

**Ms. Mary A. Manning  
Mr. James M. Fleming  
Dr. Kristin Pangallo**



**Ms. Ana Nuncio  
Mr. Manny Cruz  
Ms. Amanda Campbell**

**Mayor Kimberley Driscoll, 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”

December 2, 2021:

**REGULAR SCHOOL COMMITTEE MEETING ON:**

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on December 6, 2021 at 7:00 p.m.** This is an on-line Zoom meeting.

**Zoom Link to participate:**

<https://us06web.zoom.us/j/86063588698?pwd=RE05ZEdBclhyWTJLeURiZ25mUVNaUT09>

**Passcode:** mqa1qx


**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.*

**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 below link to sign up and submit your comment electronically: <https://forms.gle/GuSSW2chts34g7nSA>. 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 Jensen Frost at [jfrost@salemk12.org](mailto:jfrost@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 the regular School Committee meeting held November 15, 2021
- B. Approval of minutes from Committee of the Whole meeting held September 1, 2021
- C. Approval of minutes from Committee of the Whole meeting held November 22, 2021
- D. Approval of Warrant: 11/18/2021 - \$415,538.51; 11/24/2021 - \$266,810.55; 12/2/2021 - \$396,352.43
- E. Approval of donation of kitchen equipment, valued at \$2,033. from New England Culinary Arts Training to SHS culinary arts program

**IV. Public Comment**

Please see above for instructions on participating in public comment.

- V. **Educator's Showcase - Carlton Innovation School**
- VI. **Jeff Perrotti to discuss his work with the district in supporting the LGBTQ+ community**
- VII. **Superintendent's Report**
  - a. SPS core values and identity
  - b. Planning for closures or delays due to inclement weather
- VIII. **Report from the Student Representative – Hawa Tabayi**
- IX. **Action Items: Old Business**
- X. **Action Items: New Business**
  - a. Accept recommendation of Building & Grounds subcommittee to vote to request the City Council to amend and reallocate the use of \$200,000. CIP funding originally intended for SHS restroom renovations to include SHS (\$100,000.) and district-wide (\$100,000.) bathroom renovations.
  - b. Deliberation and vote on request from PEM to use School Committee record book (1839-1861) as part of an upcoming exhibit
- XI. **Subcommittee Reports**
  - a. Policies for Second Reading:
    - [Policy 1101.01 Non-Discrimination Policy](#)
    - [Policy 1103 Distribution of Notices](#)
  - b. Policy reviewed - no changes proposed
    - [1104 Emergency Closings Delayed Openings and Dismissals](#)
- XII. **School Committee Concerns and Resolutions**
- XIII. **Adjournment**

Respectfully submitted by,

***Mindy Marino***

Mindy Marino  
Executive Assistant to the 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. James M. Fleming  
Dra. Kristin Pangallo**



**Sra. Ana Nuncio  
Sr. Manny Cruz  
Sra. Amanda Campbell**

***Alcaldesa Kimberley Driscoll, 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”

2 de diciembre de 2021:

**REUNIÓN REGULAR DEL COMITÉ ESCOLAR EL:**

Por la presente se notifica que el Comité Escolar de Salem llevará a cabo una **Reunión regular del Comité Escolar el 6 de diciembre de 2021 a las 7:00 p.m.** Esta es una reunión en línea por Zoom.

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

<https://us06web.zoom.us/j/86063588698?pwd=RE05ZEdBclhyWTJLeURiZ25mUVNaUT09>

**Contraseña: mqalqx**


**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.*

**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/GuSSW2chts34g7nSA> 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 Jensen Frost en [jfrost@salemk12.org](mailto:jfrost@salemk12.org) o en el 617-285-7567 si tiene alguna pregunta o para informar de cualquier dificultad técnica que experimente.

**II. Aprobación de la Agenda**

**III. Aprobación de la Agenda Consensuada**

- a. Aprobación del acta de la reunión regular del Comité Escolar celebrada el 15 de noviembre de 2021
- b. Aprobación del acta de la reunión del Comité Plenario celebrada el 1 de septiembre de 2021
- c. Aprobación del acta de la reunión del Comité Plenario celebrada el 22 de noviembre de 2021
- d. Aprobación de las órdenes de pago: 18-nov-2021 - \$415,538.51; 24-nov-2021 - \$266,810.55; 2-dic-2021 - \$396,352.43
- e. Aprobación de la donación de equipo de cocina, valorado en \$2,033 de New England Culinary Arts Training al programa de artes culinarias de SHS

**IV. Comentario Público**

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

**V. Exhibición del Educador -Carlton Innovation School**

**VI. Jeff Perrotti hablará de su trabajo con el distrito en apoyo de la comunidad LGBTQ+**

**VII. Reporte del Superintendente**

- a. Valores fundamentales e identidad de las escuelas públicas de Salem
- b. Planificación de los cierres o retrasos debidos a las inclemencias del tiempo

**VIII. Reporte de la Representante estudiantil - Hawa Tabayi**

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

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

- a. Aceptar la recomendación del subcomité de Edificios y Terrenos de votar para solicitar al Consejo de la Ciudad que modifique y reasigne el uso de \$200,000. CIP originalmente destinados a la renovación de los baños de SHS para incluir la renovación de los baños de SHS (\$100,000.) y de todo el distrito (\$100,000.).
- b. Deliberación y votación sobre la solicitud del PEM para utilizar el libro de registro del Comité Escolar (1839-1861) como parte de una próxima exposición

**XI. Reportes de los Subcomités**

- a. Políticas para la segunda lectura:
  - [Política 1101.01 Política de no discriminación](#)
  - [Política 1103 Distribución de avisos](#)
- b. Política revisada - no se proponen cambios
  - [1104 Cierres de emergencia Retrasos en las aperturas y salidas](#)

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

**XIII. Clausura**

Sometido respetuosamente por,

***Mindy Marino***

Mindy Marino

Asistente Ejecutiva 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.”*

**D R A F T**  
**Salem Public Schools**  
**Salem School Committee**  
**Meeting Minutes**  
**November 15, 2021**

On November 15, 2021 the Salem School Committee held its regular School Committee meeting at 7:00 PM using the Zoom platform.

**Members Present:** Ms. Mary Manning, Mr. Manny Cruz, Ms. Amanda Campbell, Dr. Kristin Pangallo, Ms. Ana Nuncio, and Mr. James Fleming

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Liz Polay-Wettengel, Marc LeBlanc, Linda Farinelli, Adam Colantuoni

Andre Fonseca, Elizabeth Rogers, Amy Candelora, Meg Russo, Nayelis Carmona, Deirdre Shea, Megan Otteson, Pilar Rufianchas, Ashley Belis

**Call of Meeting to Order**

Ms. Manning called the meeting to order at 7:00pm and requested a call of attendance. Ms. Manning mentions Mayor Driscoll will arrive shortly. She read the new Public Participation Policy 6409 and also explained the availability of Spanish interpretation.

**Attendance**

The school committee secretary called the attendance.

Ms. Manning	Present
Mr. Fleming	Present
Dr. Pangallo	Present
Ms. Nuncio	Present
Mr. Cruz	Present (7:02pm)
Ms. Campbell	Present
Mayor Driscoll	Present (7:22pm)

**Approval of Agenda**

Mr. Fleming made a motion to approve the Regular Agenda. Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes

Motion carries 6-0

## DRAFT

### Approval of Consent Agenda

Ms. Manning requested a motion to approve the Consent Agenda. Dr. Pangallo motioned and Mr. Fleming seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes

Motion carries 6-0

### Public Comments

One public comment was submitted and read by the School Committee Secretary:

*Phillip and Jean Giglio of 54 Lawrence Street - Salem, MA 01970*

*Good Evening School Committee members*

*With All the negatively this has been on my heart to not forget the positive's.*

*Has anyone noticed or seen that the Salem public school's system as well school committee is doing an amazing job? I certainly have !! Is there much more to be done? Of course we are A village A community and we the parent's and we need to do our part get involved as well showing appreciation, and kindness. Starting with Dr Stephen Zrike who took on his title in the middle of covid. He promises and honesty with families, students and staff are a huge difference. My main still concern is the commitment for not just Superintendent Dr Stephen Zrike but all staff we need to improve better communication and. Let's not forget our wonderful amazing teachers and staff and our school Committee mayor Kim Driscoll who have worked hard tirelessly .. Mrs Kate Carbone congratulations finally well deserved 🌟 family's, Parent's, Caregivers..*

*We all may have exhibited this behavior in the past few Last week's This was going on before Pre Covid . I thank God that we live in a community and the School District will never let this type of behavior affect you staff members and teachers or Scholars. Thank you Dr. Zrike and the School Committee voted on the wellness day's while some people were not happy with the vote sent out most of us were .*

*Lastly We are treat with everything We are Our children's role model's Yes use their voices as we should !! kindness and compassion excepted feel safe and want our children to have the same respect from all staff members . We need to remind our children everyday if they see something say something to someone they can trust.*

*Boston Children's Hospital In Boston Massachusetts number 1 hospital in the state I know we've had several local doctor's etc. And greatly appreciate the knowledge . Maybe someone who can suggest Dr Richard Malley infectious disease department work with families such as myself Asthma, allergies and pulmonary. Possibly A webinar with and Q&A for Caregivers including our Salem State Scholars*

*Covid is up ticking and we still have unvaccinated now is not the time to put our guards down and that masks indoors businesses and especially when social distance is not a option and remain until January and revisit at that point .*

## **DRAFT**

*Thank you to all the teachers and everyone school committee involved constantly with keeping our kids safe!*

### **Educator's Showcase**

Dr. Zrike introduces the Bentley team and Principal Liz Rogers who shares a video that shows a glimpse of interdisciplinary curriculum work they're developing and utilizing across the general education and dual language program.

Ms. Rogers introduces the team and shares excitement for the program they're developing in conjunction with Lynn Public Schools and school committee member, Ms. Campbell. She shares the interdisciplinary curriculum started in kindergarten and this year is being introduced at the first grade level. She recognizes the amazing efforts of the teachers and team of staff helping to develop the curriculum amid the current state of kids returning to school and still navigating a pandemic. She opens the floor for the team to introduce themselves.

Ms. Candelora explains the overview of the curriculum in terms of it having various units. The unit being showcased tonight is about "Our Roots." This provided an opportunity for students to explore school, city, and world maps to learn about different places and parts of the world. She continues on to share that the students were then able to explore their own roots about culture, family, and heritage. The unit continued with comparing peers' roots and the roots of people around the world. There is a screen share with a video that showcases learning that occurred during this unit.

Gratitude to the team and the work of collaboration between SPS and LPS is provided by Dr. Zrike.

### **Update on multilingual education programming**

Dr. Zrike invites Andre Fonseca to begin his presentation. Mr. Fonseca begins his presentation thanking the committee for the opportunity to present. He begins with an overview of change of language. Taking the guidance of WIDA, students learning English will no longer be referred to as English Language Learners but rather Multilingual Learners.

Mr. Fonseca reviews the results of ACCESS testing and the factors that played into the results seen this time around. He provides data based WIDA levels and scores for ACCESS testing for the following domains: Receptive Language (listening and reading), Expressive Language (speaking and writing), and an Overall Comparison (2020 vs. 2021). He notes the data from SPS mirrors similarly to the results nationwide. He reminds the committee that ACCESS testing was encouraged but not required last year due to COVID. He shares highlights of the results in our schools. He closes the presentation with next steps and plans including WIDA Model assessments and facts regarding the population of multilingual learners.

Mayor Driscoll enters the meeting.

Dr. Pangallo asks about the background of the students at the high school receiving an additional speaking assessment. She asks if we have an understanding of the balance for how to address learning a second language, as we know it's harder to do the older we get.



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Mr. Fonseca shares there are sixteen students at SHS that are part of the newcomer program and therefore are in their first year in the United States. These students are enrolled in a program that's designed specifically for newcomers where every classroom is scaffolding in structure to support their language learning. Other students may be at a beginner or intermediate level and could be at either level for some time. Mr. Fonseca shares that the department is investigating the length of time some multilingual students spend in the newcomer program as they age through the grades.

Ms. Nuncio raises a question about the 67 students in the Dual Language program at the kindergarten and first grade level. Mr. Fonseca shares that at this time there are 2 classrooms for each of those grades and will add two more for each grade level moving forward. Ms. Nuncio also asks about the video shared by the Bentley school and wonders if there is a Spanish counterpart where they talk about themselves and families in Spanish and wonders if the curriculum is given in Spanish as well. Ms. Rogers is no longer in the meeting and there is no response regarding the language of the video. Mr. Fonseca provides clarity around the curriculum of the dual language program, explaining that it's all provided in English and in Spanish. Ms. Nuncio suggests it would be interesting to see the video presented in Spanish to see how they express themselves with a native language. Mr. Fonseca shares from general observation in the discussion surrounding students' background and roots, the students were eager to freely share and explain to their peers where they live and where they come from. Ms. Nuncio asks if mirrors and windows could be explained in terms of curriculum resources. Mr. Fonseca shares that for "mirrors" we want students to be able to read literature that shows them characters and stories that they can connect to that reflect some of their backgrounds and experiences. The texts referred to as "windows," allow them to look into other worlds that don't resemble their backgrounds or experiences but give them a way to see other cultures and communities and other groups that they can learn.

Ms. Hamidou Tabayi asks how the program benefits students who do not come from an English or a Spanish speaking background. Mr. Fonseca shares that the dual language program isn't exclusive to only English and/or Spanish speaking students but anyone with a different native language can join the program and after successful completion would be equipped with knowing three different languages.

Mr. Cruz raises a flag for future discussion for expansion of dual language programming, no action required at this time except to give praise to those working within the program and to keep the wheels turning for thinking of what the future of that expansion could look like.

Mayor Driscoll notes an article she's recently read surrounding culturally competent family engagement that she will pass along which highlights the struggles post-COVID. She notes the article touches upon filling the gaps in terms of engagement with our families and how as a district we can work to increase the effectiveness of family outreach and engagement. Discussion continues around using translation apps and of shared experiences talking with families about their experience with SPS engagement.

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### **District improvement planning process**

Ms. Banks shares a presentation to discuss the District Improvement Plan. He revisits the strategic plan he inherited along with the updated strategic priorities as developed with student and family voice and through discussion with the school committee over his time in Salem. He discusses the equity statement and the creation behind the equity statement with next steps to transform the statement into action.

Ms. Carbone provides an overview of the work and the result of the work being a connected puzzle. The four domains of improvement include: District Priorities & Initiatives, District Metrics, School Improvement Plans, and District Improvement Plans. She provides an overview of the contents of each SIP template. The new element to the improvement planning process is the DIP which is provided for district level improvement goals. The templates are similar to that of SIPs

Ms. Banks begins her portion of the presentation sharing an overview of how each priority and metric element is broken down into three big rocks of action planning and work within the domain. She shares a link to access the 12 priorities in the draft. She continues by sharing the timeline for the use of the SIP and DIP data showing a moment mid-year for a step back to assess if the plans and goals are attainable, need to be restructured, and should be thought about in relation to budget season.

Mayor Driscoll asks if there are any out of district contacts helping to leverage this work and identify the best use of time and resources within the district, she raises the question of who else is included in the dialogue surrounding this work. Dr. Zrike shares that a number of the initiatives have partners to help think through the work. He suggests doing a Special Education audit to assess the results of how we are using resources to provide better support to students. Dr. Zrike shares it's very rare to see work like this done well, he notes there should be a balance of progress surrounding the District Improvement Plan. The importance right now is ensuring the families are aware of the work being done. Ms. Manning asks about the intent of the Special Education audit and whether it would be through DESE or an independent audit. Dr. Zrike confirms it would be an independent audit.

Mayor Driscoll notes a good time to dive into the work of the District Improvement Plan would be during the retreat following the holidays.

### **New hire report**

Dr. Zrike shares the personnel summary, noting many positions are still not fulfilled. He shares many new positions due to new funding with ESSER dollars. He notes concerns for the para position for Special Education and Multilingual positions with the consideration of sign-on bonuses. Mayor Driscoll suggests making the push to get the information out to fulfill the positions to ensure we can get through the remainder of the school year.

Dr. Zrike notes a discussion of the ESSER Funds and the Charter School topic to be discussed in one of the December meetings.

### **Report from the Student Representative - Hawa Hamidou Tabayi**

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Ms. Hamidou Tabayi shares that the SAC is working on elections for Vice Chair, Secretary, and Treasurer and determining the distribution of labor. She shares the Holyoke restorative justice group discussing and addressing community conflict. She mentioned bringing some practices to Salem from Holyoke specifically surrounding community circles as an alternative to suspensions and tension as it calls for different community members such as peers or teachers that have deep relationships with students to address whatever conflicts the students are identified as having. She notes the SAC is a tangible practice that could have follow-through in our district.

She continues to share the group met with Dr. Zrike to improve communication and support with the SAC. A timeline of meeting monthly or bi monthly was proposed for consistent communication in the future for support. During the initial meeting conversation surrounding a student rights handbook was had. The last update is surrounding the retreat that the group hopes all members will take part in.

A former idea of school committee and SAC informal meeting was discussed again and Ms. Hamidou Tabayi suggests revisiting this after elections and holidays.

Mr. Fonseca shares that he enjoys the plan for restorative circles and believes those could be implemented across the grade levels throughout the district. Hawa agrees

### **Old Business**

None

### **New Business**

#### **Deliberation and vote to amend minutes of Regular School Committee meeting held on October 25, 2021**

Discussion around the amending the minutes from October 25, 2021 and the purpose of a slight change in wording is had. The changes to amend are noted in green to be voted on. Mayor Driscoll requested a motion to approve the proposed amendment to the regular school committee meeting minutes held on October 25, 2021. Ms. Manning made the motion and Dr. Pangallo seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

**Deliberation and vote to omit multiple readings of policies that undergo no changes as part of the policy review process. School Committee members will be informed of the policy number, title and the date reviewed at the subsequent regularly scheduled School Committee meeting.**

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Ms. Nuncio shares the idea of the new process surrounding the policies that undergo no changes, no longer requiring three readings but to be brought to the full committee as being reviewed with no changes and dated as reviewed by the subcommittee.

Mayor Driscoll entertains a motion to adopt a procedure that would enable the school committee policy review process to reflect the fact that if there are no changes to that policy then it wouldn't have to go through the traditional process that's outlined in the policies. Ms. Manning made the motion and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

### **Deliberation and vote to edit language related to protected classes throughout the policy manual as noted in the revised Policy 1101.01 Non-Discrimination.**

Ms. Nuncio shares the review of the policy and proposes having the school committee secretary change the language anywhere within the policy manual there is mention of the protected classes in terms of what is showcased in Policy 1101.01 Non-Discrimination for consistency. Dr. Pangallo raises questions for clarity surrounding the process and timeline of updating the proposed language. Mr. Cruz explains the process of housekeeping in terms of making adjustments to the language once the policy is adopted by the school committee following the third reading to keep the language surrounding non-discrimination universally consistent.

Discussion continues regarding the clerical task of these changes if the proposed language update is adopted. The suggested action is to identify the policies that would require the language update and provide the list to the full committee to understand which policies would be amended to reflect the updated language surrounding non-discrimination.

Mayor Driscoll entertains a motion to support the process to ensure we have uniform language, similar to what will be in the newly adopted non-discrimination policy to identify protected classes where they exist within the existing policies. Ms. Manning made the motion and Mr. Fleming seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

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Motion carries 7-0

Ms. Nuncio raises the next steps of consideration for gender language in the policies and puts the need for discussion on the table. She notes the mention of the district core values of equity and the discussion surrounding updating pronouns within the policy manual as part of updating the non-discrimination policies and language. Mayor Driscoll notes the city council has also discussed this process which is a heavy lift on clerical staff for making these changes. Mr. Cruz mentions that this particular proposal isn't requiring action just yet but is something for the full committee to reflect on and consider for future changes. Mayor Driscoll notes the importance of these changes that will perhaps be discussed further in the new year.

Ms. Manning reports on Mr. Jeff Perrotti who is a consultant working on LGBTQ+ issues and will be joining the next school committee meeting for reporting to community.

### **Subcommittee Reports**

#### **Policy Subcommittee**

- I. Policies for first reading:
  - a. Policy 1101.01 Non-Discrimination Policy
  - b. Policy 1103 Distribution of Notices

Approval of first reading:

A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

Ms. Nuncio motioned, Mr. Cruz seconded.

- II. Policy for third reading:
  - a. 1101 School-Community Relations Goals

A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Mr. Cruz	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes

Motion carries 7-0

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### School Committee Concerns and Resolutions

None reported.

### Adjournment

Mayor Driscoll requested a motion to adjourn. Mr. Fleming motioned and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning Yes

Mr. Fleming Yes

Mr. Cruz Yes

Dr. Pangallo Yes

Ms. Nuncio Yes

Ms. Campbell Yes

Mayor Driscoll Yes

Motion carries 7-0. Meeting adjourned at 8:52pm

Respectfully submitted by,

*Jensen Frost*

Executive Administrative Assistant to Deputy Superintendent

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## **Salem School Committee Committee of the Whole Meeting Minutes Monday, November 22, 2021**

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Monday, November 22, 2021 at 5:00 pm using the Zoom platform.

**Members Present:** Mayor Kimberley Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Dr. Kristin Pangallo, Mr. Manny Cruz, and Ms. Ana Nuncio (arrives at 5:25pm)

**Members Absent:** Mr. James Fleming

**Others in Attendance:** None

### **Call of Meeting to Order**

Mayor Driscoll calls the meeting to order at 5:11pm. She notes the committee is meeting remotely and anyone interested in joining for Spanish interpretation can join the interpretation room.

### **Discussion of the plan and timeline for evaluation of Superintendent Zrike**

Mayor Driscoll suggests outlining the plan for the discussion for this evening's meeting. The plan for the process and suggested goals will be reviewed. Traditionally a form has been used to identify if the Superintendent has, with proficiency, met or not met his goals with a brief summary. Expectation for creating a form, completing the form, and returning them to Ms. Manning to create a summary. May Driscoll suggests waiting until the meeting on December 6th to hear from Dr. Zrike prior to completing the forms and turning them in to Ms. Manning. Next steps will include securing the form to be used, getting it out to the committee, and setting a timeline for return of the forms to Ms. Manning so there is adequate time for her to summarize the results for reporting out.

Mayor Driscoll notes the evaluations are public record individually and the report out is most commonly referenced by the public and will be presented at a public meeting. She notes all evaluations need to happen in public session.

Ms. Manning suggests reviewing the rubric via screen share to glance through to ensure there are no questions. She ponders the last time an evaluation was completed and Dr. Pangallo notes she has not completed an evaluation yet. Ms. Manning suggests reviewing each page and allowing time for questions.

Mayor Driscoll notes the rubric and assessment process being very self-explanatory with additional resources available on the MASC website to help complete the evaluation. She notes timing is most important right now with Dr. Zrike reporting to the committee on December 6th and having that be an opportunity for the school committee members to share additional

## DRAFT

thoughts and reflections. Following this presentation, we'll utilize the rubric to identify if we think he met the goals, and if so how - if not, why including a summary of where each member has come up with their standard. Those individual summaries will be compiled into the report out summary.

Ms. Campbell shares that she is familiar with the document and notes referencing the rubric component could be most beneficial as Dr. Pangallo has not utilized the document before. Dr. Pangallo notes she is downloading a copy of the document to have on hand and questions how the committee uses the goals set forth by Dr. Zrike in addition to the rubric. Mayor Driscoll notes the evaluation is based on the goals and there may be some things on the rubric that weren't chosen to align his goals perhaps there were goals in more specific areas and the assessment is really based on the goals themselves. Ms. Campbell also shares that not every goal will be mapped on the rubric as there are many components to the process including the goals, the indicators and the standards.

Ms. Manning asks if anyone is not comfortable reviewing the rubric on their own. No one responds, and Ms. Manning proposes going into timeline discussion to establish the process of completing the evaluation process.

Mayor Driscoll proposes the timeline by reviewing dates. December 6th we have a school committee meeting and Dr. Zrike will present his reflections for his goals at this meeting. The discussion continues regarding the timeline following that presentation to complete the forms from the rubric and return them to Ms. Manning for summarizing. Ms. Manning suggests moving along with the evaluation and then completing the joint-goal setting process. Return of the goals and summaries will be returned to Ms. Manning by Monday, December 13th and presented at the School Committee Meeting on Monday, December 20th in the form of a COW ahead of the regular meeting. Discussion of a retreat in January could be a great time to discuss new goals and refine goals that have the ability to be measured.

Mr. Cruz notes a flag with the previous evaluation process as it has contractual obligations. We are in year two, consideration for when we put the stakes in the ground for thinking about the long-term contract and not operating outside of it again and securing the superintendent should the process go well. Mayor Driscoll discusses proficient marks resulting in a salary increase and conversation regarding extending the contract if markings support that.

### Adjournment

Mayor Driscoll entertains a motion to adjourn the School Committee of the Whole (COW) meeting this evening. Ms. Manning motioned and Mr. Cruz seconded. A roll call vote was taken.

Ms. Manning	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes



## DRAFT

Mayor Driscoll            Yes  
Motion carries 6-0

Meeting adjourned at 5:41 p.m.

Respectfully submitted by,

*Jensen Frost*

Executive Assistant to the Deputy Superintendent

# DRAFT

## **Salem School Committee Committee of the Whole Meeting Minutes Wednesday, September 1, 2021**

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Wednesday, September 1, 2021 at 5:15 pm using the Zoom platform.

**Members Present:** Mayor Kimberley Driscoll, Ms. Mary Manning, Ms. Amanda Campbell, Ms. Ana Nuncio, Dr. Kristin Pangallo, and Mr. Manny Cruz, and Mr. James Fleming

**Members Absent:** None

**Others in Attendance:** Superintendent Stephen Zrike, Assistant Superintendent Kate Carbone, Chelsea Banks, Linda Farinelli, Adam Colantuoni, Marc Leblanc and Special Guest: Matthew Rodriguez

### **Call of Meeting to Order**

Vice chair Manning called the School Committee of the Whole meeting to order at 5:16 p.m.

Dr. Zrike gave an update on the start of school. He explained that he went to all the schools and they all looked good. He also thanked the custodians for their hard work preparing the buildings and food services. He also extended thanks to the parents that started the movement for outside initiatives which include outside activities and breaks. The challenges we are currently facing are with traffic and transportation. We have been experiencing a lot of delays with buses. Some of the challenges are new start times, new stops and road construction. He reported that we also have heating and cooling controls issues at the schools. He explained that we have ventilation, but there is a problem with the computers for the controls that need to be updated to be able to regulate the heating and cooling. We added that we also need to be clear with families regarding the test to stay program. He explained that if there is a positive test in the home, students need to stay home. They can only test at school if there is a close contact at school. He stated that additional information will be sent for clarification on how the program works.

Ms. Manning asked about the issues at the Carlton School. Dr. Zrike explained that mold was found in the kitchen. A company came in and confirmed that it is only on the surface and is being caused by a bathroom that is attached to the kitchen. There is also a refrigerator unit that may be causing it. The area has been cleaned and they will provide a report once it is complete.

Ms. Campbell asked for clarification regarding the late bus registration. Dr. Zrike confirmed that the late registration was pertaining to transportation.

Mayor Driscoll entered at 5:37 pm.

## **DRAFT**

### **Presentation and Discussion with Matt Rodriguez from The Equity Imperative**

Dr. Zrike introduced Matt Rodriguez from The Equity Imperative. Mr. Rodriguez recently spoke at the beginning of the year's convocation and will be conducting anti-racism work with the Salem Public Schools.

Matt Rodriguez shared his presentation and explained our partnership as follows:

- student voice
- thought partnership & support
- educator learning experience

The work of Matthew and team is done with YPAR (Youth Participatory Action Research) in mind. The YPAR is an innovative approach to positive youth and community development based in social justice principles in which young people are trained to conduct systematic research to improve their lives, their communities, and the institutions intended to serve them.

His presentation shows a roadmap of how the work begins and fits into the district work. He outlines having orientation for mentors and students who participate is leading the equity initiative in the district. Those chosen will receive professional learning experiences throughout the school year. He continues that there will be individual support and mentor support to lead to how the schools and all involved can navigate the dynamics of equity throughout the school year and the district.

He shares the educator learning experience will be done through asynchronous and synchronous in a meaningful way to expect the most transformation. The Equity Imperative will be guides and supports through this work.

He shares the work raises hope and healing through active anti-racism. He explains the access the School Committee will have to the portal where they can view the videos and intent of the work. He references Dr. Beverly Tatum and a text that highlights an analogy of white supremacy and becoming actively anti-racist.

Mayor spoke about the presentation and shared gratitude for his presentation this evening along with the convocation presentation.

Mr. Cruz asked questions regarding the advocacy piece. He appreciates the focus is on students and their voice, but what is the process for helping staff identify issues. Mr. Rodriguez shares that the process needs to be organic to have students and adults change and transform to make an inclusive environment for all.

## DRAFT

Ms. Manning asked if there is an expectation that staff will also go through the same process. Also are paraprofessional part of this program or is it just for teachers? Dr. Zrike responded that every staff member is part of the process.

Ms. Nuncio asked if there was any feedback from the exercise held at the convocation. Ms. Farinelli added she felt that it was a strong message. Ms. Carbone stated that being in schools and speaking with teachers there is a resounding feeling of hope that change is possible and there is focus and conversation on the table. People are ready to have important conversations and look at practices that lead to disparities.

Ms. Campbell heard that staff enjoyed the initial experience and gives everyone a common language and common ground to have the difficult conversations. People are appreciative especially those that have been eager to have such conversations but have been nervous or concerned to do so. It allows folks to process it and leads to the advocacy piece. The connection that teachers are feeling and having the common experience has been great. She notes this is allowing teachers to see and feel how we actively become anti-racist instead of just hearing it as a buzz word through the work.

Dr. Pangallo asked if we are thinking about having more of these conversations as a school committee in reviewing TEI modules. Mayor Driscoll shares that she is interested in reviewing the modules and being able to be grounded in the work and conversations. Dr. Pangallo asks the broader question of if the committee as a group is open to having more discussions such as this.

Mr. Cruz said if there are opportunities for the committee to be listeners and observe the conversations would be helpful for the committee. He shares there is a disconnect when it comes to the governance level and what's happening on the ground and having the opportunity to sit-in on conversations would be helpful. Ms. Campbell shares excitement to review the modules but also notes that she thinks it's important for the schools to have their own space to have these conversations and including outside people and especially a SC member would maybe stifle some of the real conversation. She notes the context behind this statement that the SC members don't have personal relationships with everybody at the school level, and because the nature of the dynamic of the group including a SC member could be uncomfortable for educators within the specific setting. She wants to be involved in the conversations and continue this work forward but with regard to what's most comfortable and within the right setting. Ms. Manning agrees, they do not want to be involved in school-based conversations as it could change the tone of the conversations. Mr. Cruz clarifies his note regarding the opportunities surrounding connecting with the schools at the discretion of the Superintendent.

Dr. Zrike said he thinks we will see many more people finding their voice for equity and as a district we need to make sure we are ready to act on their questions and concerns. He added, it is a testament to all the hard work that has been done in the district before this was even started.

## DRAFT

### Adjournment

Mayor Driscoll requested a motion to adjourn the School Committee of the Whole (COW) meeting this evening. Ms. Manning motioned and Mr. Fleming seconded. A roll call vote was taken.

Ms. Manning	Yes
Mr. Fleming	Yes
Dr. Pangallo	Yes
Ms. Nuncio	Yes
Mr. Cruz	Yes
Ms. Campbell	Yes
Mayor Driscoll	Yes
Motion carries 7-0	

Meeting adjourned at 6:30 p.m.

Respectfully submitted by,

*Nancy A. Weiss*

*and*

*Jensen Frost*

Executive Assistant to the School Committee & the Superintendent  
and

Executive Assistant to the Deputy Superintendent



**Salem High School**  
**77 Willson Street**  
**Salem, MA 01970**  
**Phone: (978) 745-9300 Fax: (978) 740-1110**

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**Glenn Burns, Principal**

HYPERLINK "<mailto:gburns@salemk12.org>" gburns@salemk12.org  
smruk@salemk12.org

**Shamus Mruk, Grades 9 and 10 Assistant Principal**

**Dr. Emily Flores, Academic Dean**

HYPERLINK "<mailto:eflores@salemk12.org>" eflores@salemk12.org  
lmullen@salemk12.org

**Lynne Mullen, Grades 11 and 12 Assistant Principal**

**Scott Tombleson, Student Supports Assistant Principal**

stombleson@salemk12.org

Dear School Committee members,

New England Culinary Arts Training (NECAT) is looking to make a donation to Salem High Schools' Culinary Program. This donation would total \$2,033.

24 Saute Pans = \$888  
Bun Rack = \$290  
Flour Bin = \$170  
Cambro Containers = \$270  
Ice Bin = \$41  
Stainless Steel Bowl = \$32  
Bus Buckets = \$60  
Gallon Measuring 31 X 6 = \$186  
Pint Measuring 12 X 8 = \$96

Thank you for your time.

Best,

Glenn Burns

## **Biographies of Our Presenters**

### **Jeff Perrotti**

Jeff Perrotti is the founding director of the Massachusetts Department of Elementary and Secondary Education's *Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students*. He is the co-author, with Kim Westheimer, of *When the Drama Club is not Enough* (Beacon Press, 2001), and he facilitated the development of the Massachusetts Department of Elementary and Secondary Education's pioneering Guidance on Gender Identity. He also developed the instructor's materials for the McGraw Hill textbook, *Human Sexuality: Diversity in Contemporary America*. Jeff has conducted numerous workshops on sexual orientation and gender identity for school administrators, counselors, nurses, coaches, teachers, parents and students. Jeff has assisted many schools and families in orchestrating a thoughtful, comprehensive, and successful process when transgender students are transitioning their gender. For several years Jeff has taught and advised students at Harvard University, where he has received several awards for excellence in teaching. Jeff has appeared on Italian Rai International Radio, ESPN, 20/20 with Anderson Cooper, and in The New York Times, Boston Globe, Boston Herald, and Harvard Ed. Magazine.

### **Landon Callahan**

Landon Callahan graduated Fitchburg State University in 2021 with a BS in professional communications and a minor in political science. He is a public speaker and advocate for transgender rights. His public speaking experiences include guest lecturing at Harvard Law School and Harvard Graduate School of Education. He has been involved in creating guidance and policy at the Massachusetts Department of Elementary and Secondary Education as it relates to transgender student rights. He has also helped develop model curriculum units for History, English, and Health classes at the elementary, middle, and high school level.

Check out Landon on youtube- <https://tinyurl.com/2p8dejnk>





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Landon Callahan is an unlikely poster boy for the Obama administration's new federal guidelines on bathrooms in public schools. The Departments of Justice and Education [cited Callahan's struggle with gender dysmorphia in a letter](#), sent out to school districts on Friday, clarifying that students' right to use the restroom that best matches their gender identity is protected by Title IX. That's all well and good, but, "for me, the bathroom thing was sort of a non-issue," the college freshman tells *Rolling Stone*. "Even before I got facial hair and things like that, nobody ever said anything to me, and I don't recall ever even getting a look or anything," says Callahan, who works part-time for the Safe Schools Program for LGBT Youths in Massachusetts. "If people were concerned, they didn't point it out."

The proverbial shrug Callahan — and plenty of other trans men and women across the U.S. — give "the bathroom issue" is pretty telling compared with the frenzy conservative lawmakers are in over it.

The Obama administration debuted its position the same week North Carolina Gov. Pat McCrory sued the government in defense of House Bill 2, a state law that effectively forbids [transgender](#) individuals from using the bathroom that matches their gender identity.

To North Carolina lawmakers, not only was HB 2 worth giving up millions of dollars in federal funding, not to mention lost revenue from private-sector businesses now boycotting the state — it was so urgent they passed it in an emergency session of the state legislature earlier this year. The law's futility is obvious, and verging on absurd, to 18-year-old Callahan. "You can't enforce it at all," he says. "There's really no way of knowing who is and isn't trans. To me, it just seems like a waste of time."

He knows because he started using the men's restroom after he transitioned at age 15. Administrators at the school he enrolled in after transitioning had directed him to use a bathroom in the nurse's office, despite existing guidelines (similar to the ones announced by the Obama administration Friday) already instituted in his home state of Massachusetts.

School administrators, Callahan says, "were going off of what would be easiest for the rest of the school — as far as other kids having concerns or whatever — but after I realized that most people didn't know I transitioned, and most people really didn't care, I just started using the men's room. And I never had any problem with that."

That experience colored Callahan's reaction to the announcement of the new guidelines guaranteeing equal access. "[Public schools] are given this guidance, but they don't really know how they can implement it," he says.

"If there is not education and training around it," it's not worth much, he says. "It's definitely a step in the right direction, but there is still a lot of learning that needs to be done."

# Principles for Ensuring Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Students

Approved, March 24, 2015, Massachusetts Board of Elementary and Secondary Education

1. **Schools must have policies, and update them as needed, protecting LGBTQ students from harassment, violence, and discrimination based on LGBTQ status, to ensure compliance with the law.**

In light of the amended Student Anti-discrimination Law, G.L. c. 76, §5, which includes sexual orientation and gender identity as protected categories, and in order to ensure these protections are understood throughout all Massachusetts schools and districts, school and district non-discrimination policies must be reviewed and updated as necessary to include sexual orientation and gender identity. In addition, schools are encouraged to adopt policies and practices based on the Department's *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment: Nondiscrimination on the Basis of Gender Identity*.

2. **Schools must include content about violence and suicide prevention related to LGBTQ students in their required training for school personnel.**

The regulations addressing the Student Anti-discrimination Law require the school committee and superintendent to provide in-service training for all school personnel at least annually regarding the prevention of discrimination and harassment based upon race, color, sex, gender identity, religion, national origin, and sexual orientation, and the appropriate methods for responding to such discrimination and harassment in a school setting. See, 603 CMR 26.07(3).

The Massachusetts Anti-bullying Law states that the content of anti-bullying professional development shall include developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; and research findings on bullying, including information about specific categories of students



who have been shown to be particularly at risk for bullying in the school environment. See, G.L. c. 71, §37O(d)(4).

Training for personnel should include the particular issues that lead to LGBTQ students being harmed or harming themselves, as well as the factors that promote healthy outcomes and resilience in LGBTQ students. The trained staff should include educators, administrators, school nurses, counselors, librarians, cafeteria workers, custodians, administrative assistants, bus drivers, athletic coaches, activity advisors, all support staff, and paraprofessionals.

**3. Schools are encouraged to offer school-based groups for LGBTQ and heterosexual students.**

Research consistently finds that participation in gay-straight alliances or gender and sexuality alliances (GSAs) is central to positive youth development and resilience.

In order to support students who may be isolated and at high risk for suicide, as well as to offer them meaningful leadership opportunities, middle and high schools should establish groups where all students, LGBTQ and heterosexual, may meet on a regular basis to discuss LGBTQ issues in a safe environment. These GSAs should be open to all students and should have a faculty advisor and support from the school administration. GSA student leaders and adult advisors are encouraged to participate in the Massachusetts GSA Leadership Council, which is modeled on the Student Advisory Council to the Board of Elementary and Secondary Education and consists of a statewide leadership council and five regional councils.

**4. Schools are encouraged to provide support for family members of LGBTQ students.**

A key determinant of LGBTQ student health is parental acceptance and family support. Student support teams, guidance staff, and community partners should provide resources to help families and students locate counseling, information, and support services.

Administrators and guidance staff should be familiar with the practices recommended in the Department's *Guidance on Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression*, including designing an appropriate parental notification process for these situations.

**5. School districts are encouraged to designate a staff member who is proficient in issues related to sexual orientation and gender identity.**

All school districts should designate a person who is proficient on issues related to sexual orientation and gender identity, as recommended in the Department's *Guidance on Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression*. In addition to assuming a leadership role in educating the school community regarding these topics, this person serves as the point person for the school district and for the Department.

**6. Schools, through their curricula, shall encourage respect for the human and civil rights of all individuals, including LGBTQ individuals.**

The regulations addressing the Student Anti-discrimination Law state: *All public school systems shall, through their curricula, encourage respect for the human and civil rights of all individuals regardless of race, color, sex, gender identity, religion, national origin or sexual orientation*. See, 603 CMR 26.05(1).

Research shows that inclusion of LGBTQ topics in curricula corresponds to all students reporting that they feel safer in school, regardless of sexual orientation or gender identity. Curricula should reflect issues of sexual orientation and gender identity, as relevant, to be inclusive across subject areas, including, but not limited to, health, social science, language arts, and family life curricula.

**7. Schools are encouraged to provide age-appropriate information about LGBTQ issues in school libraries and in student and faculty resource centers.**

School libraries should include a selection of high interest LGBTQ books and media. In addition, computer-filtering software should not inhibit age-appropriate access to medical and social information. Schools are encouraged to review the computer filtering protocol to ensure that LGBTQ students and other school community members can access information related to LGBTQ youth, local and national resources, and LGBTQ health information.

**8. Schools are encouraged to have a diverse workforce.**

In order to provide authentic role models for all students, schools are encouraged to have diverse staff who reflect the protected categories in the Student Anti-discrimination Law, including gender identity and sexual orientation. While employers cannot inquire about an applicant's sexual orientation or gender



identity, it is important that school systems have work environments where openly LGBTQ staff members feel safe, supported, and valued.

9. **Schools are encouraged to review academic and non-academic policies and procedures, and available data, to identify issues or patterns that may create barriers to a safe and successful learning experience for LGBTQ students.**

LGBTQ youth are frequently cited as being disproportionately at risk for experiencing bullying, truancy, violence, substance use, unaccompanied homelessness, discipline treatment, and involvement with the juvenile justice system. Schools are encouraged to analyze available attendance, suspension, expulsion, bullying, and school climate data to identify and address patterns and barriers that may exist for LGBTQ students, and to promote practices that improve their attendance and participation in school.

In 2014 the Massachusetts Anti-bullying Law was amended to require annual reporting of bullying incident data, including the nature of the bullying incidents, to the Department. In addition, school systems should review their referrals to community-based services and law enforcement agencies to see if LGBTQ youth are disproportionately affected, and implement changes to address any disparities.

Schools should also review policies and practices, such as those recommended in the Department's *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment: Nondiscrimination on the Basis of Gender Identity*, which affect the school experience of LGBTQ students.

# Information on State Laws and Policies Regarding LGBTQ Students and the Amended Massachusetts Anti-Bullying Law

Several Massachusetts laws exist to ensure that all students have access to the education they need to thrive, including:

- The Massachusetts Student Anti-discrimination Law, Chapter 76, Section 5, which was amended in 1993 to include sexual orientation as a protected category; and
- The 2012 Gender Identity Law, which amended Chapter 76, Section 5 to prohibit discrimination on the basis of gender identity.

Please make sure that your handbooks and other school documents are updated to reflect the amended laws. In particular, note that the Gender Identity Law explicitly states that "gender identity" should appear directly after "sex" in enumerated categories:

***No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.***

In light of these statutes, the Board of Elementary and Secondary Education revised its Access to Equal Education Opportunity Regulations and Charter School Regulations to reflect the broadened anti-discrimination provisions. In January 2011, to assist school officials in implementing the bullying intervention and prevention law, the Department issued the [Guidance on Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression](#). In February 2013, to assist school officials in implementing the Act Relative to Gender Identity, the Department issued the Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment: [Nondiscrimination on the Basis of Gender Identity](#).

[Chapter 71, Section 37O](#), (School Bullying Prohibited: Bullying Prevention Plans) was amended through the following outside sections of the FY14 State Budget: [School Bullying School Staff Clarification](#); [School Bullying School Staff Clarification](#); and [Expansion of School Staff in School Bullying Law](#). These amendments expand the definition of bullying "perpetrators" from only students to include school staff. Finally, [subsections \(k\) to \(n\), effective July 23, 2014](#), addresses annually reporting of bullying incident data to the department.



# Sexual Orientation and Gender Identity Among Massachusetts High School Students

## Summary of LGBTQ Data in 2020 Annual Report

The Massachusetts Youth Risk Behavior Survey (MYRBS) is a biannual, representative study of youth statewide. In the most recent 2017 MYRBS, 15.2% of Massachusetts youth identified as LGBTQ. 14.3% of students surveyed described themselves as gay, lesbian, bisexual, or not sure (questioning) of their sexual orientation and 2.9% identified themselves as transgender or questioning their gender identity. These categories overlapped, with 78% of transgender/questioning youth also identifying as LGBTQ. More female- than male-identified adolescents were LGBTQ (20.2% vs. 10.0%). The percent of youth who said they were LGBTQ varied across racial and ethnic groups, with LGBTQ youth comprising 14% of White, 12% of Black, 18% of Hispanic/Latinx, 12% of Asian, and 22% of multiracial youth. For a full analysis, see our 2020 Annual Report at [mass.gov/annual-recommendations](http://mass.gov/annual-recommendations).

Percent of Students Who Reported Risk Behaviors and Experiences	LGBTQ Students	Others Students	Relative Risk for LGBTQ Students
Bullied at school in the past year	22.3	12.8	1.7x
Skipped school in past month because felt unsafe	11.5	3.3	3.5x
Been in a physical fight at school in the past year	9.8	5.2	1.9x
Threatened or injured with weapon at school	9.0	4.4	2.1x
Bullied electronically in the past year	20.7	11.9	1.7x
Hurt self on purpose in the past year (e.g., by cutting, burning self)	35.6	11.2	3.2x
Seriously considered suicide in the past year	31.2	9.9	3.2x
Made a suicide attempt in the past year	16.3	4.1	3.9x
Can talk to parents about "things that are important to you"	73.9	81.1	0.9x
Any lifetime heroin use	5.2	0.9	5.8x
Experienced sexual contact against their will	16.3	6.1	2.7x
Homelessness	2.2	0.8	2.8x

All differences between LGBTQ and other students are statistically significant,  $p < .01$ .

<http://mass.gov/annual-recommendations>

November 23, 2021

School Committee  
Salem Public Schools  
29 Highland Ave.  
Salem MA 01970

Dear Committee Members,

The Peabody Essex Museum (PEM) requests permission to include the **Salem School Committee record book (1839-1861)** in an exhibition scheduled for April 16, 2022–Spring 2023. *Let None Be Excluded* [its working title] will be installed in PEM's James Duncan Phillips Trust gallery, a space devoted to exhibitions based on Phillips Library collections. *Let None Be Excluded* will examine how Black youth activists in 19th century Salem changed the course of our schools and our country.

It will tell a story of racial segregation and integration in 19th century Salem, and touch on the local and regional struggle for equal school rights. The School Committee is a key player in this story, and the record book of 1839-1861 documents the momentous resolutions of March 1844 that made Salem one of the first municipalities in America to abolish racially segregated schools.

Loan fees and other costs, including packing, shipping and wall-to-wall all-risk insurance, will be the responsibility of PEM. If you have questions about the loan, or would like to request a Facility Report, please contact Rachel Miller, Associate Registrar at [rachel\\_miller@pem.org](mailto:rachel_miller@pem.org). For more information about the exhibition, please contact me directly.

We would be pleased to borrow the record book as soon as convenient, in order for us to study it further, and we are happy to work with your schedule. Thank you for your consideration and your role in making this important exhibition possible. We look forward to hearing from you.

Best regards,



Dan Lipcan  
Ann C. Pingree Director of the Phillips Library  
Peabody Essex Museum  
[dan\\_lipcan@pem.org](mailto:dan_lipcan@pem.org)  
(978) 542-1536

cc:

Rachel Miller, Associate Registrar  
Hannah Silbert, Exhibition Project Manager



# SPS Core Values and Identity



# WHAT ARE CORE VALUES?



- Core values are our most deeply held beliefs. They guide our actions and behaviors as a system.
- Core values serve as a compass when difficult decisions arise.
- Core values drive a shared vision and mission of a community or organization.
- Core values define the organizational culture and signal to everyone what their individual role is and how they will be held accountable.

# Current SPS Core Values



## **Outcomes of the 2017 Strategic Planning Process**

- CELEBRATION OF DIFFERENCE
- COLLABORATION
- CULTURE OF LEARNING AND INNOVATION
- EQUITY & ACCESS
- GROWTH FOR ALL
- HIGH STANDARDS OF EXCELLENCE FOR ALL

# Why We Started This Process



**Salem Public Schools is in search of a district logo.**

Salem Public Schools has always relied on the City seal to represent the district, and currently uses a logo that was created for Destination Salem, the City's department of tourism. It is long overdue for us to establish a unique identity that unites our 11 school communities.



# Core Values



- To identify a logo and tagline to represent the Salem Public Schools, we thought it was important to reevaluate our core values.
- The current core values were created with the district's 2017 strategic plan. Much has happened since 2017 and now is the time for us to revisit this work and examine whether these values need to evolve.
- Core values are not something we should establish with just a few people. We wanted to facilitate an inclusive process to engage staff, students and families in the conversation.

# The Process



**Goal:** Reach as many SPS stakeholders as possible

## **How we reached stakeholders:**

- **Staff/families:** ParentSquare survey - identify most important priorities for SPS
- **HS/MS students:** Google form - Staff facilitated conversations about core values, leading to valuable feedback
- **Focus groups:** led conversations with each group to make meaning of responses

\*We also engaged Laura Assade, our Family Engagement Manager, in the process to make sure voices from the families our facilitators work closely with were included in the process.

# Who Responded?



Staff, students, and families were provided an opportunity, through ParentSquare, to respond to a prompt to help SPS identify a set of core values.

Each group was asked one question.

**Staff:** *What should your school, and our district, stand for?*

**Students:** *What is the ONE thing you want most from your school?*

**Families:** *What is the ONE thing you want most from your child's school?*

## **Responses:**

60 - staff members

500 - students

280 families

# Themes



These are the themes that bubbled to the top during this process.

Equity	Community	Relationships
Inclusion	Safety	Joy
Empathy	Belonging	Pathways to success



# Standards of Practice



Stakeholders want to know what core values will look like in practice.

Not just as words on a page, but how they are embedded into every aspect of SPS.

Examples:

- *Respect* might become *We treat others the way that we want to be treated.*
- *Grit* might become *We keep working until we're successful.*
- *Pride* might become *We leave everything better than we found it.*

# Choosing Our Core Values



Executive Team and School Committee members will dig deeper into this work and report back to community.

We welcome feedback from any additional SPS stakeholders.

New submissions can be sent to [publicrelations@salemk12.org](mailto:publicrelations@salemk12.org).

# What Does That Have To Do With Identity?



These initial findings enabled us to go to our designer with a set of themes from our community. We used them as inspiration for how we wanted our branding choices to feel.

**The designers, with input from the Executive Team, narrowed the prospective logo choices down to 4.**

# What Was Created?

---



# Next Steps



**Let's put them out for a public vote.**

- This gives the community a chance to have a say in what the new Salem Public Schools' logo will look like. This voting process will begin on Wednesday, December 8th and will run through Wednesday, December 15th.
- After a logo is chosen, we will include it in the new website that will be launching the week of December 20th.
- Additionally, when the core values are determined for the district, we will then go back and create multiple taglines to choose from to then go with the logo and fit our new core values.

# Sneak Peek of the New Website



Español

Portuguese

Select Language



I WANT TO...



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PUBLIC SCHOOLS

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