>12</b>	<b>60%</b>	<b>4</b>	<b>8</b>	<b>67.5%</b>
ELA SGP	4	4	-	4	4	-
Math SGP	3	4	-	4	4	-
<b>Growth total</b>	<b>7</b>	<b>8</b>	<b>20%</b>	<b>8</b>	<b>8</b>	<b>22.5%</b>
EL progress	2	4	10%	-	-	-
Chronic absenteeism	3	4	10%	4	4	10%
<b>Weighted total</b>	<b>6.1</b>	<b>9.6</b>	<b>-</b>	<b>4.9</b>	<b>7.6</b>	<b>-</b>
Percentage of possible points	<b>63.5%</b>		<b>-</b>	<b>64.5%</b>		<b>-</b>
Criterion-referenced target percentage	<b>64%</b>					



# Categorization of Schools

Not requiring assistance or intervention					Requiring assistance or intervention	
<b>Schools of recognition</b> Recognized for high achievement, high growth, meeting/exceeding targets	<b>Meeting or exceeding targets</b>	<b>Substantial progress toward targets</b>	<b>Moderate progress toward targets</b>	<b>Limited or no progress toward targets</b>	<b>Focused/targeted support</b>	<b>Broad/comprehensive support</b>
	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> <li>•Percentiles 1-10</li> <li>•Low graduation rate</li> <li>•Low performing group(s)</li> <li>•Low participation</li> </ul>	<ul style="list-style-type: none"> <li>•Underperforming schools</li> <li>•Chronically underperforming schools</li> </ul>



# 2023 Percentile Ranks

	2023		2022
School	Progress Toward Target	Percentile Rank	Percentile Rank
Bates	Meeting or Exceeding Targets	38	22
BAIS	Substantial Progress	16	11
Carlton	Substantial Progress	37	34
CMS*	Moderate Progress	9	13
HMLS	Limited to No Progress	18	39
Salts	Limited to No Progress	24	33
WHES**	Meeting or Exceeding Targets	25	10
SHS	Moderate Progress	20	17

**\*Requiring Targeted Assistance** – because the school is in the lowest 10th percentile for schools in its category

**\*\*Recognition School** – due to the school’s improvement in achievement, strong growth percentiles and meeting/exceeding targets.





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# District Level MCAS Results



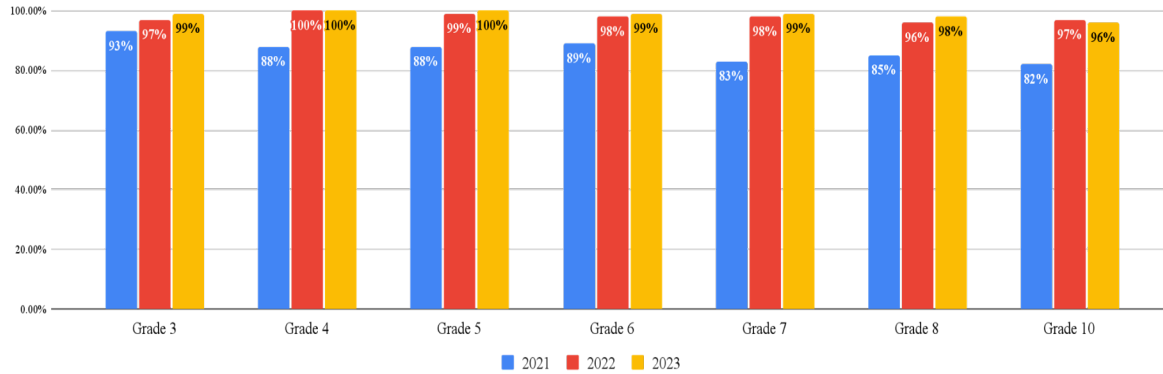
# 2023 MCAS Summary Notes

- 2023 ELA and math data indicate that the achievement slide has halted and recovery is underway.
- Science results improved at gr. 5 and went down at the secondary level.
- There is still ground to make up to reach pre-pandemic achievement levels in some areas.
- 2023 MCAS results tracked very closely to STAR, our benchmark assessment.
- Need to look at school, grade level, and subgroup data to get a full understanding of bright spots and focus areas.
- 3 schools made extraordinary improvement, 1 school made strong improvement, 2 schools made moderate improvement, 2 schools made little or no improvement.
- SPS data closely mirrors state of Massachusetts performance.

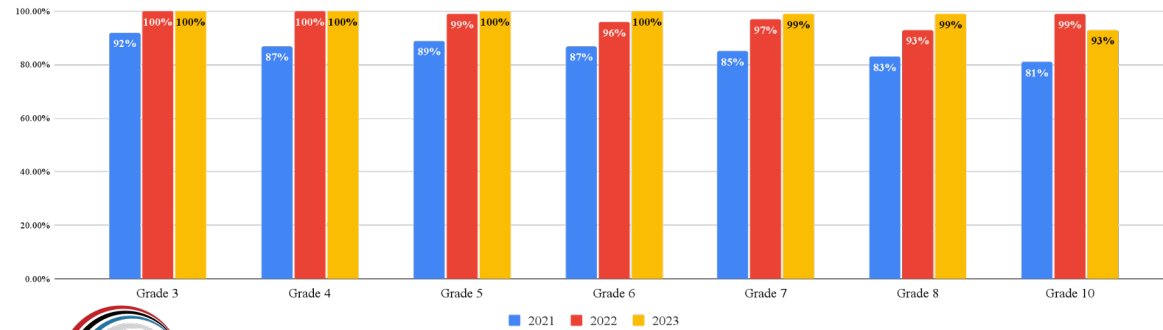


# MCAS Participation Rates

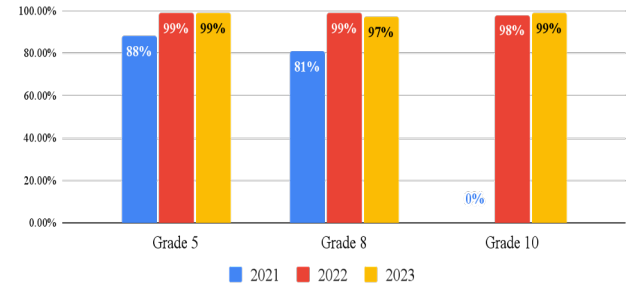
## ELA Participation Rates



## Math Participation Rates



## Science Participation Rates



# MCAS Measures

## **Achievement**

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

## **Student Growth Percentiles (SGP)**

- A measure of progress that compares a student's performance to other students' performance from previous years.



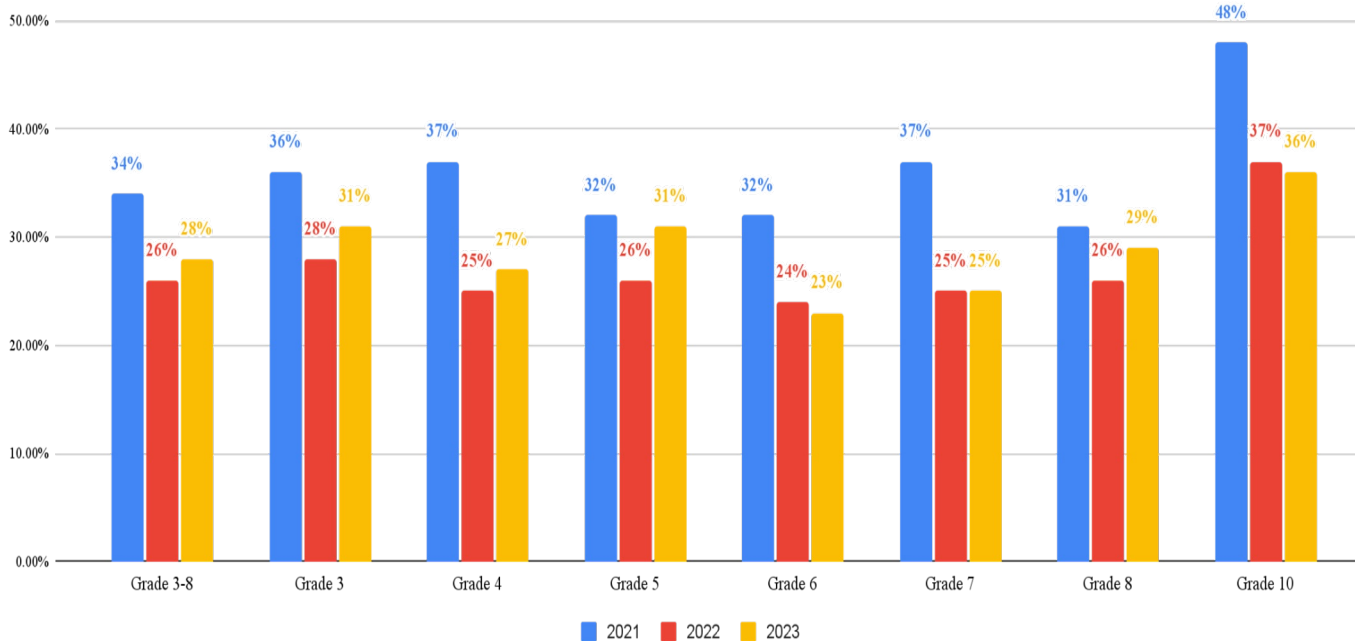




# ELA Results

# ELA by Grade Level

ELA % Meeting or Exceeding, Grade Level Comparasion, with a 2021 Baseline



ELA performance increased in 4 out of 7 grades with the greatest improvement at Gr. 5 (+5).

In the other 3 grade levels, performance was either flat (Gr. 7) or slightly declined (Gr. 6 & 10).

Gr. 3-8 ELA performance improved +2 overall which mirrors state results.



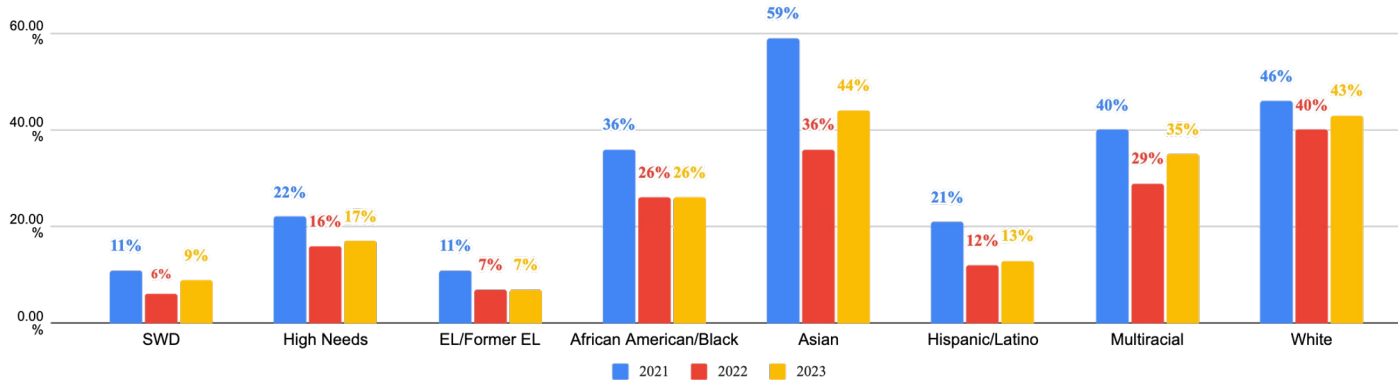
# Change in Proficiency: SPS and the State

ELA	% M or E change 2022 to 2023	
	State	SPS
Grade 3	0	+3
Grade 4	+2	+2
Grade 5	+3	+5
Grade 6	+1	-1
Grade 7	+1	0
Grade 8	+2	+3
Grades 3-8	+1	+2
Grade 10	0	-1



# ELA Gr 3-8 by Demographics, and Special Populations

ELA % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline



High Needs designates a student who is low income, (or economically disadvantaged), EL/Former EL, and/or a student with disabilities.

There are some bright spots in ELA subgroup performance. Outcomes increased in 6 out of 8 subgroups with the greatest gains for students identifying as Asian (+8) and for students identifying as Multiracial (+6).

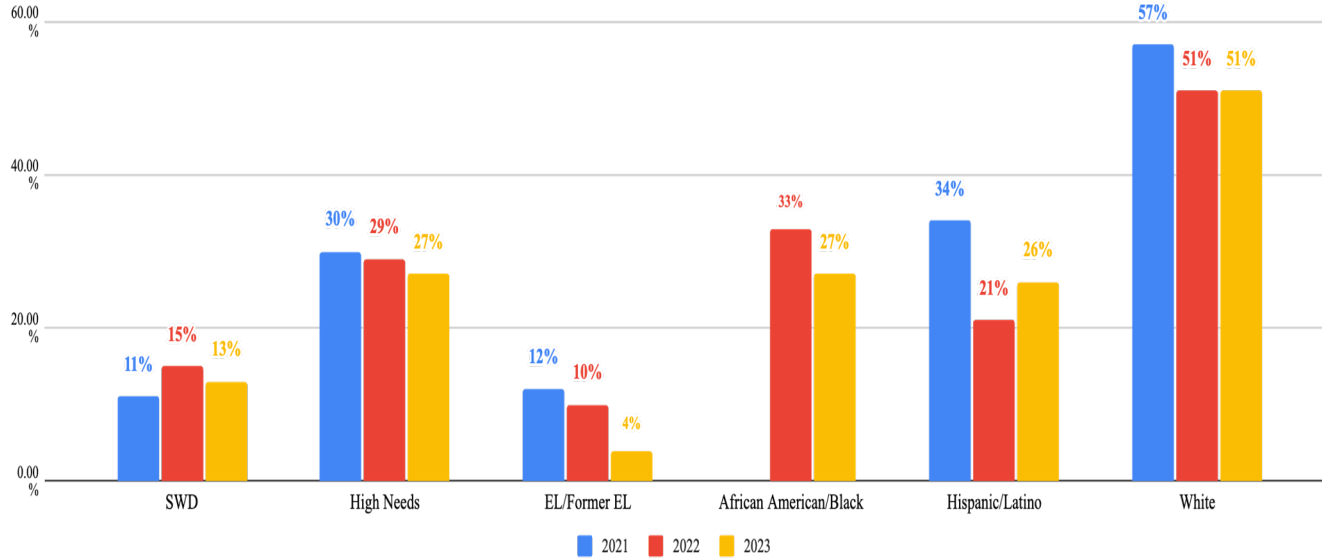
Two groups had outcomes consistent with last year's results.

No Gr. 3-8 subgroups declined in ELA.



# ELA Gr 10 by Demographics and Special Populations

ELA % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline

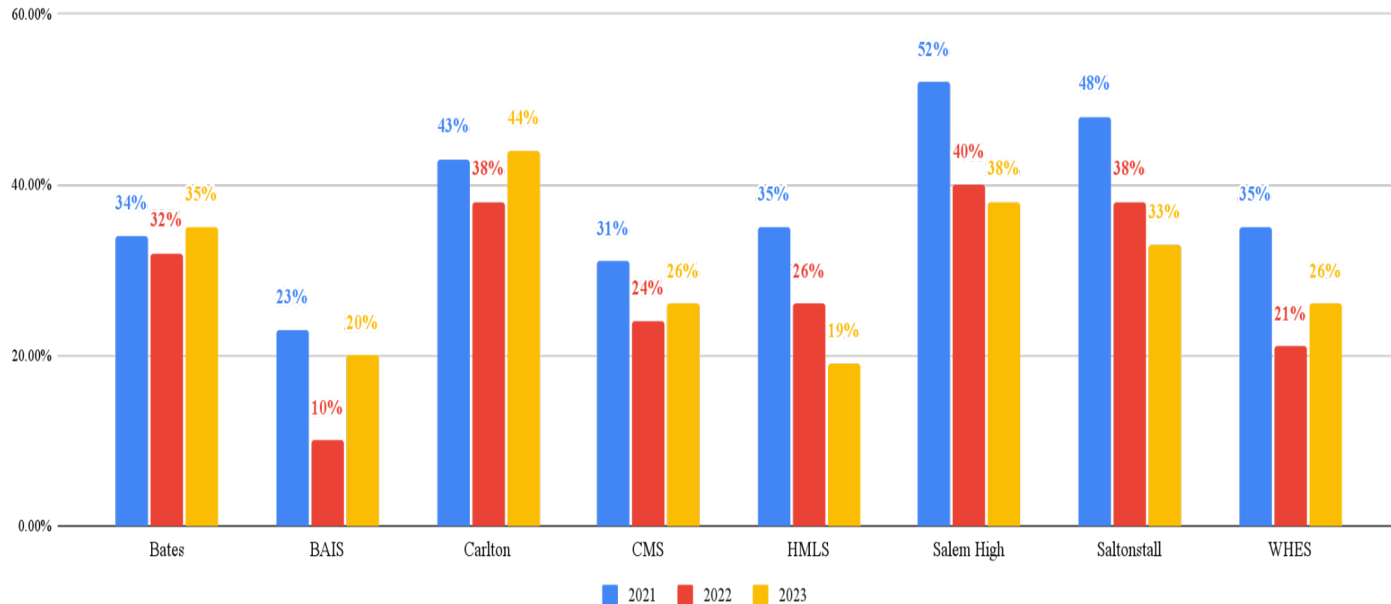


Subgroup performance in ELA at Gr. 10 was variable. Performance of students identifying as Hispanic/Latino results improved by 5%, performance of the White subgroup was flat, and all other subgroups dipped slightly.

Proficiency is not calculated for student populations of less than 20. The number of students identifying as African American, Asian, and Multiracial was less than 20 in 2021.



# ELA Proficiency – 3-Year Comparisons by School



School level data is where some additional bright spots are evident in literacy outcomes: 5 out of 8 schools showed improvement with the increases ranging from +2 to +10.

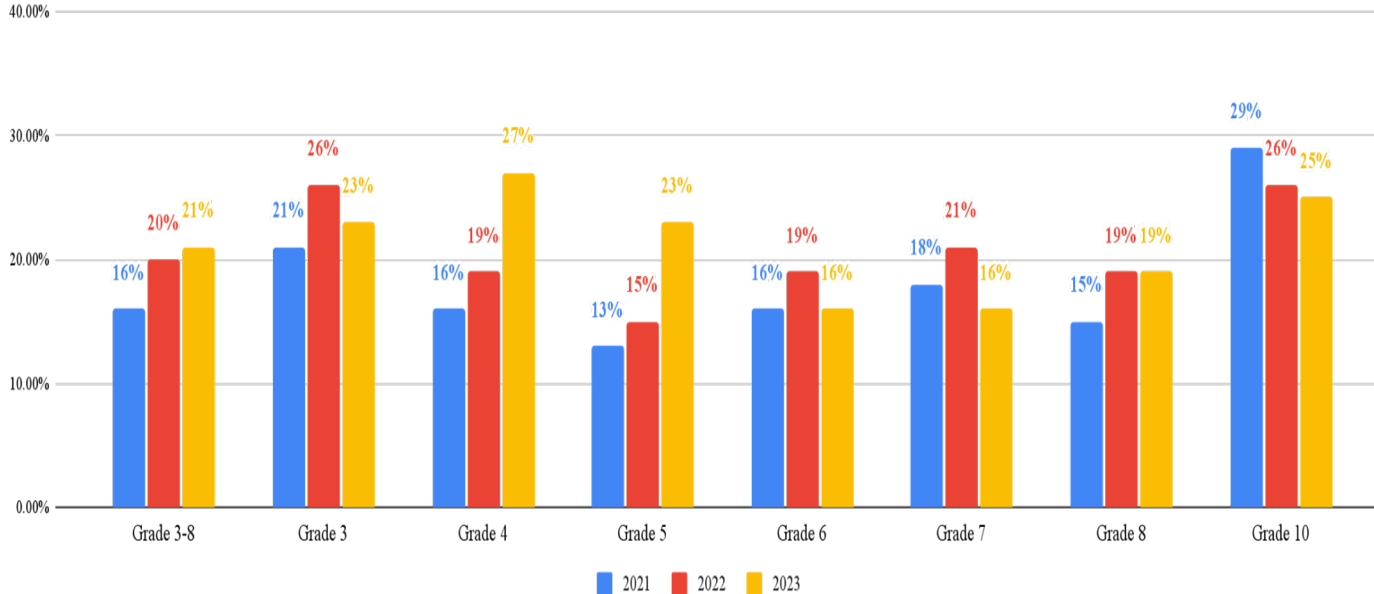




# Math Results

# Math by Grade Level

Math % Meeting or Exceeding, Grade Level Comparison, with a 2021 Baseline



In math, Grades 4 and 5 continued to show strong improvement trends with the percentage of students meeting/exceeding expectations rising by +8% in both grades.

Overall performance at Gr. 3-8 improved by +1%.





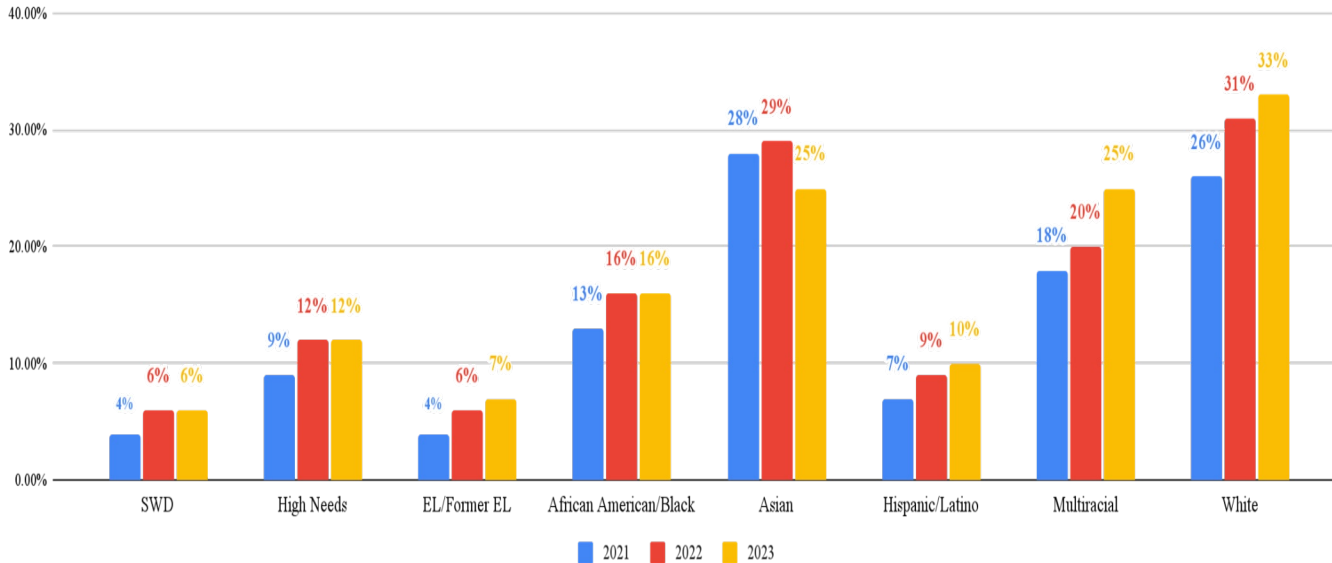
# Change in Proficiency: SPS and the State

Math	% M or E change 2022 to 2023	
	State	SPS
Grade 3	0	-3
Grade 4	+3	+8
Grade 5	+5	+8
Grade 6	+1	-3
Grade 7	+1	-5
Grade 8	+2	0
Grades 3-8	+2	+1
Grade 10	0	-1



# Math Gr 3-8 by Demographics and Special Populations

Math % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline



At the Gr. 3-8 level in math, 4 subgroups saw improvement: EL/Former EL, Hispanic/Latino, Multiracial and White.

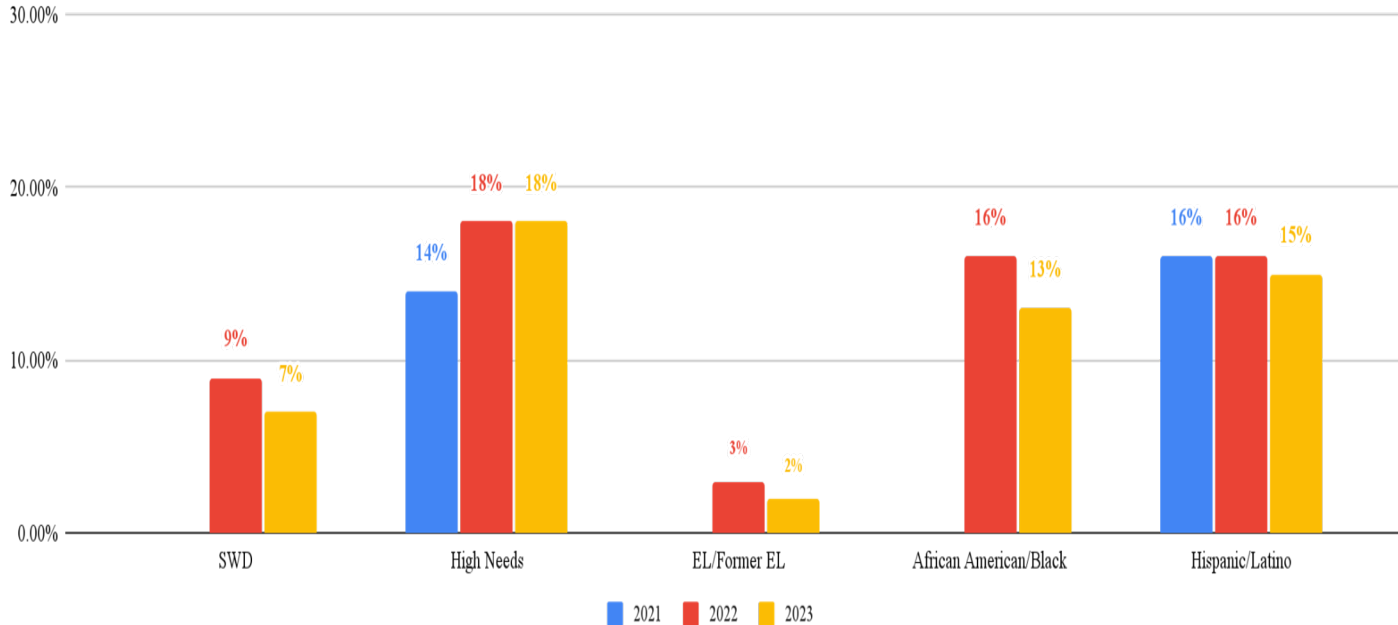
Performance of 2 subgroups (High Need and Students w/ Disabilities) was consistent with the previous year's outcomes.

Performance of students identifying as Asian declined by 4 percentage points overall.



# Math Gr 10 by Demographics and Special Populations

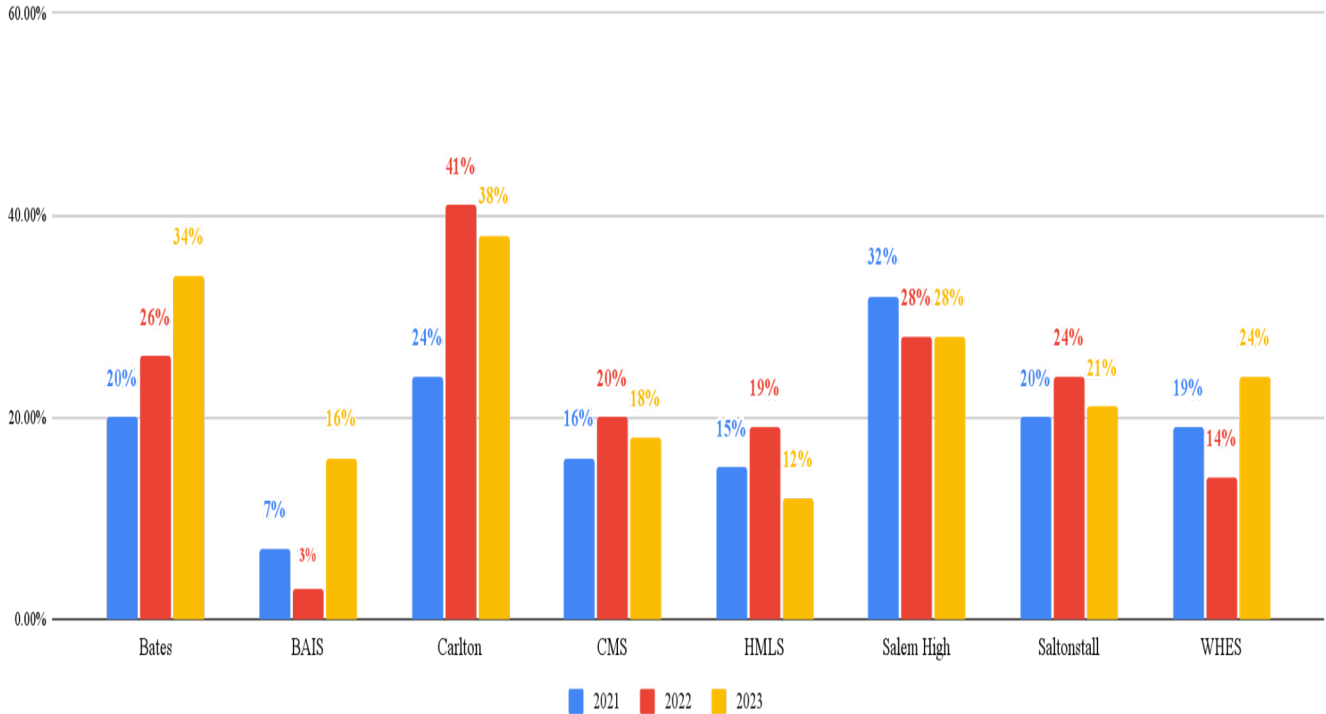
Math % Meeting or Exceeding, Demographics and Special Populations, with a 2021 Baseline



Subgroup performance at the Gr. 10 level remains an area of focus as outcomes were stagnant or declined.



# Math Proficiency – 3-Year Comparisons by School



Three schools improved performance in math: Bates, BAIS and WHES. Two out of 3 of these schools saw double digit gains.

The high school’s math performance was consistent in comparison to last year’s outcomes.

The remaining schools saw declines in math performance.

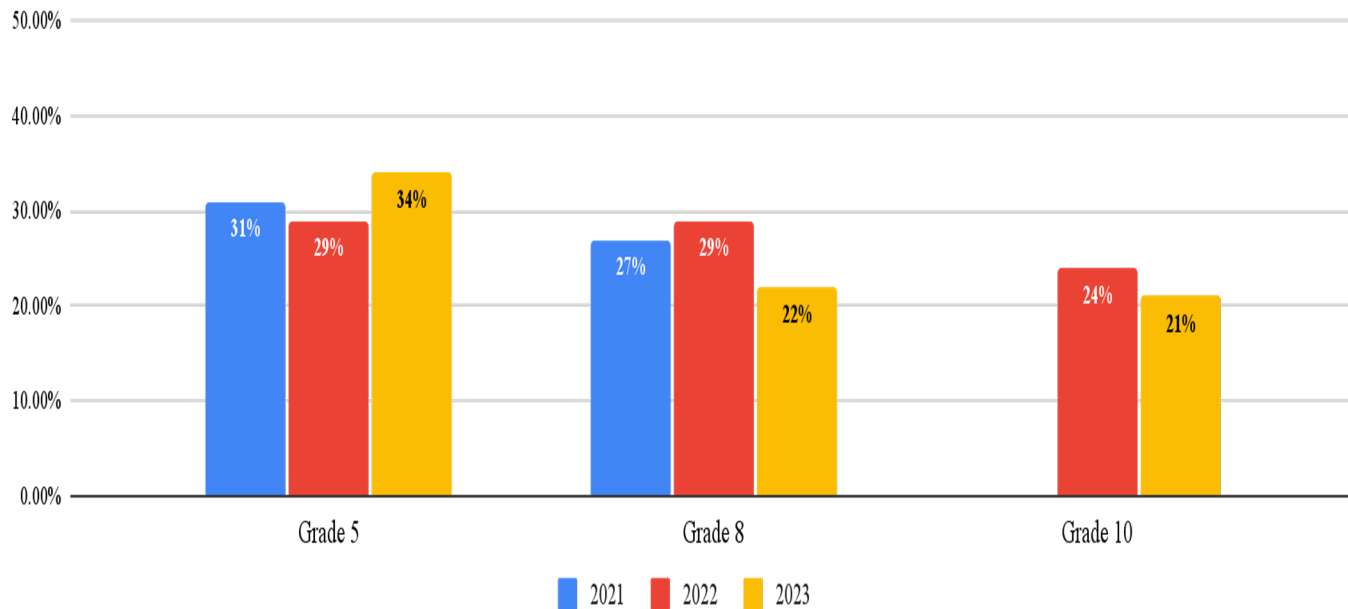




# Science Results

# Science by Grade Level

## Science % Meeting or Exceeding, Grade Level Comparasion, with a 2021 Baseline



We saw a good bump in Gr. 5 science proficiency rates with a +5% increase in students meeting/exceeding expectations.

Performance dipped at both the Gr. 8 & 10 levels.

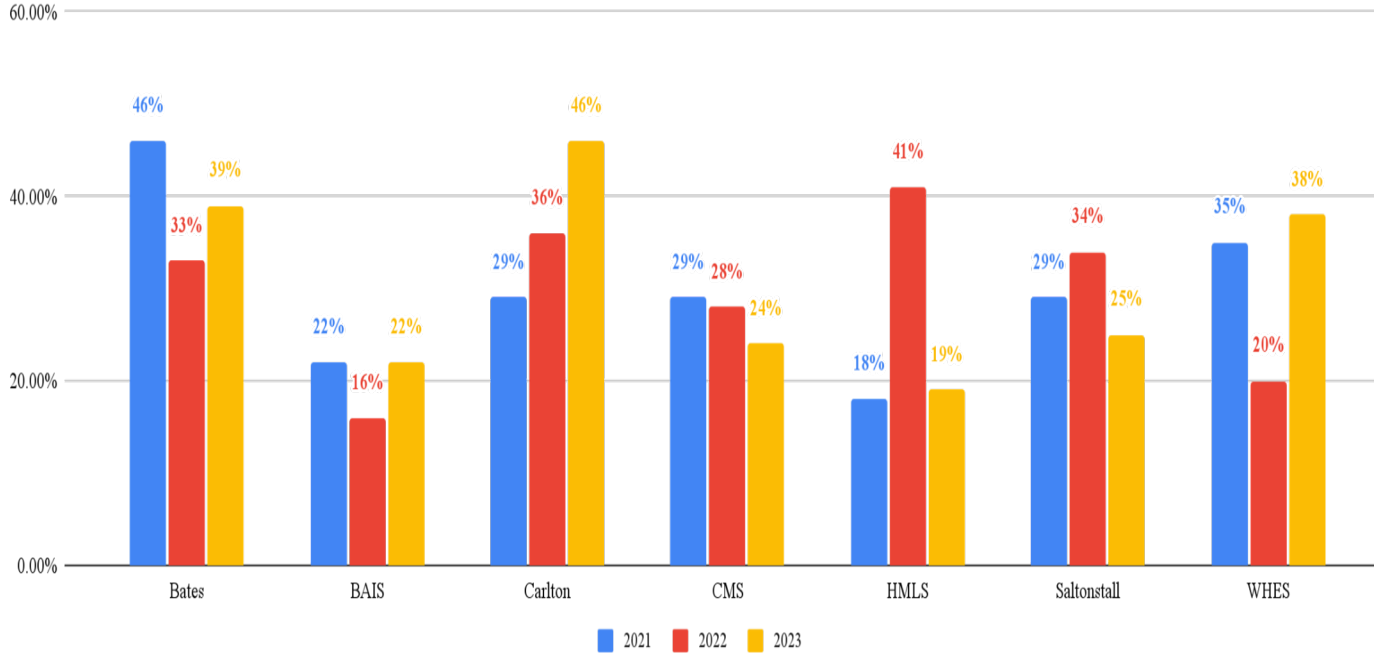


# Change in Proficiency: SPS and the State

Science	% M or E change 2022 to 2023	
	State	SPS
Grade 5	-1	+5
Grade 8	-1	-7
Grades 5 & 8	-1	0
Grade 10	-1	-3



# Science Proficiency—3-Year comparisons by School



Gr. 3-8 school-level science data shows strong performance gains with 4 out of 7 schools showing improvement.

Improvement ranged from +18 (WHES) to +6 (BAIS & Bates).

Carlton showed strong science improvement trends with improvement over 3 consecutive years in science.





## 3 Schools Improve In All 3 Content Areas

	Increase in Percentage of Students Meeting/Exceeding Expectations		
	ELA	Math	Science
Bates	+3	+8	+6
Bentley	+10	+13	+6
WHES	+5	+10	+18





# Student Growth Percentiles

# Student Growth Percentiles

	2023		2022	
School	ELA SGP	Math SGP	ELA SGP	Math SGP
Bates	57.5	57.3	47.1	43.2
BAIS	47.9	49.8	35.1	26.1
Carlton	50.0	47.5	44.8	38.0
CMS*	45.8	45.7	42.9	50.0
HMLS	38.5	28.0	54.4	51.8
Salts	47.4	40.1	47.5	53.5
WHES	54.2	53.5	39.0	26.4
SHS	48.7	45.6	50.0	44.1

SGPs above 60 are considered high growth, between 40-60 is considered moderate growth and below 40 signals low growth.





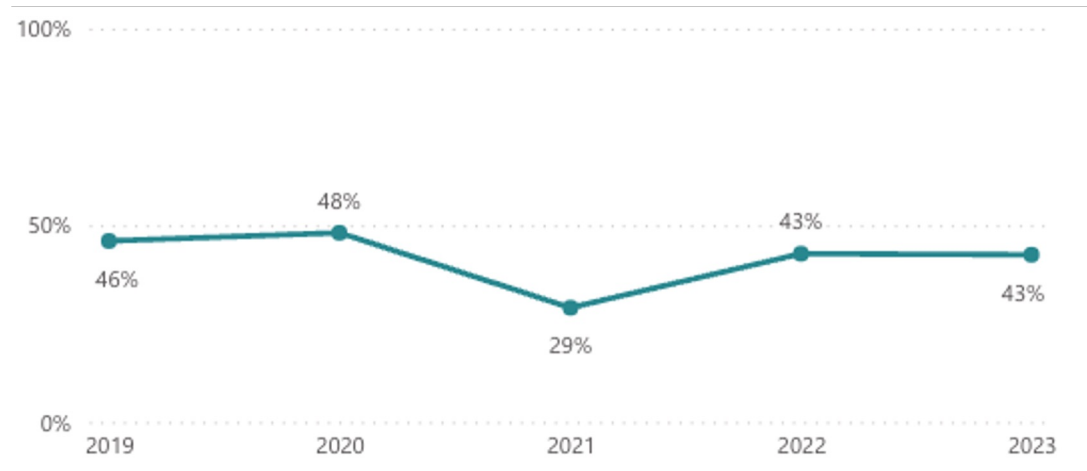
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# District-Level ACCESS Results



# ACCESS Growth

Percentage of Students Making Progress on ACCESS by Year



# ACCESS Growth

School	ACCESS 2022 % Making Growth	ACCESS 2023 % Making Growth	Change
Bates	33%	56%	23%
BAIS	69%	65%	-4%
Carlton	50%	57%	7%
CMS	17%	18%	1%
HMLS	56%	60%	4%
SHS	21%	18%	-3%
Salts	63%	44%	-19%
WHES	56%	54%	-2%

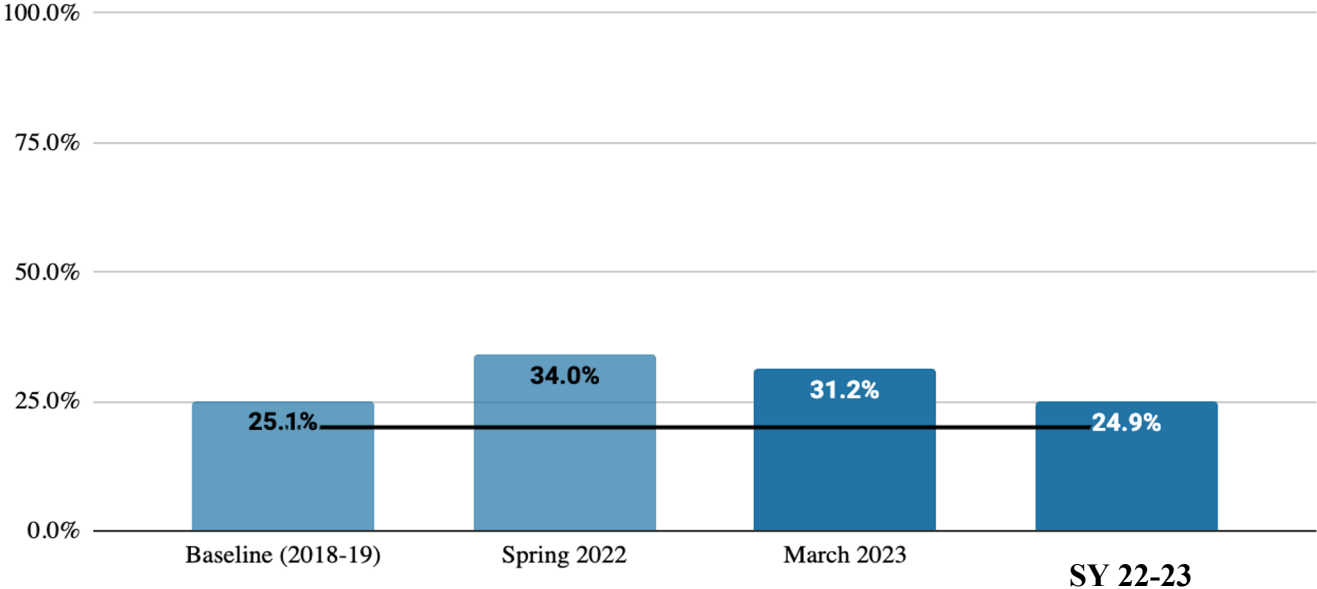




# Performance and Attendance

# Chronic Absenteeism

Chronically Absent (10% or more)

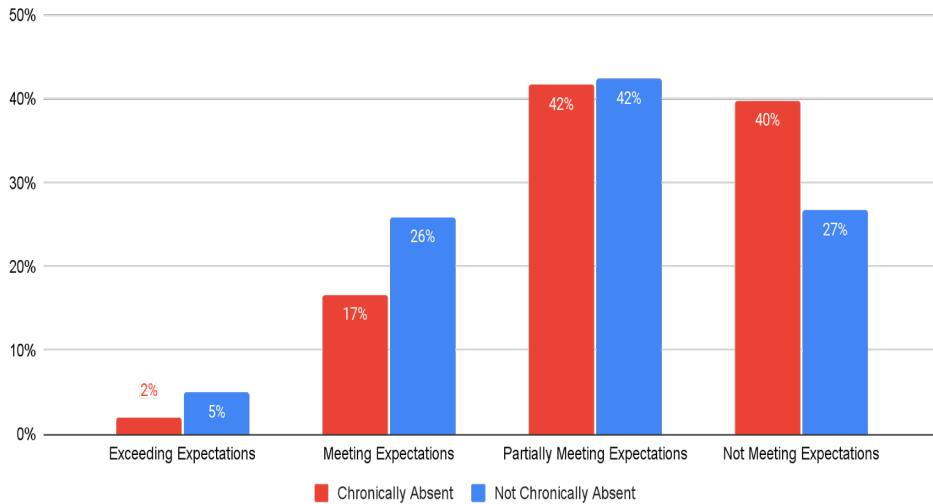




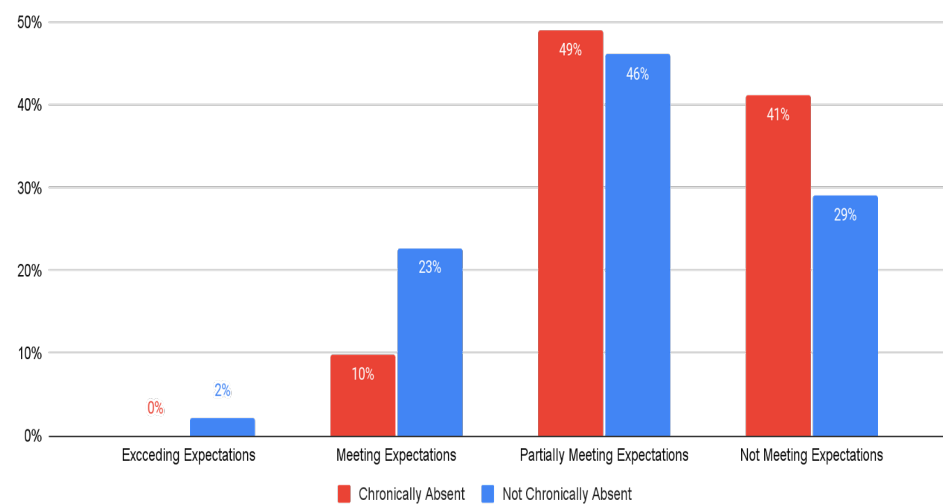
# Chronic Absenteeism and the 2023 MCAS Results



### MCAS ELA, Chronic Absenteeism % Comparison, 2023



### MCAS Math, Chronic Absenteeism % Comparison, 2023





# SY23-24 Key Actions

## *Four Key Drivers*

- Establish a playbook to roll out clear routines and procedures that create a positive platform for learning
- Strengthen quantity and quality of feedback and observation
- Use targeted high-leverage and evidenced-based instructional practices (SEI strategies)
- Consistently implement a process that results in Data Informed Instruction (DII)



# Culture: Strong Start Playbooks & Supports for Early Career Professionals



## Priority Two: Empower Educators

*Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.*



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**90 Day Coaching Blueprint**



# Focus on Diverse Learners

Priority One: Elevate Learning

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



## Sheltered English Immersion Review Findings

<b>Visuals and Audio</b>	Teachers use visuals and audio appropriately to clarify the content being taught.
<b>Pre-Taught Vocabulary</b>	Teachers are pre-teaching vocabulary with a consistent structure, keeping in mind Tier II words, using vocabulary in context, and cognates. Examples: vocab. anchors, notebook graphic organizers, posters, word banks or Frayer Model
<b>Meaningful Interactions</b>	Students engage in sustained academic discussions, partner and group work, towards a task that is relevant to students' lives and backgrounds
<b>Background Building</b>	Connect new learning to students' background knowledge and lived experiences.
<b>Modified Teacher Talk</b>	Teachers give clear, chunked, and concise explanations of content, and directions. Teacher directions are oral, written and visual.
<b>Use of Native Language and Cultures</b>	Use of students' native language, translanguaging, acknowledgement and inclusion of information from students' backgrounds including languages and home countries.
<b>Chunked/Adapted Text</b>	Text and directions are chunked and broken down into bite-size comprehensible steps for students. Students are given an adapted note-taking sheet.



# Focus on Diverse Learners

## Priority One: Elevate Learning

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



## Enhancing Inclusion

- Initiate and outline a shared understanding of inclusion and the inclusion teacher.
- Instill a culture of the least restrictive setting for ALL students
- Incorporate professional development, coaching cycles, and practices that support inclusion special education teachers.
- Strengthen classroom-based practices of general and special education teachers.
- Build more robust practices around planning for special education teachers.



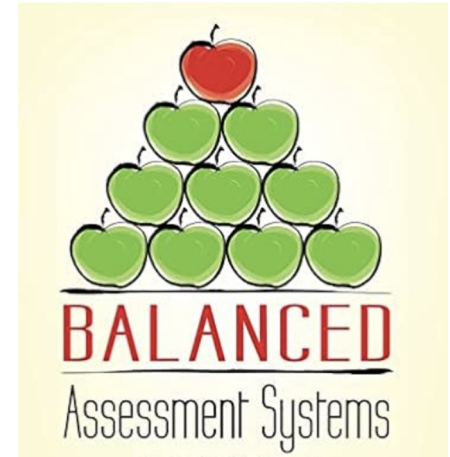
# District Common Assessment System

Priority One: Elevate Learning

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



- **Gr. 1-10**
- **ELA & Math**
- **3 looking at student work sessions per unit**
  - 2 school-selected formatives
  - 1 end-of-unit common assessment
- **Significant training and modeling for leadership and coaches on how to prepare for and facilitate these meetings**




# Feedback, Feedback and More Feedback

## Priority Two: Empower Educators

*Make the Salem Public Schools an inclusive district where student-centered, innovative, and highly-effective educators want to work, grow, and stay.*



## What is required by the STU contract



### Guidance for Educator Evaluation

The purpose of this document is to provide a scaffolded overview of the educator evaluation process for evaluators with embedded tools and resources.  
\* Revised July 2023

#### Supervision and Evaluation in Salem Public Schools Self-Guided Training & Toolkit

(1) The specific purpose of evaluation under M.G.L. c. 71, §38 and 603 CMR 35.00 are (a) to promote student learning, growth, and achievement by providing educators with feedback, for improvement, enhanced opportunities for professional growth, and clear structures for accountability, and (b) to provide a record of facts and assessments for personal decisions.

(2) The purpose of 603 CMR 35.00 is to ensure that every school committee has a process to enhance the professionalization and accountability of teachers and administrators that will enable them to assist all students to perform at high levels. 603 CMR 35.00 ties out the principles of evaluation for Massachusetts public schools and districts. 603 CMR 35.00 requires that school committees establish a rigorous and comprehensive evaluation process for teachers and administrators, consistent with these principles, to assure effective teaching and administrative leadership in the commonwealth's public schools.<sup>1</sup>

#### Educator Evaluation At A Glance

<b>Preparing for Evaluation (August)</b> <ul style="list-style-type: none"><li>Review the teacher contract and all related evaluation documentation.</li><li>Review Teach Point accuracy.</li><li>Confirm and open educator plans for current year.</li><li>Assign evaluators strategically.</li><li>Schedule support meeting with evaluation team to review timelines and protocols.</li><li>Schedule new staff training.</li></ul>	<b>Developing Educator Plans (Sept/Oct)</b> <ul style="list-style-type: none"><li>Schedule meetings with all educators.</li><li>Review prior feedback, license, PDP portfolio, timelines, and evidence expectations.</li><li>Develop SMART goals and plan.</li><li>Schedule observations for educators on Dev. Ed. Plan.</li><li>Sign Educator Plans.</li></ul>
<b>Conducting Observations and Providing Feedback (Oct/Feb, Feb-May)</b> <ul style="list-style-type: none"><li>Observe educator.</li><li>Meet with educator whenever possible to provide verbal feedback.</li><li>Provide written feedback within 5 days via teach point.</li><li>Concerning observation protocols.</li></ul>	<b>Collecting Evidence and Writing the Formative and Summative (Feb, May)</b> <ul style="list-style-type: none"><li>Remind educators about the timeline and expectations for submitting evidence.</li><li>Review evidence (with educator) and clarify your questions.</li><li>Complete formative or summative and share with educator.</li><li>Meet with educator.</li></ul>

<sup>1</sup> Education, M. (2020). 603 CMR 35.00: Evaluation of Educators - Education Laws and Regulations - Doc.mass.edu. Retrieved 17 February 2020, from <http://www.doc.mass.edu/evaluations/603cmr35.00/evaluation/>



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## 90 Day Coaching Blueprint





# Supporting Social Emotional Learning & Mental Health

## Priority Three: Center Belonging

*Build joyful, welcoming, and supportive school communities.*



### *Increase academic and social emotional learning opportunities by reducing out-of-classroom time*

- Expand Cartwheel partnership to serve 250 students with rapid access to telehealth
- Increase restorative practices; decrease exclusionary measures
- Wellness Committee - re-energized focus on comprehensive wellness with appointed specialized advisory groups
- Continue universal mental health screening in grades 6 and 9
- Prioritize school-based attention to routines and expectations for adults and students to foster safety and belonging



# Addressing Chronic Absenteeism

Priority Three: Center Belonging

*Build joyful, welcoming, and supportive school communities.*



**Goal: Reduce chronic absenteeism to 18%**

- Attendance Matters Campaign and Coalition
- Phone banking
- Clear **guidelines** and consistent **support** to school attendance teams
- Family outreach (parent cafes)/home visits
- Partner with the family resource center



## Additional Supports Provided to Schools with Greatest Needs

- Guide development of opening day playbooks focusing on building strong cultures and a platform for learning
- Strengthen plan for structured district and school-based, data-informed instruction/looking at student work meetings
- Continue to develop principal and assistant principal knowledge and understanding of high-quality curriculum materials
- Ensure that intensive coaching for early career professionals is accessible
- Coach school leaders on providing meaningful and supportive observation and feedback process
- Adjustments to leadership teams at schools prior to the start of the school year
- Frequent supt./deputy supt. visits (weekly) to schools to walkthrough classrooms, review performance outcomes and observe data meetings.



# Questions





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**Elizabeth Pauley**

Assistant Superintendent of Finance and  
Operations

29 Highland Ave. Salem, MA 01970  
978-740-1101  
epauley@salemk12.org

**To:** Salem School Committee

**CC:** Dr. Stephen Zrike

**From:** Elizabeth Pauley

**Date:** October 2, 2023

**Re:** FY24 Budget Transfers

---

As the new school year unfolds, I am recommending transfers to several budget lines to support our work. Details are included below; each is over \$15,000 and is a transfer within the same cost center.

- **Correctly classify the Athletics Transportation Line**

The FY24 transportation budget for Athletics was mistakenly assigned to a Transportation Personnel line, instead of an expense line. Because the funds will go to a transportation vendor, they need to be moved to contracted services so they can be accurately accounted for. No change to the use of funds is proposed.

**Recommendation:** Move \$85,000 from 13451020-5112 (a personnel line) to a new athletics transportation expense line to provide funding for contractors that are providing transportation for athletics events.

- **Transfer Home Visiting Funds to a Stipend Line**

In the FY24 budget, a fund was created to support Home Visiting, which was a common budget request across schools. The funds were budgeted to an expense line, and now that the program is operating and their use is clear, a portion of the funds is recommended to be transferred to a stipend line.

**Recommendation:** Transfer \$20,000 funds from 13607021-5320 (contracted services) to 13607020-5150 (stipends) to pay staff for home visits (training and visits).





- **Transfer Funds from a Vacant Staff line to hire a consultant**

The FY24 budget included funds for a Grades PreK-5 Curriculum, Instruction and Assessment Director position. That position is vacant, but there is a pressing need for the intended functions of this role. An educational consultant will support professional development for early career professionals and coaches. To hire this consultant, we recommend moving \$58,000 from a personnel line to contracted services to ensure accurate accounting for these functions, which will be provided by a consultant and not a full time staff member.

**Recommendation:** Transfer \$58,000 from 13571040-5117 (personnel line) to 13570141-5320 (Regular Day Contracted Services) to hire a consultant to support professional development.



## 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>.