

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



Ms. Beth Anne Cornell
AJ Hoffman
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: February 29, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on March 4, 2024 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/85945238024?pwd=wyKY6mnRrDHirm9bvdvv8RpVVAwYlw.zGV0wnE6RDI3IUU>

Passcode: 424613

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/SfdrzetT6nekGJ6q9>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- A. Approval of revised minutes of Regular SC meeting held on February 5, 2024
- B. Approval of minutes of Regular SC meeting held on February 26, 2024
- C. Approval of Warrants: **2/29/24** - \$238,737.95
- D. Approval of Salem High School Girls' Varsity Volleyball Team to Roanoke College in Roanoke, VA from 8/23/24 - 8/27/24

IV. Public Comment

See above instructions for participating in public comment.

V. Superintendent's Report

- A. Superintendent's Evaluation (Strategy 2.3)
- B. Superintendent's Goals for 2024-25 (Strategy 2.3)
- C. Curriculum Updates (Strategy 1.2 and 3.1)

VI. Student Representative Report

VII. Action Items: Old Business

VIII. Action Items: New Business

- A. Deliberation and vote on approval of superintendent's evaluation
- B. Deliberation and vote on superintendent's annual goals
- C. Discussion of school naming procedures

IX. Finance & Operations Report

X. Subcommittee Reports

- A. Policies for second reading
 - Policy 5416 Use of Physical Restraint
 - Policy 2107 Decisions in Absence of Committee Policy
 - Policy 2108 Publication of School Committee Rules and Regulations
Relative to the Conduct of Teachers and Students
- B. Policies for third reading
 - Policy 2102 Organization
 - Policy 2103 Qualifications, Duties and Responsibilities

XI. School Committee Concerns and Resolutions

XII. Adjournment

Respectfully submitted by,

Krista Perry

Executive Assistant to the School Committee & Superintendent

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

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



*Sra. Beth Anne Cornell
AJ Hoffman
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 29 de febrero de 2024

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión ordinaria del Comité Escolar el 4 de marzo de 2024 a las 7:00 p.m.** Esta reunión se llevará a cabo en persona en 29 Highland Ave., Rm. 227, Salem, MA. También puede unirse a través de Zoom utilizando el enlace a continuación.

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

<https://us06web.zoom.us/j/85945238024?pwd=wyKY6mnRrDHirm9bvdvv8RpVVAwYlw.zGV0wnE6RD13IUU>

Contraseña: [424613](#)


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/SfdrzetT6nekGJ6q9>. Un miembro del personal

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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 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 revisada de la reunión ordinaria del CC celebrada el 5 de febrero de 2024
- B. Aprobación del acta de la reunión regular del comité escolar celebrada el 26 de febrero de 2024
- C. Aprobación de Warrants: **29-feb-24** - \$238,737.95
- D. Aprobación del equipo varsity de Volleyball de niñas de Salem High School a Roanoke College en Roanoke, VA de 23-ago-24 - 27-ago-24

IV. Comentario Público

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

V. Reporte del Superintendente

- a. Evaluación del Superintendente (Estrategia 2.3)
- b. Metas del Superintendente para 2024-25 (Estrategia 2.3)
- c. Actualizaciones del plan de estudios (estrategia 1.2 y 3.1)

VI. Reporte de la Representante Estudiantil

VII. Elementos de Acción: Asuntos Antiguos

VII. Elementos de Acción: Asuntos Nuevos

- A. Deliberación y votación sobre la aprobación de la evaluación del superintendente
- B. Deliberación y votación sobre los objetivos anuales del superintendente
- C. Debate sobre los procedimientos de asignación de nombres a las escuelas

IX. Reporte de Finanzas y Operaciones

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



***Sra. Beth Anne Cornell
AJ Hoffman
Sra. Veronica Miranda***

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X. Reportes de los Subcomités

A. Políticas para segunda lectura

Política 5416 Uso de restricciones físicas

Política 2107 Decisiones en ausencia de la política del Comité

Política 2108 Publicación de las normas y reglamentos del Comité Escolar

Relativas a la Conducta de Maestros y Estudiantes

B. Políticas para tercera lectura

Política 2102 Organización

Política 2103 Cualificaciones, deberes y responsabilidades

XI. Inquietudes y Resoluciones del Comité Escolar

XII. Clausura

Sometido respetuosamente por,

Krista Perry

Asistente Ejecutiva del Comité Escolar y del Superintendente

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

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
February 5, 2024

On February 5, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Ms. Mary Manning, Mr. Manny Cruz, Ms. Beth Anne Cornell, Ms. Amanda Campbell, Ms. Veronica Miranda, and AJ Hoffman

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Ms. Elizabeth Pauley, Ms. Natalia Feliz, Ms. Ellen Wingard, Dr. Kimberly Talbot, and Mr. Christopher O’Donnell

Others in Attendance Virtually: Ms. Laura Assade

Call of Meeting to Order

Mayor Pangallo calls the meeting to order at 7:00 p.m. 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. Ms. Cornell motions for approval and seconded by Mr. Cruz.

Ms. Campbell	Present
Ms. Cornell	Present
Mr. Cruz	Present
Ms. Manning	Present
AJ Hoffman	Present
Ms. Miranda	Present
Mayor Pangallo	Present

Approval of Agenda

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

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

Mayor Pangallo Yes
Motion Carries 7-0

Approval of Consent Agenda

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

Mr. Cruz Yes
Ms. Manning Yes
Ms. Cornell Yes
Ms. Miranda Yes
Ms. Campbell Yes
AJ Hoffman Yes
Mayor Pangallo Yes
Motion Carries 7-0

Public Comment

Ms. Kerry Neenan, 330 Lafayette Street, "My name is Kerry Neenan. I'm here in support of the teachers and staff at Horace Mann Laboratory School who are here tonight to talk about inclusion efforts they've made at the school. I'm the mother of Maeve Neenan, a third grader at Horace Mann who was born with Down syndrome. Maeve is a happy, feisty, stubborn ball of personality in a tiny package. I think everyone at Horace Mann probably knows her and I've heard her referred to as "The Mayor" more than once. She loves going to school. She loves her friends, she loves working on her reading skills at school and at home, she loves art, music, and especially her PE class. A couple of weeks ago, she was so proud to show me the Husky Hero award she received at school that now has a prominent place on our wall at home. We are truly grateful that Horace Mann has created an environment where Maeve feels happy, welcome, safe, and excited to learn. The Individuals with Disabilities Education Act (IDEA), first passed in 1975, created the statutes and regulations that gave children with disabilities the right to a free and appropriate public education. Many people have probably not read the entire act, but I think the introduction summary should be read by all teachers, staff, administrators, and committee members. IDEA says: "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. ... Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this chapter has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities. However, the implementation of this chapter has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities. Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by— (A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to— (i) meet developmental

goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible; (B) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home; (C) coordinating this chapter with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.], in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent; (D) providing appropriate special education and related services, and aids and supports in the regular classroom, to such children, whenever appropriate; (E) supporting high-quality, intensive preservice preparation and professional development for all personnel who work with children with disabilities in order to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible;” Since Maeve was in preschool, we’ve always pushed to have her included with her typical peers as much as possible. Maeve’s delays don’t mean that she should be denied the opportunity to develop natural friendships with her disabled AND non-disabled peers. Even though she is not completing grade level work, it does not mean that she should not have the opportunity to learn alongside her typical peers with modified lessons. Special education is a service, NOT a place. IDEA says that the general education classroom should be the default learning environment. My full time job is working with Northeast Arc and the Northshore office of the Department of Developmental Services. I see how things are changing for adults with disabilities in regards to expectations of employment and independence, self-directed services, and creating a meaningful life. But I also still see many adults who are placed in day programs that do not push for any kind of independence. Adults who sometimes volunteer their time to keep busy because there’s an assumption they can’t maintain paid employment. And adults who still make less than minimum wage at jobs created specifically for disabled people (also called sheltered workshops) and whose families sometimes don’t want them to be paid properly because it would mean their benefits would decrease. I want Maeve to have a life that is meaningful to her. I want her to have a job she loves where she is paid and recognized appropriately. I want her to be able to live on her own if she chooses. I want her to do what makes her happy. Isn’t that what we all ultimately want for our children? Having that life requires a world that is accepting of her and that understands her strengths may not be the same as others’ but that she has value, that everyone has value in the world. And that world starts in school. The more kids are separated in school, the more it creates a divide between disabled and non-disabled kids early on. Kids are taught to be kind, to be accepting, but they often do not see how others learn differently from them. Since Maeve started Kindergarten at Horace Mann, I’ve sometimes been a broken record that creating an inclusive school community is not the same as inclusive education to me. It’s not enough that Maeve has recess and art class with non disabled peers. I want her to learn alongside them. I want her peers to see how Maeve learns differently and also to see her accomplishments. I want to limit the ways that she is “othered” or separated as much as possible. Because othering her now lays the groundwork for othering and separating her in the future and assuming she can’t accomplish

the same things, that she can't handle responsibility, she can't be independent. And this sets her up for a life as an adult where independence and responsibility are not expected of her. Where people expect her to lead a separate, less than, life. At Horace Mann, Maeve is welcomed into class with her general education peers. She has formed some friendships that I like to think benefit the other kids as much as it benefits Maeve. The teachers and therapists have been receptive to our push for inclusion and creative in the ways they've accomplished it. Her special education teacher Rachel Ellyson told us she always tells Maeve that she's in third grade now, she's a big kid and can do things herself which has helped her understand that there are the same high expectations for her as there is for everyone else. We mentioned earlier this year that we really wanted to push her reading skills and her team has included Maeve in a reading skills group that she's having great success with. She has some of her speech services pushed into the general education classroom. And Maeve LOVES her PE classes with Ann Marie O'Connor, who has worked hard to make physical education accessible for every student. I appreciate that our district administration has pushed for more education for general education teachers on inclusion. Truly inclusive education requires the general education and special education teachers to work together to modify lessons and see how kids with IEPs can still access the general education curriculum standards. I appreciate how accessible Jen Doucette-Ly is when I have questions. And I appreciate Dr. Zrike's commitment to furthering inclusion and the quality of special education services in our district. Thank you to everyone on Maeve's team at Horace Mann and to the school committee today for taking the time to let me speak about our experiences with Salem Public Schools and our hopes for Maeve's future.`

Student Showcase - Horace Mann Laboratory School

Horace Mann Laboratory School discusses the meaning of inclusion in the classroom noting that all students, no matter their race, culture, ability, gender, or learning style, are given equal access to educational opportunities where they are supported, and feel safe, valued, and respected. Such benefits of inclusion are teachers and administration seeing less absences and disruptive behaviors. For parents, they are seeing their children learning and spending much of their time in a safe and nurturing environment. Reverse inclusion is discussed as well noting this is selected students participating in lessons in substantially separate education classrooms. Effective instruction provides the students with disabilities opportunities to practice their individualized learning goals with the support of a peer model. Additional benefits include helping all students develop and practice positive interactions and develop meaningful relationships in a structured environment. This also shows students that they are all part of a community and all parts of the school are accessible to everyone. Horace Mann's vision is that with authentic inclusive education students do not have to "fit into" the preexisting conditions of the class. Rather, environments are designed to provide the support and structure that every student needs to succeed.

Superintendent's Report

- A. Recognition of SPS' representative to Project 351 (Strategy 3.4)
- B. Superintendent's Evaluation (Strategy 2.3)
- C. Superintendent's Goals for 2024-25 (Strategy 2.3)

D. Updated data for 2024-2025 Enrollment Targets for Student Assignment (Strategy 4.1)

Dr. Zrike begins by recognizing the SPS representative to Project 351. Project 351 is a nonprofit organization that develops a new generation of community-first service leaders through the yearlong engagement of an eighth grade Ambassador from each of the 351 cities and towns in Massachusetts.

Dr. Zrike reviews his Goals for the 2024/2025 school year. Goal #1 will be to build and maintain a district-wide culture of universally high academic expectations for every learner. Goal #2 will be to elevate the voices of students and parents to tap in their funds of knowledge and prepare them to take action and lead.

Dr. Zrike reviews goal #3 to fully implement and report on the district’s progress toward its strategic priorities, initiatives and goals.

Dr. Zrike discusses the updated data for 2024-2025 Enrollment Targets for Student Assignments. A review of the Carlton Kindergarten Trimester Enrollment Breakdown Based on Low-Income Status is discussed. Important notes were Salem did see a slight increase in low-income students in the last year. Available seats for our pre-kindergarten program will be assigned to the ratio that we established in advance of the 23-24 school year.

Student Representative Report

Ms. Natalia Feliz notes there still is a challenge for student engagement and is open to any and all suggestions from School Committee members moving forward.

Old Business

none

New Business

A. Deliberation and vote on approval of superintendent’s evaluation

B. Deliberate and vote on 2024-2025 enrollment targets for student assignment - A motion is made to schedule a Committee of the Whole meeting to further discuss. Motion made by Mr. Cruz and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes
Motion Carries 7-0	

C. Deliberate and vote on approval of the SY24-25 calendars. The approved changes to the FY 24-25 calendars, with the exception of Carlton Innovation School, were:

- move the 1st day of school for grades 1-12 from 9/3 to 9/4 due to the primary election
- move 1st day of school for PK/K from 9/5 to 9/9 due to above
- move 2/26 half day PD to 3/5 due to vacation week the previous week
- move last day of school for grades 1-12 from 6/17 to 6/18 due to moving of 1st day

Motion made by Mr. Cruz and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

D. Deliberation and vote on approval to accept the donation from Pabich Family to the CTE program at Salem High School. Motion made by Mr. Cruz and seconded by Ms. Cornell. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Finance & Operations Report

Ms. Pauley notes that the Saltonstall School has requested several transfers from an unused personnel line. Each transfer included in the packet for review is within the same cost center and is less than \$15,000 (the threshold for School Committee approval). However, the total being transferred out of a single budget line is \$25,000; because this exceeds the threshold, this suggests the need for School Committee approval.

Subcommittee Reports

A. Policies for first reading

Policy 2102 Organization

Policy 2103 Qualifications, Duties and Responsibilities

Ms. Cornell makes a motion to accept policies 2102 and 2103 for a first reading. Ms. Campbell seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

B. Policy with no substantial changes

Policy 2105 Evaluation of the Superintendent

Ms. Cornell makes a motion to accept policy 2105 with no substantial changes. Ms. Campbell seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
AJ Hoffman	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

School Committee Concerns and Resolutions

none

Adjournment

Ms. Cornell motions to adjourn and seconded by Ms. Campbell. A roll call vote is taken.

Ms. Cornell	Yes
Mr. Cruz	Yes
Ms. Manning	Yes
AJ Hoffman	Yes
Ms. Miranda	Yes
Ms. Campbell	Yes
Mayor Pangallo	Yes

Motion Carries 7-0

Meeting adjourned at 8:45PM.

Respectfully submitted by,
Krista Perry
Executive Administrative Assistant to the School Committee & Superintendent

DRAFT
Salem Public Schools
Salem School Committee
Meeting Minutes
February 26, 2024

On February 26, 2024 the Salem School Committee held its regular School Committee meeting at 7:00 PM using a hybrid model.

Members Present: Mayor Dominick Pangallo, Ms. Mary Manning, Mr. Manny Cruz, Ms. Beth Anne Cornell, Ms. Veronica Miranda, and AJ Hoffman

Others in Attendance: Superintendent Stephen Zrike, Ms. Elizabeth Pauley, Ms. Ellen Wingard, Ms. Mia Riccio, Ms. Tirza Espinal, Dr. Kimberly Talbot, Mr. Marc LeBlanc, Ms. Laura Assade, Ms. Jennifer Doucette-Ly, Mr. Christopher O'Donnell, Principal Camah, and Ms. Holly O'Leary

Call of Meeting to Order

Mayor Pangallo calls the meeting to order at 7:00 p.m. 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. Mr. Cruz motions for approval and seconded by Ms. Cornell.

Ms. Campbell	Not Present
Ms. Cornell	Present
Mr. Cruz	Present
Ms. Manning	Present
AJ Hoffman	Present
Ms. Miranda	Present
Mayor Pangallo	Present

Moment of Silence

Ms. Cornell requests a moment of silence for former School Committee member Carl Petersen who was also a friend and colleague of Ms. Cornell's. She notes he served on the Salem School Committee for 28 years. Mr. Petersen also served in NAFC and other leadership service positions in and out of Salem, MA. AJ Hoffman also requests a moment of silence for a recent loss. Member Hoffman states it is time to take a look at crisis prevention more closely. We need voices to speak up and we as a body are responsible for our words and actions. Member Hoffman is asking for committee members to speak up with their voices and help our children in our community.

Approval of Agenda

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

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes

Mayor Pangallo Yes
Motion Carries 6-0

Approval of Consent Agenda

Ms. Miranda notes that it was brought to her attention that the February 5, 2024 School Committee meeting minutes did not reflect the approved changes of the FY 24-25 School Calendars. Ms. Miranda asked if those changes could be reflected in the Feb 5th meeting minutes. Mayor Pangallo notes he will table the approval of these minutes until the March 4th School Committee meeting.

Mayor Pangallo requested a motion to take the February 5th minutes out of the Consent Agenda. Mr. Cruz motions for approval of only items B and C in the Consent Agenda and seconded by Ms. Cornell . A roll call vote is taken.

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

Public Comment

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

Superintendent's Report

- A. Superintendent's Evaluation (Strategy 2.3)
- B. New Liberty Program of Study (Strategy 1.4)
- C. Chronic Absenteeism discussion (Strategy 3.2)

Dr. Zrike notes this evening we will start with a presentation from New Liberty Innovation School. Principal Camah and Ms. Holly O'Leary presented the New Liberty Program of Study. Principal Camah begins to explain the "why" competency-based education at New Liberty. This ensures that every student has a strong foundation of knowledge and skills to build on as they progress through school and prepare for life after graduation. The "what" is the course offerings and pathways. Students demonstrating what they know and the skills that they require.

Portfolios separate our 9th, 10th, and 11th graders and the mastery is defined as demonstrating proficiency of a skill multiple times in multiple ways. A student must complete all evidence requirements in a portfolio with high enough ratings to reach the minimum performance level required to complete their portfolio.

Ms. O'Leary notes we developed Curriculum frameworks along with competencies and skills the students work with. The New Liberty requirements are competency, skills, and learning to observe our students' growth and pathway to graduation.

Mr. Cruz asks if there will be an evaluation of the 9 school districts.

Ms. O'Leary notes the school system grants and focuses on entrance ways for each student to clear a pathway towards their goal of graduating.

Principal Camah notes New Liberty is hosting their 2nd Annual Basketball Fundraiser. We are encouraging the community to participate and we have a basketball clinic as well. There will be great entertainment as well. March 23rd at Salem High School.

Chronic Absenteeism discussion (Strategy 3.2)

Ms. Ellen Wingard introduces her team before presenting, consisting of Ms. Mia Riccio and Ms. Tirza Espinal. Ms. Mia Riccio offers an update on Salem Public School attendance. Chronic absenteeism is defined as missing 10% of the school year. One way where we can see the impact is the achievement scores and MCAS scores. We are back to pre pandemic levels however there is still more work to be done due to the COVID impact. Identifying root causes of absenteeism are the barriers, aversions, disengagement, and misconceptions. Phone banking helped identify the root causes for SPS staff to reach out to families. The majority reported falls within illnesses and misconceptions such as family vacations and misunderstanding of taking vacations during our calendar year.

Ms. Wingard reviews the categorized functions of school refusal behavior such as:

- avoiding general school- related to stress caused by known or unknown factors
- escape aversive social and/or evaluative situations at school
- pursue attention from significant others, such as parents
- pursue tangible rewards outside of school

Ms. Riccio notes the Attendance Officer roll is a more truancy level or residency checks. The Attendance and Outreach Specialist is involved throughout tiers of intervention along with a “warm-demander” approach. Coaching admin and attendance teams to use the student attendance monitoring system. Ms. Riccio discusses Tier 1: the Universal and Proactive approach for all students. Attendance Teams meet regularly to review student attendance data and initiatives to promote positive school culture. Also Attendance Coalition, Attendance Matters Campaign, and Parent Cafes. Tier 2 : Early Intervention is when we notice patterns. Tier 3 : Intensive Intervention such as continued work with families overtime. Residency checks, dropout intervention and last resort being court involvement. Ms. Riccio highlights Collins Middle School for their attendance improvements and mentions Malcom Pimental, the Family Engagement Facilitator. Collins Middle School last year was at 28.6% and as of this year the rate is at 19.3%. Promoting a culture of attendance at Collins including physical and emotional health and safety, belonging, and engagement. Collins Middle School built out a new house system this year where each student and staff are connected to each house and earn house points by displaying core values throughout the day. Next steps will be increased meetings of the Attendance Teams and consider doing another phone banking event, particularly for those where the data shows need for a push.

Mr. Cruz asks how we are approaching chronic absenteeism if addiction were an example for the reasoning. Ms. Wingard notes if a student is in treatment it is an excused absence.

Ms. Cornell asks if we have alternative programming if a parent keeps their child home due to sickness. Ms. Wingard notes if a child has a fever, keep them home. If not please communicate with the school nurse on monitoring your child. Post Covid we do have a parent friendly guidance on when or when not to send your child to school. Ms. Cornell notes we currently do not have a policy on school tardiness and at some point it would be best to create a tardiness policy that would provide clarity and be beneficial.

Student Representative Report

none

Old Business

none

New Business

A. Deliberation and vote on approval of Superintendent’s evaluation

Mr. Cruz makes a motion to table this agenda item to the March 4th School Committee meeting. Ms. Miranda seconded.

B. Deliberation and vote on Superintendent’s annual goals

Mr. Cruz makes a motion to table this agenda item to the March 4th School Committee meeting. Ms. Miranda seconded.

C. Deliberation and vote on 2024-2025 enrollment targets for student assignment

Mr. Cruz made a motion to accept all enrollment targets for student assignments with the exception of no specific targets for Bentley Innovation School and Carlton was to apply to Trimester 2 and 3. Ms. Cornell seconded. A roll call vote is taken

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes

Mayor Pangallo Yes

Motion Carries 6-0

D. Deliberation and vote on New Liberty Program of Study - Mr. Cruz makes a motion to approve and Ms. Cornell seconded. A roll call vote is taken.

Mr. Cruz	Yes
Ms. Manning	Yes
Ms. Cornell	Yes
Ms. Miranda	Yes
AJ Hoffman	Yes

Mayor Pangallo Yes

Motion Carries 6-0

E. Deliberation and vote to authorize Superintendent to file a Statement of Interest with MSBA for the Bates Elementary School - Mr. Cruz makes a motion to approve and Ms. Manning seconded. A roll call vote is taken

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

Ms. Miranda		Yes
AJ Hoffman		Yes
Mayor Pangallo	Yes	
Motion Carries 6-0		

F. Deliberation and vote on Carlton Innovation School SY 24-25 calendar - Dr. Zrike makes a note that Calrton will be starting SY 24-25 school year before Labor Day per the vote of the faculty. Ms. Manning makes a motion to approve and Ms. Cornell seconded. A roll call vote is taken.

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

Finance & Operations Report
none

Subcommittee Reports

A. Policies for first reading

- Policy 5416 Use of Physical Restraint
- Policy 2107 Decisions in Absence of Committee Policy
- Policy 2108 Publication of School Committee Rules and Regulations
Relative to the Conduct of Teachers and Students

Ms. Cornell makes a motion to accept Policies 5416, 2107, and 2108 for a first read and Ms. Miranda seconded. A roll call vote is taken.

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

B. Policies for second reading

- Policy 2102 Organization
- Policy 2103 Qualifications, Duties and Responsibilities

Ms. Cornell makes a motion to accept Policies 2102 and 2103 for second reading. Ms. Miranda seconded. A roll call vote is taken.

Mr. Cruz		Yes
Ms. Manning		Yes
Ms. Cornell		Yes
Ms. Miranda		Yes
AJ Hoffman		Yes

Mayor Pangallo Yes
Motion Carries 6-0

C. Policy with no substantial changes
Policy 2106 Policy Implementation

School Committee Concerns and Resolutions

Mr. Cruz notes the Personnel Subcommittee has their first bargaining session scheduled with the Salem Teachers Union on March 14th at 5:30pm.

Adjournment

Ms. Mirand motions to adjourn and seconded by Ms. Cornell.
Meeting adjourned at 8:30PM.

Respectfully submitted by,
Krista Perry
Executive Administrative Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated: October 2022

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

I. General Information				
School	Salem High School	Grade Level(s)	Date of Request:	Date of Field Trip:
Trip Planner	Angie Giancola	9-12	2/26/24	8/23-8/27
Contact Info	Phone: 703-927-5242	# of Students:		Depart:
	Email: agiancola@salemk12.org	12-15		Return:
Destination	Name: Roanoke College	Location and Duration		
Destination Address	221 College Lane Salem, VA 24135	<input type="checkbox"/> Local trip (Salem/North Shore) <input type="checkbox"/> In-state – within MA <input checked="" type="checkbox"/> Out of state		
Funding Source	For Bus:	For other (admissions costs, etc.):		
		Fundraising/Girls Volleyball Account		
		<input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment	Accessibility and Inclusion for All Students
<input type="checkbox"/> Alignment: The trip is aligned to grade-level standards. <input type="checkbox"/> Pre- and Post-Plan: Students will be prepared for the trip and will have the opportunity to synthesize new learning from the experience.	*District policy requires field trips to be accessible to all students. *Trip planners must ensure that all students (e.g., students with disabilities, multilingual learners, etc.) have the appropriate supports. <input checked="" type="checkbox"/> I understand these requirements.
Comments: Girls Varsity Volleyball Pre-Season Trip	Comments:

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared? Have medical concerns been reviewed?	Will a nurse be needed for this field trip?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date:

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip?	Will students be eating lunch at school or on the field trip?	Are bag lunches needed for this trip?
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> At school <input type="checkbox"/> On field trip	<input type="checkbox"/> Yes <input type="checkbox"/> No How many? _____
Comments: N/A		

V. Transportation		
Transportation needed:	<input type="checkbox"/> Bus (Complete <u>Transportation Request Form</u> and send to dbido@salemk12.org and vfaundes@salemk12.org at least two weeks before the trip.)	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: <u>Airplane / Rental Cars</u>
If traveling by bus:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

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

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature:	Date:
	2/27/24

Dear Salem School Committee:

This memo is to recommend that the Salem High School Girls Varsity Volleyball team receive permission to travel to Roanoke, Virginia. The trip will take place August 23 through August 27, 2024. The team will visit colleges in Washington, DC and Virginia, and have the opportunity to host three team practices in partnership with Roanoke College's Women's Volleyball program - the hosts of the DIII NCAA Women's Volleyball National Championships.

The purpose of the trip is to provide an opportunity for our athletes to travel out-of-state, visit a diverse group of college campuses, and build relationships and mentorship opportunities with current college athletes at Roanoke College. Our goal is for our program to set aside purposeful time to prepare for the season, enjoy team bonding, and continue our Preseason Programming in a manner that empowers them to also explore post-secondary options as well.

The trip will be chaperoned by Angie Giancola, the Head Girls Volleyball Coach, one Assistant Coach, and at least two parent chaperones. There will be at least one chaperone for every four students. A list of students with permission forms will be provided immediately following team tryouts on August 21, 2024.

The Girls Volleyball Program will organize fundraising opportunities to benefit all prospective volleyball student-athletes who might attend.

We recognize that this request must be approved by the Salem School Committee in order for additional planning to commence. Please do not hesitate to contact me with any questions.

Thank you for your attention to and consideration of this matter. GO WITCH!

Angie Giancola
Head Coach, Girls Volleyball
agiancola@salemk12.org
703-927-5242

Witches Volleyball Preseason Trip Proposal

Statement of Purpose: The purpose of the Witches Volleyball Preseason Trip is to provide an opportunity for our athletes to travel out-of-state, visit a variety of college campuses, and build relationships with current college athletes at Roanoke College (and potentially Virginia Tech as well). We will also host three team practices on-site at Roanoke College - the site of the DIII NCAA Women's Volleyball Championships. Ultimately, our goal is for our program to set aside purposeful time to prepare for the season, enjoy team bonding, and continue our Preseason Programming, while also providing opportunities for our athletes to explore their post-secondary goals as well.

SUMMARY

Section	Description	Brief Overview
1	Anticipated Dates	Proposed Dates: August 23 - 27, 2024
2	Anticipated Travel Arrangements	Breakdown of anticipated flight and rental car expenses
3	Anticipated Hotel Accommodations	Breakdown of anticipated hotel expenses
4	Anticipated Financial Need	Summary of expenses listed above and adds anticipated costs for food, gas, and two recreation activities
5	College Campus Visit Schedule	Summary of College Campus Visit Schedule

I. Anticipated Travel Dates - August 23 through August 27, 2024

Following the conclusion of Girls Volleyball Tryouts on August 21, the Varsity squad will depart from Salem on Friday, August 23 and return on Tuesday, August 27. These dates were selected with the SPS schedule in mind as our athletes will not miss any days of school, and any freshmen and/or Peer Mentors will return before Freshman Orientation commences on August 29.

II. Anticipated Travel Arrangements

Flights

Our plan is to fly in and out of Reagan National Airport (DCA) in Washington DC. Based on current rates, we anticipate flights will cost between \$200-\$250/person roundtrip. We will budget for approximately \$4,000 total for flight expenses.

Rental Cars

We will also plan to rent 3 vehicles with 6-7 person capacity each. Based on current rates, we anticipate rental car costs will be between \$450-\$650/car. We will budget approximately \$2,200 total for rental car expenses and gas.

III. Anticipated Hotel Accommodations

We intend to spend our initial night in Northern Virginia. Details are forthcoming as Angie Giancola has connections in the area.

During our time in Roanoke, the plan will be to stay at Home2 Suites by Hilton Roanoke, VA. The rate for 3 rooms is currently \$127/night. We anticipate the total cost for hotel accommodations to be between \$1,300-1,800, depending on the number of nights we stay in Roanoke.

As a note: breakfast will be provided at the hotel, which will save on food expenses.

IV. Anticipated Financial Need

Estimated Flights: \$4,000

Estimated Rental Cars: \$2,200

Estimated Food: \$3,000

Estimated Recreational Expenses: \$600

Total Fundraising Goal: \$10,000

V. College Campus Visit Schedule

In addition to multiple visits to Roanoke College, we will plan to connect with Admissions and Athletics at the schools listed below:

Confirmed Visits

- Friday: Georgetown University and George Washington University
- Sunday: Virginia Tech

Additional Potential College Visits

- Saturday: James Madison University
- Monday: Radford University
- Tuesday: George Mason University

Final Schedule Pending

Additional Notes:

Recreational Activities

- [Hike Cascades](#): \$3/car
- [New River Junction Tubing](#): \$12-18/person
- [Splashdown Water Park \(Northern VA\)](#): 20+ people = \$12.50/person; less - \$17.25/person

Meals:

- Breakfasts: Hotel
 - Lunch and Snacks: BJ's Wholesale Club, Roanoke
 - Dinners:
 - Pizza Party
 - Mission BBQ
 - Dinner at Giancolas
 - Mellow Mushroom
 - Blacksburg: MacAdoo's, Cabo Fish Taco
-

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Manny Cruz

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		The superintendent will work with Salem Public School educators to support our students to become independent learners who can achieve at their grade level or higher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal		As part of the district's commitment to fiercely advancing equity across the district, the superintendent will lead an explicit focus on supporting multilingual learners (MLs). SPS will strengthen practices and models for serving multilingual learners to ensure they have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 1		and the academic, lioguistic, social and emotional supports they need to succeed. To lead the upcoming (post-covid) strategic planning effort for the SPS process, implementation, and progress monitoring. The strategic plan must be visionary, forward thinking, and set aggressive and attainable goals for improved student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): 				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Zrike excels in leadership in all areas of this standard. His drive for continued improvement in each indicator has been the underlying energy leading to investment by all departments to make strides in communication, cooperation, planning, goal-setting, organization and accountability both within and among all departments. His interpersonal skill set is of great benefit, whether in informal or more structured situations. Most positive is his insistence that all of this work be started and completed under the values that he has led the SPS to bring to all decisions.				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): 				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Manny Cruz

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Practice Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): 				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): 				

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): 				

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		The superintendent will work with Salem Public School educators to support our students to become independent learners who can achieve at their grade level or higher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal		As part of the district's commitment to fiercely advancing equity across the district, the superintendent will lead an explicit focus on supporting multilingual learners (MLs). SPS will strengthen practices and models for serving multilingual learners to ensure they have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 1		and the academic, liouguistic, social and emotional supports they need to succeed. To lead the upcoming (post-covid) strategic planning effort for the SPS process, implementation, and progress monitoring. The strategic plan must be visionary, forward thinking, and set aggressive and attainable goals for improved student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	<small>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): 				

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Zrike excels in leadership in all areas of this standard. His drive for continued improvement in each indicator has been the underlying energy leading to investment by all departments to make strides in communication, cooperation, planning, goal-setting, organization and accountability both within and among all departments. His interpersonal skill set is of great benefit, whether in informal or more structured situations. Most positive is his insistence that all of this work be started and completed under the values that he has led the SPS to bring to all decisions.				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): 				

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Stephen Zrike

Evaluator: Beth Anne Cornell January 15, 2024

Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Dr. Zrike has had an extraordinary impact on the district in a short time. During his tenure, he has improved community engagement, expanded and created greater accountability with regard to ML learning and support, overseen the development of a strong pre-K program, and increased the number of educators and staff of color. Further, he has established a group of strong school leaders with the expertise and drive to hold our educators and learners to high academic standards. His two-way communication with the School Committee gives us valuable insight into where the district's challenges lie and give members the opportunity to ask questions and to see the district's work up close.

The district still has a long way to go, but Dr. Zrike's tenacity, dedication, and humility are moving us in the right direction, and his overall performance has been exemplary.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		The Superintendent will work with Salem Public School educators to support our students to become independent learners who can achieve at their grade level or higher.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal		As part of the district's commitment to fiercely advancing equity across the district, the superintendent will lead an explicit focus on supporting multilingual learners (MLs). SPS will strengthen our practices and models for serving multilingual learners to ensure they have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1		To lead the upcoming (post-COVID) strategic planning effort for the Salem Public Schools – process, implementation, and progress monitoring. The strategic plan must be visionary, forward thinking and set aggressive and attainable goals for improved student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

I-A Curriculum: Curricula, as it is presented to the School Committee during regular meetings, is unique, engaging and student-centered. Since the adoption of the new strategic plan, all curricular reports to the SC deliberately reflect strategic initiatives.

I-B Instruction: Dr. Zrike has identified that continued effort is required to support rigorous instruction and high expectations district-wide. To achieve these goals, he has strengthened inclusive practices by doubling the number of teachers with specialized reading training, increased the number of co-taught classrooms at the high school level, and implemented a pre-AP curriculum in grades 9-10 at Salem High School, among other initiatives. While Dr. Zrike and school leaders are immediately responsive when instruction is not meeting expectations, a larger culture shift with regard to rigor and high expectations for all students will take time.

I-C Assessment: Dr. Zrike regularly examines data, including STAR performance results, with the executive team, district leadership team and principals to adjust practices based on academic and non-academic outcomes, and shares these analyses with the SC.

I-E Data-Informed Decision-Making: Dr. Zrike uses data-driven practices whenever possible, including using Panorama survey results, chronic absenteeism reports, STAR performance results, dropout and discipline data, etc. to improve district practices

I-E & I-F Student Learning: SPS has made great progress in pre-K and ML learning and instruction under Dr. Zrike's leadership; however, our MCAS performance is a strong indicator that we are not yet providing rigorous, grade-level learning for all students.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Most significantly, this year Dr. Zrike oversaw the development of a new strategic plan that reflects community and staff input and is aspirational, clear, and achievable. II-A. Environment: Dr. Zrike has established effective routines and procedures to support the district's operations. He is in regular conversation with administrative leadership as well as municipal support entities including the Salem PD. Over the past year, Dr. Zrike has worked closely with Chief of Police Lucas Miller and other safety experts to reevaluate and improve the district's safety measures and protocols. Dr. Zrike has also overseen building and facilities upgrades throughout the district, and perhaps most significantly, led the initiative to gain eligibility into the (MSBA) construction process toward the building of a new high school. II-B. Human Resources Management and Development: This is a great area of success for Dr. Zrike. He has prioritized the recruitment and development of teachers of color to better reflect the demographics of our students and has exceeded the district goal of increasing the number of non-white teachers and staff. Additionally, Dr. Zrike has made it a priority to develop leaders from within the district and to reassign staff to roles where they can be challenged and thrive. II-C Scheduling and Management Information Systems: Dr. Zrike and his team have streamlined assessments and are able to provide data to the school committee swiftly upon request. II-D. Law, Ethics, and Policies: In this area Dr. Zrike has the highest personal standards and is able to speak knowledgeably about most laws and guidelines. When he is not, he is swift to seek legal counsel. II-E. Fiscal Systems: The budget development process is collaborative, transparent, and reflective of strategic goals and initiatives. Dr. Zrike's approach is practical and inclusive of the needs of each school. During this period of reduced funding and expiring ESSER funds, Dr. Zrike has maintained and even increased necessary supports and staffing by right-sizing operations.				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

III-A. Engagement: One of Dr. Zrike's greatest strengths is his ability engage community members in decision-making and high-level discussions about student learning and experiences. Dr. Zrike continues to implement strategies to engage all families more actively and equitably, including relying on valuable input from our diverse Parent Advisory Council and our ELPAC families. This year School Site Councils were actively engaged in budget development. Going forward, I would like to see more active district engagement with SEPAC.

III-B. Sharing Responsibility: The above comment overlaps with this assessment. The implementation of home visits has enhanced the district's efforts at creating a culture of shared responsibility and community-building.

III-C. Communication: Dr. Zrike is exceptional in this regard. He continues to engage the community using a variety of strategies, from Facebook Lives in English and Spanish to monthly newsletters. Last summer's addition of neighborhood walks and talks gave district leadership the opportunity to visit individual neighborhoods and engage community members in meaningful discussion.

III-D. Family Concerns: Because of the communication strategies noted above, Dr. Zrike is able to respond to family concerns quickly; however, the parents who do not reach out to schools and the district are of equal concern to him. As a result, he has made concrete efforts to connect with and solicit feedback from our immigrant, un-housed, and non-English speaking families through advisory groups and one-on-one relationships. The district is extremely fortunate that Dr. Zrike is bi-lingual and able to connect with Spanish-speaking families throughout the city.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<p>IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>OVERALL Rating for Standard IV: Professional Culture</p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>IV-A Commitment to High Standards: Dr. Zrike has set high expectations for administrators, teachers, and staff, and he models those expectations in his own professional development and practice. He insists on regular assessments of district and school initiatives through the lens of equity, and this is reflected in student and staff surveys revealing improved cultural awareness and competency. Dr. Zrike's aspirations with regard to high district standards are well-communicated and consistent. This is, however, a slow process and not all teachers and staff have met Dr. Zrike's standards. To improve, he and his team have instituted differentiated professional learning to educators and tailored offerings to specific educator roles and responsibilities.</p> <p>IV-B. Cultural Proficiency: Dr. Zrike is exceptional in this regard. The new strategic plan reinforces the district's commitment to diversity and equity, and Dr. Zrike is committed to holding the district to the aspirations outlined in the plan.</p> <p>IV-C. Communication: As noted elsewhere in this evaluation, Dr. Zrike excels in his communication skills both at the interpersonal and district levels. He has brought a transparency and accessibility not seen in the district for some time. Through Facebook Live (in both English and Spanish), regular newsletters, and in-person and phone conversations with stakeholders, Dr. Zrike has been able to foster community and increase trust.</p> <p>IV-D. Continuous Learning: Dr. Zrike and his team use student data and other assessments (step-backs, STAR) to improve student learning and curricula. Dr. Zrike continues to use Panorama survey data to counsel school leaders on how to create increased opportunities for staff to elevate their voices, ideas, and perspectives as it relates to school improvement.</p> <p>IV-E. Shared Vision: Dr. Zrike's strong communication skills enable him to leverage strong relationships with the teacher advisory group and the Salem Teachers union to create a shared vision for the district.</p> <p>IV-F. Managing Conflict: Dr. Zrike is adept and managing conflict in part because he is adept at setting expectations. When conflict does arise, he is open to criticism and clear about his intentions.</p>				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

End-of-Cycle Summative Evaluation Report: Superintendent



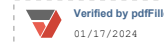
Superintendent:

Stephen Zrike

Evaluator:

Veronica Miranda

Veronica Miranda



1/15/2024

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

I would like to start by acknowledging I did not serve on this body for the full 2022-2023 academic year. Since joining the school committee in May of 2023, I continue to be impressed by the leadership exhibited by Dr. Stephen Zrike. Dr. Zrike possesses a keen awareness of our areas for improvement, a quality that I deeply appreciate. Though some challenges we face extend beyond our immediate control, stemming from larger systemic issues at the state and national levels, Dr. Zrike has navigated these complexities with a strategic vision that recognizes the broader context in which our district operates. Under his leadership, progress has been made in the direction of our collective goals. Dr. Zrike acts with integrity, professionalism, and a deep commitment to Salem Public Schools. I have had the pleasure of observing the progressive achievement of several goals that Dr. Zrike and his leadership have made possible.

- Expanding prek and afterschool care for prek students
- Finding creative ways to increase access to careers in education, especially for historically marginalized groups
- Engaging the community more deeply whether through direct engagement or input from staff, families, and students on their experiences in the district
- Prioritized the use of data to make well-informed decisions bringing us closer to our equity goals such as hiring Director of Diversity, Equity, Inclusion, and Engagement.

In every aspect, Dr. Zrike has proven to be an outstanding superintendent.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-E, I-F, II-A, II-E	Increase pre K enrollment, diversify staff, address chronic absenteeism, provide students with more access to advanced coursework, reduce the percent of annual dropouts, increase percent of secondary level students who report that they learn about, discuss, and confront issues of race, ethnicity, and culture in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	IV-A, IV-B, II-A, I-B, I-E	Strengthen practices and models for serving multilingual learners to ensure they have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1	IV-E	Lead the upcoming strategic planning effort for SPS...must be visionary, forward thinking and set aggressive attainable goals for improved student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

I-B: Dr. Zrike has prioritized increasing number of students in advanced placement courses, increasing pre-k enrollment, and otherwise addressing significant challenges around inequities. Dr. Zrike has identified challenges that he plans to continue to work on across the district, and he continues to set high, measurable goals for himself as well as his staff. I appreciate that Dr. Zrike seeks to measure academic success through various formal assessments such as MCAS and STAR, while acknowledging the importance of informal methods of assessing learning. Dr. Zrike prioritizes setting a culture of creating educational environments that are both supportive and academically challenging for scholars.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): II-A: Dr. Zrike and his team have prioritized bringing social services such as the Salem Pantry to our schools to provide food for community members and students that want it. Dr. Zrike seeks to work alongside community partners to find more effective ways to provide mental health services and programming for after school care to those that want it. II-B: Dr. Zrike and his team are working diligently to increase diverse work force and become a more welcoming place of employment for BIPOC. II-D: Dr. Zrike understands and complies with state and federal laws and mandates, sc policies, cba's, and ethical guidelines II-E: The budget we passed in the summer of 2023 was values aligned, carefully constructed, and was consistent with the mission, values and goals we have set as a district.				

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): <small>Dr. Zrike acknowledges our responsibility as a district to be as accessible as possible to our families and students. He has taken steps to address inequities and reduce barriers families may face with transportation, language access, etc. He has made a concerted effort to build deep relationships with the families in our district. His approachability extends a welcoming atmosphere, encouraging open communication and collaboration within the school community. I believe he knows where our short comings are and he will continue to strive to engage more deeply by making an effort to come into communities more often, and continue to communicate with families on different platforms. Dr. Zrike's attention to our district and care for our community is felt by families, his staff, and community members. Community engagement is a priority of his.</small>				

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Zrike demonstrates a high level of professionalism across all of these dimensions and he is an invaluable leader in our community. Dr. Zrike serves as a model superintendent. He looks for perspectives different from his own, listens carefully, engages staff, families, and students with empathy, and successfully drives our mission towards equity and being an anti-racist institution. He is thoughtful about how he communicates and looks for creative ways to solve problems. Being a person of color himself, he brings a valued perspective, knowledge and passion for justice that moves our city forward.

Total: Overall Rating: Exemplary Progress Towards Goals: Met

Progress towards goals	Manny Cruz	Amanda Campbell	Veronica Miranda	Mary Manning	Dominick Pangallo	Beth Anne Cornell	Average Score
Professional Practice	Exceeded	Met	Exceeded	Exceeded	Met	Exceeded	Exceeded
Student Learning Goals	Met	Exemplary	Met	Met	Exceeded	Significant Progress	Met
District Improvement	Exceeded	Met	Met	Exceeded	Met	Met	Met

**Performance on Standards: Overall
Rating Exemplary**

Standard	Manny Cruz	Amanda Campbell	Veronica Miranda	Mary Manning	Dominic Pangallo	Beth Anne Cornell	Average
Standard 1 Instructional Leadership	Exemplary	Proficient	Proficient	Proficient	Exemplary	Proficient	Proficient
Standard 2 Management & Operations	Exemplary	Proficient	Proficient	Exemplary	Exemplary	Exemplary	Exemplary
Standard 3 Family & Community Engagement	Exemplary	Exemplary	Proficient	Exemplary	Exemplary	Exemplary	Exemplary
Standard 4 Professional Culture	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Proficient
Overall	Exemplary	Proficient	Proficient	Exemplary	Exemplary	Exemplary	Exemplary



Superintendent's Annual Plan

February 2024

Goal #1 (Student Learning): *The Superintendent will build and maintain a district-wide culture of universally high academic expectations for every learner (Elevate Learning: Priority 1)*

Key Actions

1. Oversee the development of school and district improvement plans to ensure alignment to priority 1 from our strategic plan- (1.1) Accelerate academic achievement for all students, (1.2) Integrate social and emotional learning supports across the curriculum and school day, (1.3) Dramatically increase access to high-quality education opportunities by expanding and strengthening the district and community early childhood and elementary education programming (PreK-5) and (1.4) Enhance, modernize and strengthen the secondary school experience (grades 6-12) to ensure every student has access to rigorous learning aligned to Salem's Portraits of a Middle School and High School Graduate.
2. Review aforementioned plans to ensure that they are grounded in equity and access for all students.
3. Facilitate step back meetings to discuss school and districtwide progress toward district goals.
4. Design and facilitate professional learning for school and district leaders to:
 - a. **Establish a playbook** to roll out clear routines and procedures that create a positive platform for learning
 - b. Strengthen quantity and quality of **feedback and observation**
 - c. Use targeted **high-leverage and evidenced-based instructional practices (SEI strategies)**
 - d. Consistently implement a process that results in **Data Informed Instruction (DII)**
5. Provide regular guidance to, and coaching sessions for, school leaders on the frequency and quality of feedback that they provide educators, implementation of looking at student work sessions, their school's high-leverage instructional practices and the use of a playbook to establish a strong platform for learning.

Evidence

1. Agendas from step back meetings;
2. Superintendent and Deputy Superintendent's visitation calendars;
3. Agendas and content of principals' monthly learning sessions;
4. Superintendent/Deputy Superintendent observation feedback;





5. Survey assessing the value add of leadership coaching to principal development and school improvement.

Measurable Outcomes

- Improvement toward SPS 2023-2026 Strategic Plan measures of success

Goal #2 (Professional Growth): *To elevate the voices of students and parents to tap in their funds of knowledge and prepare them to take action and lead.*

Key Actions

1. Establish a superintendent advisory board to ensure that as an educational system we tackle a series of barriers that are impeding students finding success across the Salem Public Schools.
2. Engage students in their learning by hosting active listening sessions that encourage them to contribute to school and district-based policy sessions.
3. Ensure that school visitations include opportunities to collect information about their experiences by asking questions centered on whether:
 - a. *Learning is meaningful, challenging, and tailored to young people's needs*
 - b. *Students have control over what, how, and where they learn*
 - c. *Students are developing a positive sense of self and preparing to take meaningful action against inequity*
 - d. *School is a relationship-rich environment, nurturing the totality of factors that impact learning****(these ideas/questions are taken from Transcend Education's Conversation With Kids).*
4. Continue to work closely with the Parent Advisory Council to inform districtwide decisions and improvement efforts.
5. Expand opportunities and resources to help families and caregivers learn about and better understand how to navigate the Salem Public Schools.

Evidence

1. Agendas from Student Advisory Board and Parent Advisory Council meetings;
2. List of actions/initiatives informed by parent and student voice;
3. YPAR projects;
4. Notes and transcripts from conversations with students



Measurable Outcomes

- % of students who feel valued as members of the school community
- % of families that feel that their child’s school is a “good fit”, representing their perceptions of how well a school matches their child’s developmental needs
- % of families that report confidence that their child is continuing to learn and succeed in school

Goal #3 (District Goal): *To fully implement and report on the district’s progress toward its strategic priorities, initiatives and goals.*

Key Actions

1. Ensure that a diverse and robust group of stakeholders consistently make connections to the district strategy when making decisions;
2. Present the district strategy and progress updates to a range of school-based and community stakeholders and partners;
3. Host forums/workshops for the business and higher education community on ways that they might support our strategic efforts;
4. Organize a “State of the Schools” forum for the community to provide updates on the district strategy and to solicit input on the formation of the SY25 budget;
5. Facilitate regular discussions with members of the School Committee to receive feedback and input on the implementation of the district’s strategic direction;
6. Quarterly assess the progress of the strategy with the executive leadership team, principal cabinet and the district leadership team;
7. Create a public dashboard that tracks and monitors SPS progress towards its goals.

Evidence

1. Department and school improvement plans aligned to the district’s 4 priorities and 15 strategies;
2. Presentations and agendas from stakeholder meetings and conversations;
3. Agendas, notes and work products from stepback meetings with schools and departments;
4. Explicit connections made between School Committee agenda items and district strategies.

Measurable Outcomes

- Improvement toward SPS 2023-2026 Strategic Plan measures of success



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Integrated Social Emotional Learning

Curriculum Sub Committee
February 2024



Salem Public Schools

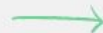


**Hundreds of independent studies consistently demonstrate:
Social and emotional learning benefits students.**



SEL programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning.”

*Researchers Joseph Mahoney, Joseph Durlak, and Roger Weissberg
In [An Update on Social and Emotional Learning Outcome Research](#), 2018*



Priority 1: Elevate Learning

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

1.2 Integrate social and emotional learning supports across the curriculum and school day.



A. Consistently implement evidence-based programs and aligned assessments to support the ongoing development of SEL competencies and foster a sense of community and belonging.

B. Support the development of independent learners by embedding developmentally-appropriate SEL competencies into daily lesson planning with time for students to reflect, set goals and monitor their own progress.

C. Use SEL data to guide and inform universal and targeted classroom and small group supports.

D. Strengthen school culture by incorporating school-wide social and emotional learning universal supports into the academic calendar.



Priority 3: Center Belonging

Build joyful, welcoming and supportive school communities

3.2. Cultivate supportive, culturally-sustaining and anti-racist learning environments

A. Equip educators with the knowledge, skills and systems to disrupt patterns of disproportionate exclusionary practices through professional development and coaching.

B. Promote learning experiences that value each student and elevate their contributions to the community.

C. Audit and align discipline policies and practices to ensure they are instructive, restorative, developmentally appropriate and equitably enforced consistently across the district.

D. Ensure every student builds connections with at least one trusted adult and connects with their peers to promote social, emotional and academic development.



Integrated SEL



SEL in Salem



Supportive School and Classroom Climates:

- [De-escalation for all educators](#)
- [Conduct Referral Renovation](#)
- [Bullying Process Overhaul](#)
- Culture & Climate: Routines



Supportive Discipline :

- Restorative Practices
- Evidence Based Curriculum
 - [QuaverEd Scope & Sequence](#)
 - Character Strong
 - Second Step
- Data Informed Instruction & Support
 - SQR, [DESSA](#), Panorama, Suspension Data, Bullying Data, Conduct Referrals



SEL/MH Grant: (DESE \$50,000 + pending \$10,000)

- [Restorative Practice Capacity Building](#)
- [Continuation of Artist & Residence Initiative](#)





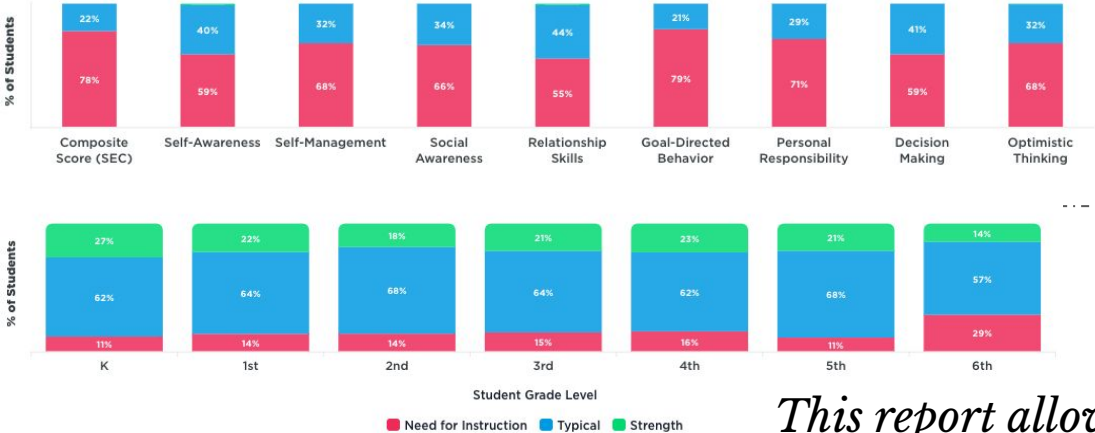
Our Big 3

Why this matters



DESSA Implementation

This report shows differences in scores across our eight social and emotional competencies. This is a great report to evaluate which strategies would be most impactful to implement.



APERTURE EDUCATION DESSA **Devereux Student Strengths Assessment-mini (DESSA-mini)** **K-8 Form 1**

Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

Child's Name _____ Gender _____ DOB _____ Grade _____

Person Completing this Form _____ Relationship to Child _____

Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...*, and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

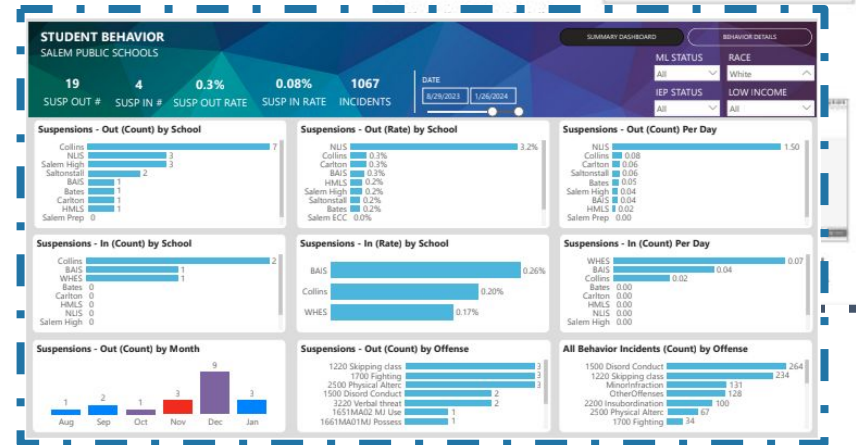
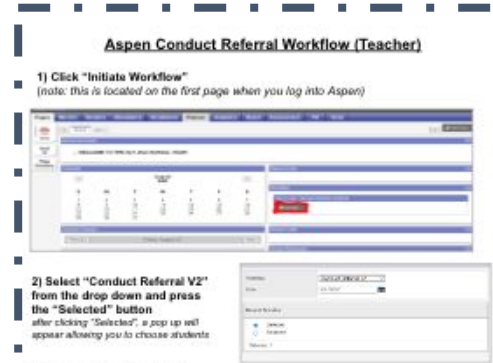
Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1.	accept responsibility for what they did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	do something nice for somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	speak about positive things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	contribute to group efforts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	perform the steps of a task in order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	show care when doing a project or school work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	follow the advice of a trusted adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This report allows school leaders to identify differences in social and emotional competence across grades.



Behavior Data: Conduct Referral Renovation

- *MGL c. 71 § 37H3/4(b)*
- Documentation systems = two way communication trust building
- Referral data helps drive coaching conversations with educators
- The data tells a story that can correlate to the functionality of a building
- Data is a pathway to equity



“The Circle is . . .”

The circle is perhaps the most ancient of mystical symbols and the most universal of all dances. It is the earth and the sun in eternal movement, an unbroken line symbolizing continuity and eternity. The circle creates solidarity. Because it takes more than two people to complete a circle, the circle creates community. It is the perfect democracy; there is equality. The circle is charmed because it encloses emptiness—an emptiness constructed by, and charged with, the concentrated energy of our moving, connected bodies. Encircling is the incorporating, the giving and receiving of power. In the process, a higher being is discovered, namely, the group soul.

— Iris J. Stewart, *Sacred Women, Sacred Dance*, American teacher of dance and women’s studies



Questions?

EQUITY & DIVERSITY OPINION

How to Make Anti-Racism More Than a Performance

Whether white people are ready or not, policies have to change



By [Bettina L. Love](#) — January 12, 2021 ⌚ 5 min read



ascd Resources ▾ Events ▾ Services ▾ Membership ▾

November 1, 2023 • 14 min • Vol. 81 • No. 3

Don't Give Up on Restorative Practice!

[Jamila Dugan](#)

[f](#) [in](#) [t](#)



Presentation to the Sub-Committee on Curriculum

February 15, 2024

Jane Morrissey, RN, MEd
Director of Nursing and Health Services



Salem Public Schools

Puberty and Personal Hygiene Instruction



Grades 4 and 5

Priority 3: Center Belonging

Build joyful, welcoming and supportive school communities

3.1. Prioritize and attend to the mental health and wellness of every student.

A. Restructure grade 6-12 student support/counseling services to align with national standards.

B. Expand access to quality K-12 physical and mental health services districtwide.

C. Effectively meet the needs of students experiencing significant social emotional and behavioral challenges by examining and adjusting the caseloads of school-based mental health providers.

D. Provide students in grades 3-12 with developmentally-appropriate health education instruction.

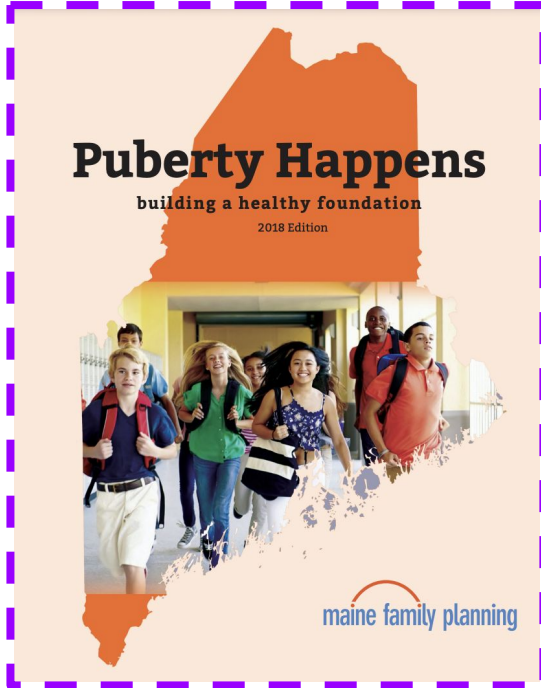


The Team

- **School Nurses** lead the implementation
- We recommend that **School Adjustment Counselors and City Connects Coordinators** assist with lesson implementation as the resident experts in mental and emotional health
- **Physical Education Teachers** are giving personal hygiene lessons during Physical Education class in some schools



The Lessons



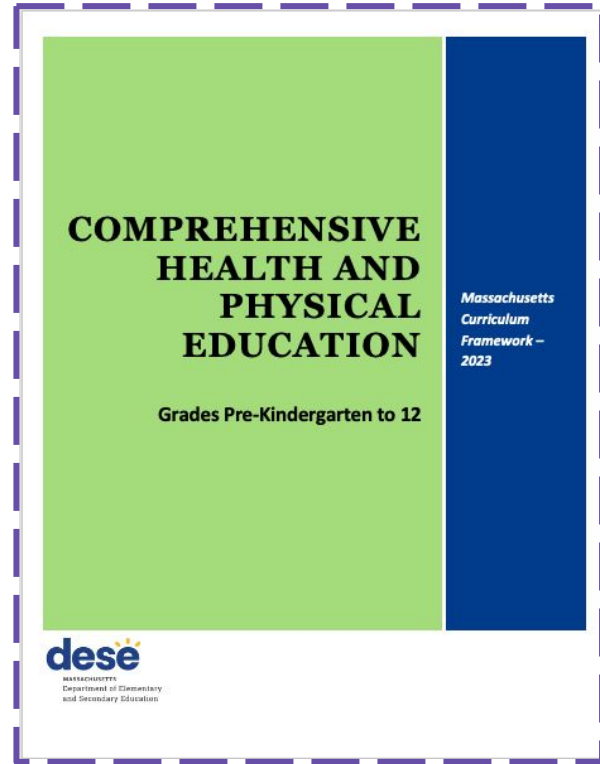
- **Personal Hygiene** done once in 4th grade and again in 5th grade
- **Puberty for 4th grade** - introduces concept of puberty with emphasis on physical and social development, including reproductive system; introduces concept of consent
- **Puberty for 5th grade** - reviews concept of puberty with emphasis on emotional development including discussion of attraction, sexual orientation, and gender identity, reviews concept of consent



The Standards

Adopted September 19, 2023

- Healthy Relationships
- Mental and Emotional Health
- Nutrition and Balanced Eating
- Personal Safety
- Physical Activity and Fitness
- Physical Health and Hygiene
- Public, Community, and Environmental Health
- Sexual Health
- Substance Use and Misuse



The Standards

- All lessons are mapped to the **MA DESE Comprehensive Health and Physical Education Curriculum Framework for Grades 3-5**
- Practices covered:
 - 2: Self-management and Goal Setting
 - 3: Social Awareness, Relationships, and Communication Skills
 - 5: Self-awareness and Analyzing Influences
 - 6: Information and Resource Seeking
 - 7: Self-advocacy and Health Promotion
- Practices NOT covered:
 - 1: Decision-making and Problem-solving
 - 4: Movement Skills



The Standards

- Competencies covered:
 - Physical Health and Hygiene
 - Personal Safety
 - Healthy Relationships
 - Mental and Emotional Health
 - Gender, Sexual Orientation, and Sexual Health
- Competencies NOT covered:
 - Nutrition and Balanced Eating
 - Public, Community, and Environmental Health
 - Physical Activity and Fitness
 - Substance Use and Misuse



Current Format

- All lessons are the responsibility of the School Nurse
- Parents are notified of lesson schedule and given opportunity to opt out
- Virtual parent information session in early April
- Lessons are conducted in late April or early May
- One Personal Hygiene lesson to all 4th and 5th grade students that should take 15-30 minutes
- One Puberty lesson to all 4th and 5th grade students that takes approximately 60 minutes



Recommendations

- Partner with **Physical Education Teachers** to give Personal Hygiene lessons in Physical Education class
- Partner with **School Adjustment Counselors and City Connects Coordinators** to give Puberty Lessons
- Divide puberty material into two shorter lessons to allow for strategies to promote student understanding such as group activities and role playing,



Classroom Expectations

- We show respect for others.
- We can ask questions as long as they are not personal.
- We won't share personal stories or gossip about others.
- We can laugh except when it gets in the way of moving forward.
- We use the correct or scientific names for body parts.
- We don't have side conversations.
- We can ask anonymous questions using the question box.



What to expect from this lesson

- We will be discussing puberty, and the changes that come along with it.
- We will be using appropriate names for body parts.

Lesson objectives... after this lesson you will ...

- Feel more comfortable learning and discussing puberty topics
- Identify the physical, social, and emotional changes of puberty
- Learn the concept of body safety and consent
- Identify the ways to handle the challenges of puberty



All Are Welcome Here



What is Puberty?

- **Puberty** starts the process that allows humans to make a baby and reproduce.
- **Puberty** starts when hormones in the body start directing changes.

- **Puberty** doesn't start at the same time for everyone.

- **Puberty** is the time that the body starts to become an adult.



- **Puberty** is the story of the human body and part of our life cycle.



Why Do We Need to Know?



Image: mainefamilyplanning.org

- Most of you will enter puberty soon.
- It's important to know what's happening to you.
- You need accurate information from a trusted source.
- We all learn together.



Let's Talk About Consent

Consent means giving someone a choice about touch or actions and respecting their answer.



CONSENT
for
KIDS

Source: SafeSecureKids.org

Source: Blue Seat Studios



Let's Talk About Consent

- ***Only you*** can say who is allowed to touch your body
- ***Only you*** can say where and how someone may touch your body
- It's not ok to touch someone else or make someone touch you if they don't want to
- Tell a grown-up if you are uncomfortable about touching
- ***Every person*** is allowed to choose what gender expression ***feels right for them***
- We demonstrate caring and respect for all



Puberty a Time of Change

Puberty

Time when the body begins to change from kid to adult

Physical Changes

Changes in the physical body start on the outside and inside of the body

Emotional Changes

Changes in the way we think and feel

Social Changes

Changes in our relationships with others



Physical Changes - Changing Bodies



Image: mainefamilyplanning.org

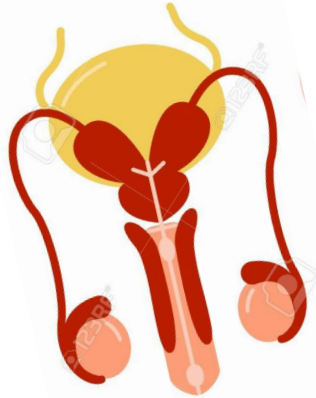
Changes to one's body:

- Grow taller and stronger
- Underarm and pubic hair
- Acne
- Genitals enlarge
- Voice deepens
- Body odor
- Breasts grow



Physical Changes We Can't See

- Organs develop so that humans can reproduce.
- Use correct names for body parts to avoid confusion and help us build a positive body image.
- We are talking about body parts not gender identity.
- These parts of our body make up who we are and are not anything to be ashamed of.



Reproductive System

Bodies with a penis

- Pituitary gland
- Testosterone
- Sperm
- Testicles
- Scrotum
- Vas deferens
- Urethra
- Penis
- Anus

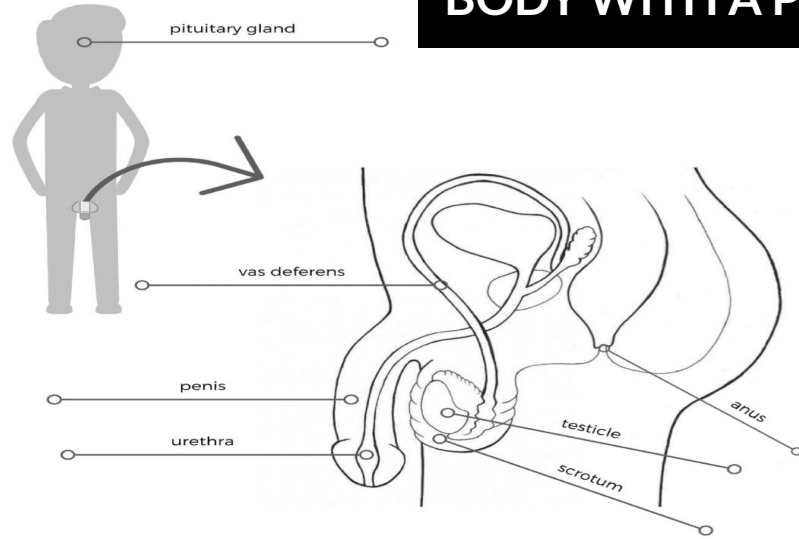


Image: mainefamilyplanning.org



Reproductive System Bodies with a vulva

- Vagina
- Ovaries
- Estrogen
- Egg
- Fallopian tubes
- Uterus
- Anus
- Urethra
- Labia
- Clitoris

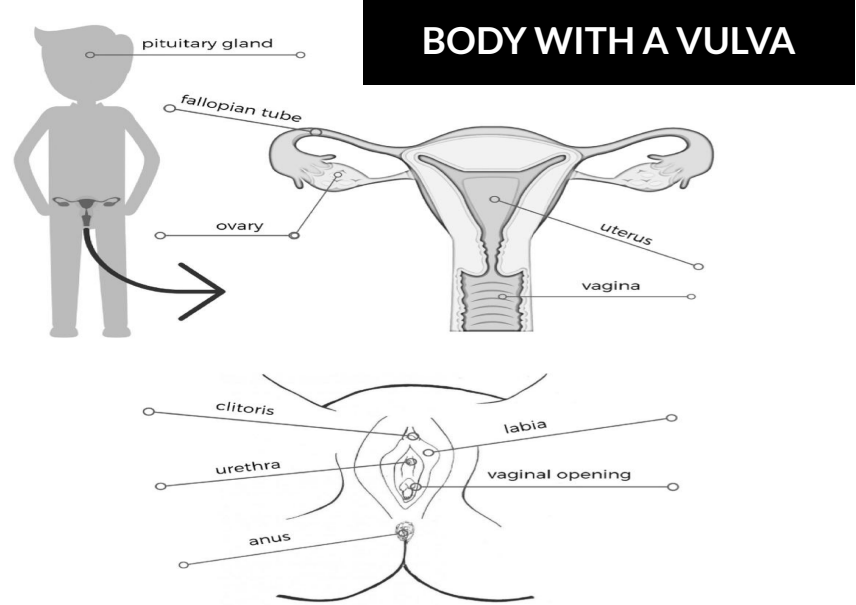


Image: mainefamilyplanning.org



Ovulation and Menstruation

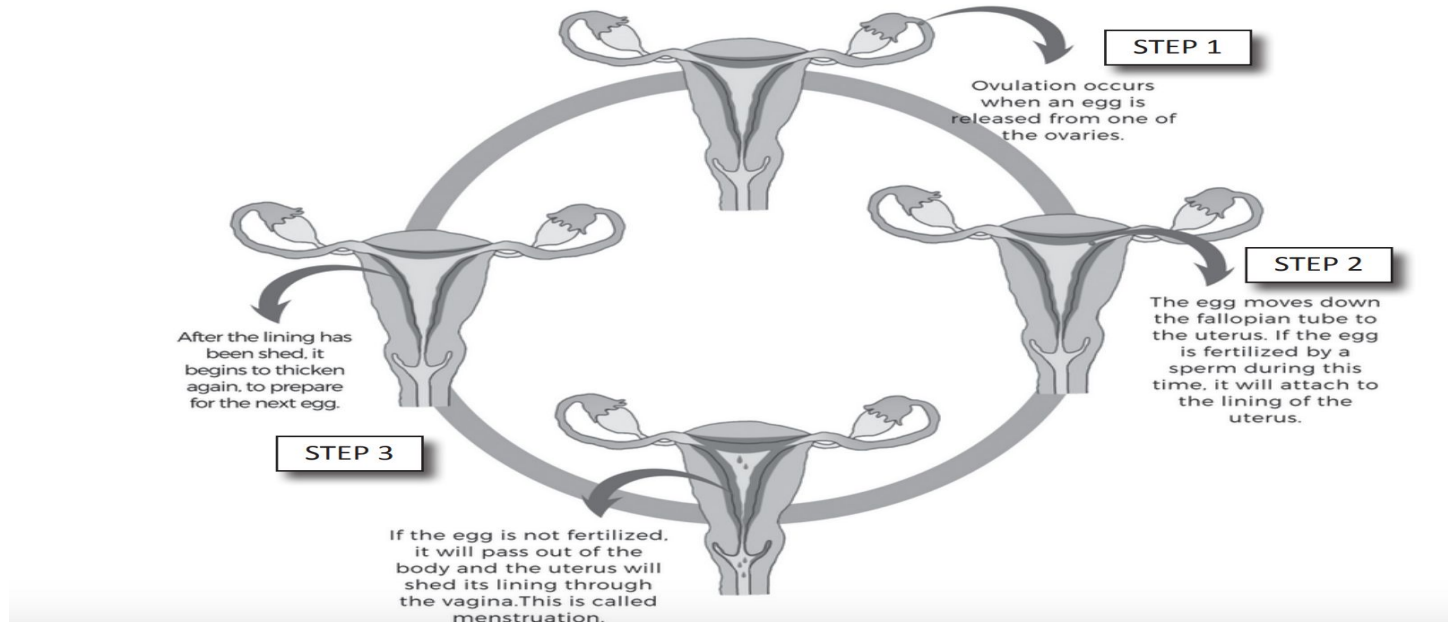


Image: mainefamilyplanning.org



What should you do when you get your first period?

Do not panic



Talk to an elder



Use a sanitary pad



Emotional Changes



Changes in the way we think and feel:

- Crushes and attractions may begin
- Sudden mood changes may begin
- Self-consciousness may grow



Emotional Changes



Source: AmazingMe.com.au



Social Changes

Changes in relationships with family and friends:

- May have more responsibilities at home or school
- May have more freedom to make your own choices
- Friction between parents and guardians may grow



Image: mainefamilyplanning.org



Changing Relationships

Families

Expected to do more around the house to help out

May argue more with parents about rules

Have disagreements with siblings

Want more privacy

Want to spend more time with friends, less time with family

Other adults such as teachers, coaches, etc.

Have higher expectations of you

Want you to take on more responsibility without making excuses

Expect you do do more independent work

Friends or other kids your age

Want to spend more time with friends

More time spent connecting with friends on social media

Make new friends through sports teams or other activities

Grow apart from friends you have grown up with

Try to figure out how to fit in with different social groups

Have crushes, develop romantic interests, want to date

Source: Puberty Happens, Changing Relationships



What makes a good friendship?



Source: The NED Shows (thenedshows.com)



What if I still have questions about puberty?

- Talk to a trusted adult (parent, guardian, aunt, uncle, school nurse, doctor, teacher)
- View this presentation together with a parent or guardian
- Watch videos on trusted sites for kids like Amaze.org
- Check the list of resources for books and safe websites



Question Box



- Everyone writes something down.
- If you can't think of a question please write down:
 - One thing you learned about puberty
 - One thing you still want to know about puberty
 - The name of someone you can go to if you have questions or concerns





Please complete this [Exit Ticket](#).



Grade 5 Puberty Lesson

SPS Nursing and Health Services



Adapted from:
[Puberty Happens Curriculum](#)
Maine Family Planning



Classroom Expectations *and* How to Act When You Are Nervous

- **L**earn the scientific or dictionary names for body parts.
- **E**veryone is entitled to their own feelings and reality.
- **A**sk questions.
- **R**espect your classmates.
- **N**o private stories.
- **I**f it happens in puberty class -it stays in puberty class.
- **N**ormal?
- **G**iggling is okay.

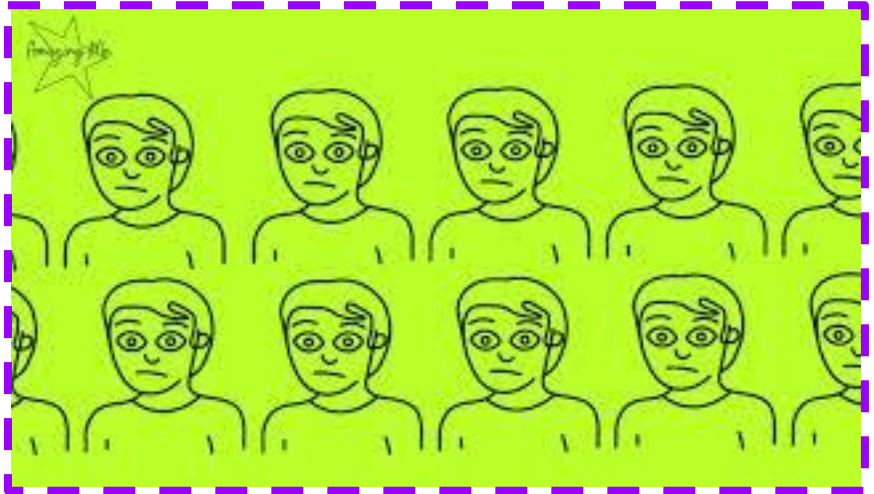


All Are Welcome Here



What is Puberty?

- **Puberty** is the time that the body starts to become an adult.
- Involves the **reproductive system** - the body system that allows humans to make a baby.



Source: AmazingMe.com.au



Let's Review: Puberty a Time of Change

Puberty

Time when the body begins to change from kid to adult

Physical Changes

Changes in the physical body start on the outside and inside of the body

Emotional Changes

Changes in the way we think and feel

Social Changes

Changes in our relationships with others



What is Consent?

Consent means giving someone a choice about touch or actions and respecting their answer.



Source: SafeSecureKids.org

Source: Gloucestershire Office of the Police and Crime Commissioner



Salem Public Schools

Let's Talk About Consent

- **Only you** can say who is allowed to touch your body
- **Only you** can say where and how someone may touch your body
- It's not ok to touch someone else or make someone touch you if they don't want to
- **Tell a grown-up** if you are uncomfortable about touching
- **Every person** is allowed to choose what gender expression **feels right for them**
- Demonstrates **caring and respect** for all people

Source: SafeSecureKids.org



Physical Changes We Can See

Height: You may grow taller

Genitals: Penis and testicles get bigger or menstrual period begins

Voice: May get deeper

Breast: May develop and grow

Skin: May develop pimples/acne on face, chest &/or back, armpits sweat more

Hair: Hair may begin to grow under arm, on legs, pubic area, face, arms, chest or back



Physical Changes to the Reproductive System

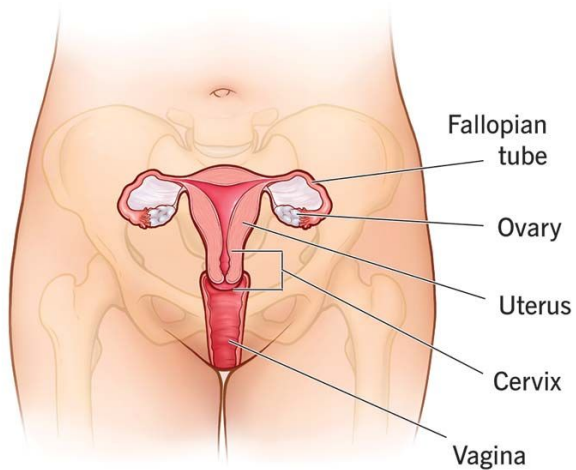
- The system that allows humans to **reproduce** or create new humans.
- During puberty the organs of the reproductive system start to develop.
- We will use scientific names for the parts of the reproductive system.
- We will talk about two reproductive systems.



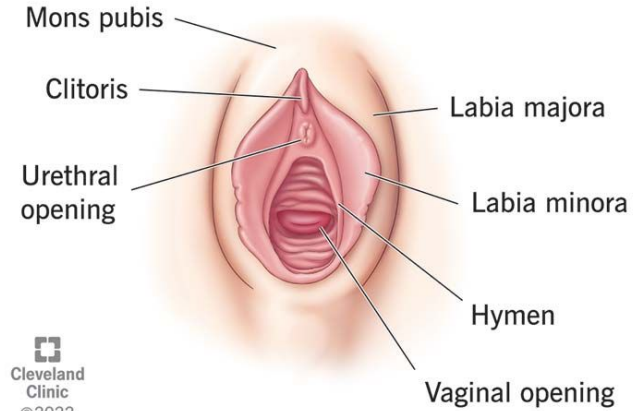
Reproductive System

Bodies with a vulva

Internal Anatomy



External Anatomy



Cleveland
Clinic
©2022



Reproductive System

Bodies with a vulva



source: Smile and Learn



Menstruation

Menstruation is the word used to describe when a person with a vulva gets their **period**.

Remember just as every body changes at its own pace, menstruation is not the same for every person.



Source: Amaze.org



Menstrual Products



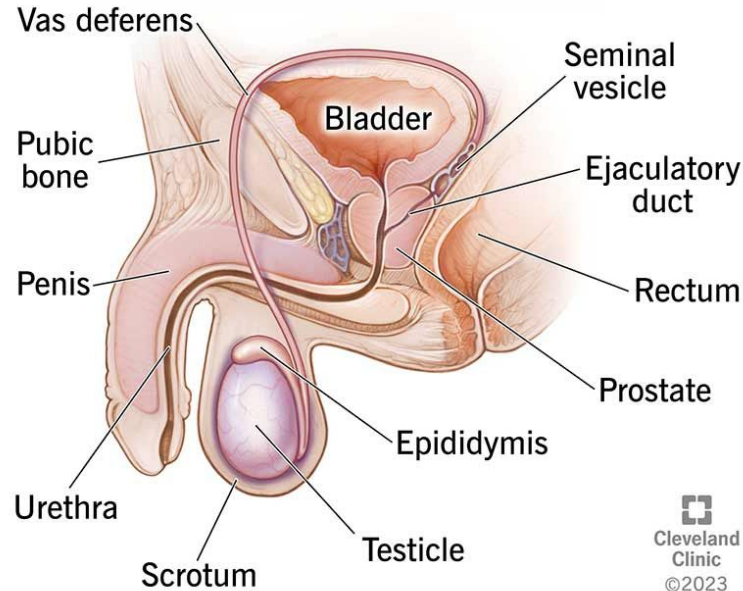
- Menstrual products soak up or catch blood that the body expels during a period.
- People will use what works best for them.
- **Pad:** Absorbent material that attaches to the inside of underwear to catch menstrual blood.
- **Tampon:** A tube of absorbent material attached to a string that is inserted into the vagina to absorb menstrual blood.
- **Cup:** A rubber or silicone flexible cup that is inserted into the vagina to catch menstrual blood; similar to a tampon.
- School nurses keep a supply in the health office.

Source: Nemours KidsHealth (kidshealth.org)



Reproductive System

Bodies with a Penis




Cleveland
Clinic
©2023



Reproductive System

Bodies with a Penis



Source: Smile and Learn



Nocturnal Emissions

- A **nocturnal emission** means that a person with a penis spontaneously ejaculates semen or a person with a vulva secretes vaginal fluid while they are asleep
- Another word for a **wet dream**
- Many people will experience nocturnal emissions during puberty
- Some people won't ever have a nocturnal emission
- Usually happens less when a person gets older
- Every person's body is different and it's all normal

Source: Nemours KidsHealth (kidshealth.org)



Emotional Changes and Sexual Orientation

- During puberty a person may develop **attraction** to other people
- Who a person is attracted to may depend on their **sexual orientation**
- A person's romantic, emotional or sexual attraction to another person



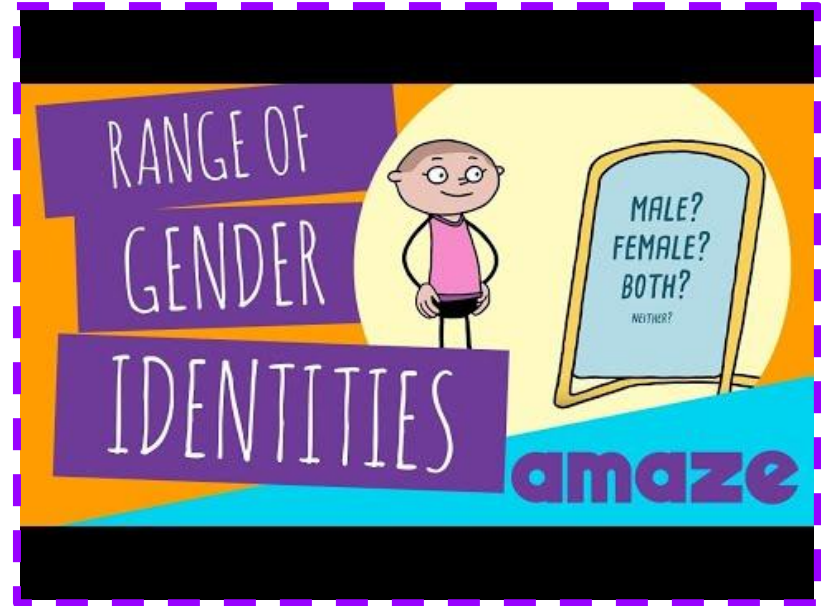
Source: Human Rights Campaign (hrc.org)

Source: Amaze.org



Emotional Changes and Gender Identity

- Every person has a **gender identity**
- Refers to the way a person perceives themselves as male, female, or a blend of both
- Can be the same or different from the sex assigned at birth
- May not match with their body parts

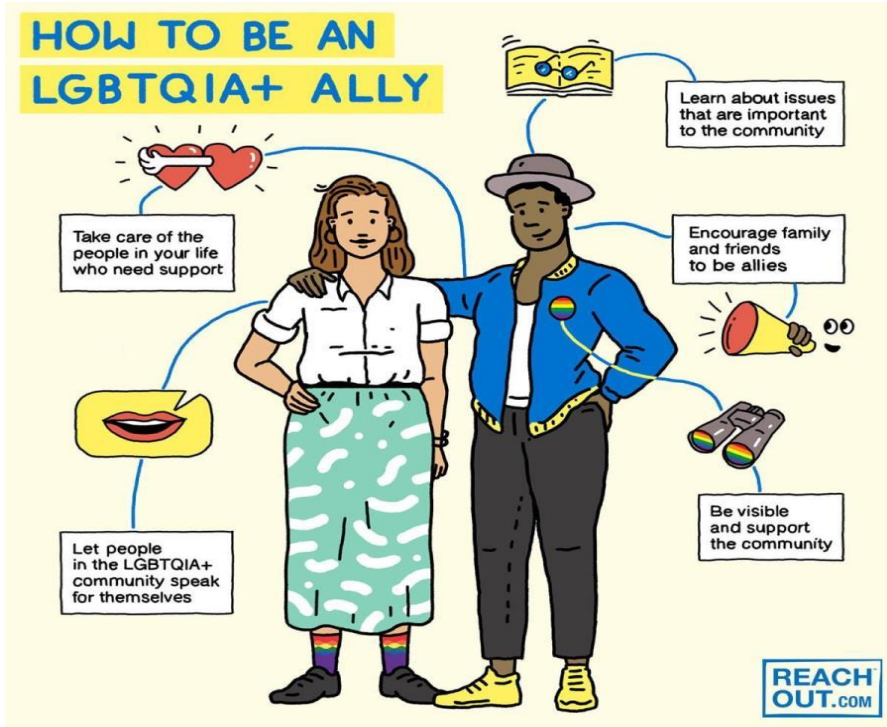


Source: Human Rights Campaign (hrc.org)

Source: Amaze.org



LGBTQIA+ Allies



Source: Reachout Australia (au.reachout.com)

- **Discrimination** is unfair treatment of a person or group because of who they are
- An **ally** is someone who stands up for others
- Supports equal rights for everyone
- Calls out discrimination
- Treats all people with kindness and respect



Question Box



- Everyone writes something down.
- If you can't think of a question please write down:
 - One thing you learned about puberty *or*
 - One thing you still want to know about puberty *or*
 - The name of someone you can go to if you have questions or concerns
- What if I have personal questions?





THANK

YOU

Please complete this [Exit Ticket](#)



Health Education

Salem Public Schools
Alyssa Irving

Welcome

Today, we have an opportunity to talk about the **role of health education curriculum** in fostering the well-being of our students. As educators, it is essential that we recognize the importance of health education in shaping their futures. With the recent adoption of the new Massachusetts Comprehensive Health Education Frameworks, we have a **opportunity to enhance our health education curriculum** to better meet the needs of our students and align with state standards.



Health Education

“Students must be healthy to be educated and educated to be healthy”

Health is an essential aspect of a holistic prek-12 curriculum. By introducing health education from an early age, students are **equipped with the necessary skills** to integrate health skills into their everyday lives.



Health Education



At the **elementary level**, **health education lays the groundwork** for understanding basic concepts such as personal hygiene, nutrition, physical activity, and safety.



In **middle school**, **health education covers more complex topics** including mental health, peer relationships, substance abuse prevention, and decision-making skills.



In **high school**, **health education becomes increasingly important** as students navigate the transition to adulthood. It addresses issues such as sexual health, stress management, goal setting, and self advocacy.

By providing a developmentally appropriate curriculum from kindergarten through twelfth grade, we can ensure that students receive continuous and comprehensive health education tailored to their needs at each stage of their academic journey.



Curriculum Overview

Our curriculum is designed to **adhere to the updated Massachusetts Health Education Frameworks**. Students in the 6th to 8th grades will be provided with **skill-based units** that are aligned with these standards. These units will cover subject areas, including:

- Physical Fitness
- Nutrition
- Bullying Prevention
- Health Relationships
- Personal Safety
- Substance Abuse Prevention
- Mental Health
- Sexual Health 8th grade only



Curriculum Overview

Review of skill development

By developing lessons with the focus of **skill-based learning**, we not only provide students with knowledge about health-related topics but also empower them with the tools to apply this knowledge in real-life situations.

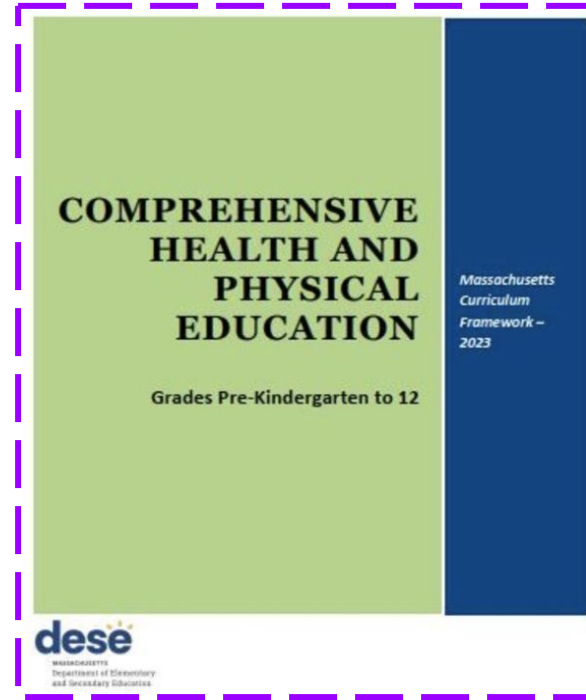
The **high priority practices** that we have emphasized this year in our units.

- Decision-making and problem-solving
- Self Management and Goal Setting
- Social Awareness, Relationships, and Communication Skills



Health Education for SPS

Our goal for Health Education is to develop **skill-based** health education curriculum aligned with the new comprehensive health and physical education frameworks. Currently, middle school students have had access to lessons that foster fundamental skills in maintaining healthy living. By the end of this school year, students will have access to standards-based units that promote the guiding principles for **effective comprehensive health education**.



Gender, Sexual Orientation and Sexual Health

Curriculum update

Our Health Educators will be utilizing the **GET REAL Comprehensive Sex Education** curriculum by **Planned Parenthood** to implement the Gender, Sexual Orientation and Sexual Health Unit for 8th grade students. The gender, sexual orientation and sexual health lesson instruction and discussion will cover these topics:

- Reproductive system anatomy and physiology
- Fostering respect for all in topics of sex, gender, and sexual orientation.
- Understanding and preventing sexually transmitted infections and pregnancy
- Practicing strong communication
- Consent

PARENT LETTER FOR 8th GRADE



Health Education

Vision for the future.

Through the utilization of Planned Parenthood's evidence-based sexual education curriculum, GET REAL, we have started to **develop our health education in a direction that prioritizing standard driven and relevant health education practices.** Our vision is to enhance our health education classes to address the evolving needs of our students include;

- **Coordinated collaborative planning** time to examine new Massachusetts Health Frameworks.
- **Identifying professional development** the will enhance the delivery of curriculum.
- Prioritizing a curriculum that focuses on **skill-based health education.**
- **Utilizing Atlas** to outline a clear curriculum pathway and alignment with state standards



Gender, Sexual Orientation and Sexual Health

Health Education Salem Public Schools

Massachusetts Health Framework

GET REAL Planned Parenthood



Salem Public Schools

Puberty and Reproductive System Review

Lesson 1

3.6.GS.3

Use valid, reliable and medically accurate resources to find descriptions of the human reproductive systems, human sexual development, and the effects of hormones.

3.6.GS.4

Define sexual intercourse, the range of ways pregnancy can occur and valid and reliable resource for information or support related to these topics.



Puberty review



Puberty is a process and doesn't happen overnight.

A lot of changes occur over time based on a gradual increase of sex hormones, which affect how people develop physically and emotionally.

These changes are normal parts of **puberty**.



Puberty review

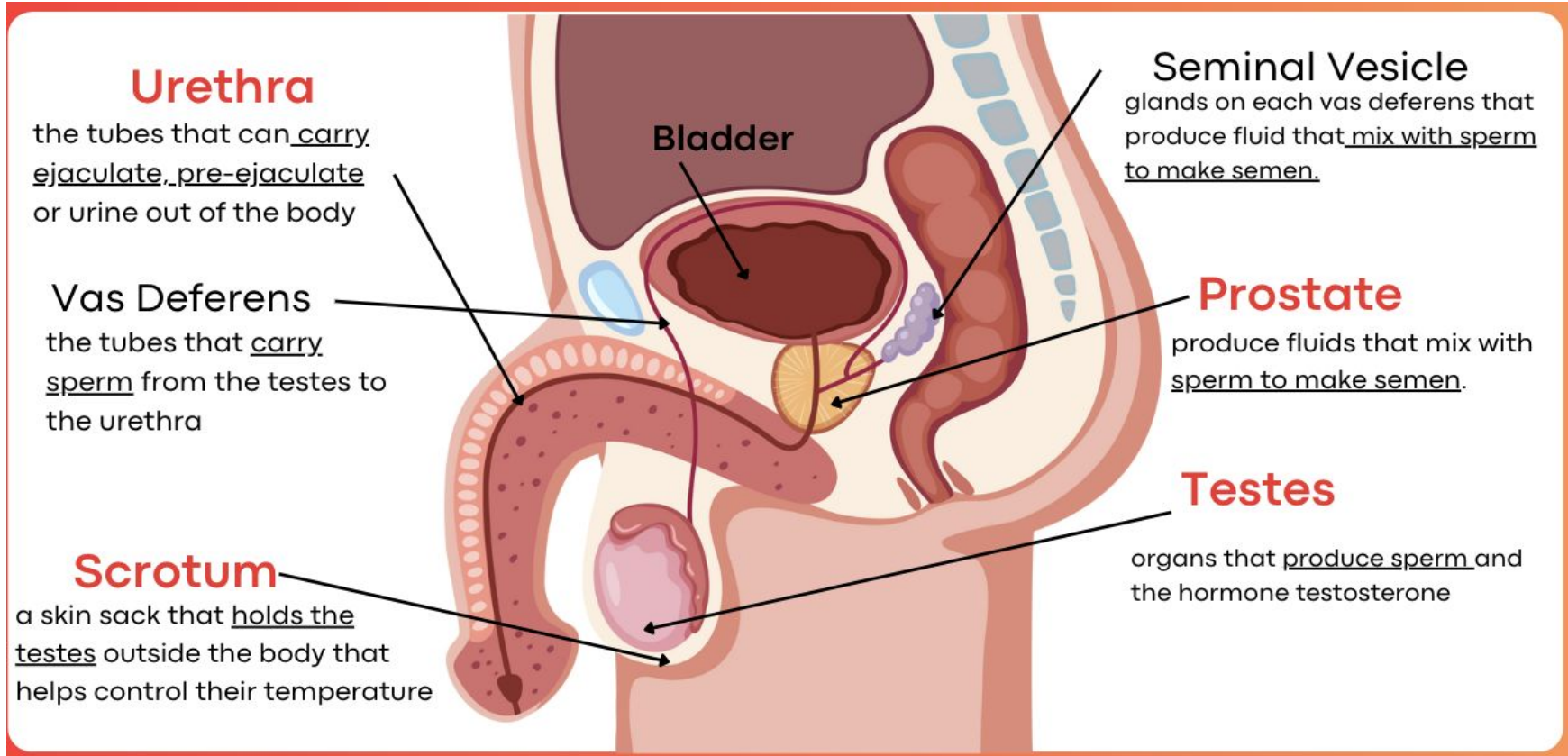


Some changes most people experience include:

- skin and hair become more oily.
- develop pubic hair and other body hair.
- get erections.
- menstruation begins.
- have sexual feelings/dreams.
- breast grow.
- become more mature.



A person with a penis



A person with a vagina

Fallopian Tube

small tubes that carry the egg from the **overaries** to the uterus.

Ovary

organs that contain egg cells and produce the hormones estrogen and progesterone, which cause body changes, ovulation and menstruation.

Uterus

the pear-shaped, muscular reproductive organ from which menstruation occurs and where pregnancy develops

Vagina

the passageway that connects the uterus to the outside of the body. It serves as the birth canal and provides a way for menstrual fluid to leave the body.



Consent



Sexual **consent** is getting a sober “YES” from all partners, free from intimidation or pressure. **Consent** is an **ONGOING** process, and a “YES” to something once doesn’t mean a “YES” to something always.

- Kissing, touching, and sex should be mutually **consensual**.
- People can't give **consent** if they are drugged, drunk or asleep.
- “No” means NO! if a person has not said “yes” to something, then the response should be considered “no.”
- People can change their minds and stop **consenting** at any time.
- **Consent** is about doing something because you want to, not because you feel pressured or manipulated.



Pregnancy



About once per month, an **egg** is released from the **ovary (ovulation)**. The hormones estrogen and progesterone prepare the lining inside the **uterus** for possible pregnancy.

If an **egg** is present in the **fallopian tube** when **semen** is released into the vagina, **sperm** can swim up and fertilize it.

When the fertilized egg reaches the uterus, it will implant itself in the lining, and a **pregnancy** will then start to grow.

If the egg isn't fertilized, the egg and lining of the uterus are shed and leave the body through the vagina. This process is called menstruation or a "period."



Sex assigned at birth, Gender Identity, expression, and Sexual orientation

6.3.GS.1

Explain how sex, gender identity, and gender expression are distinct concepts and how they interact with each other.

6.3.GS.2

Explain the difference between sexual orientation and gender identity.

6.3.GS.5

Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expression and sexual orientation.



Gender and Sexual Identity Vocabulary

Sex assigned at birth

At birth **gender** is dictated by a doctor based on the baby's **external genitalia**.

Gender Identity

A person's deeply personal feeling of **identifying** as a man, a woman or some other **gender**, which may or may not line up with the sex the person was assigned at birth.

Gender Expression

How people **express** their **gender** to the world. This can include a persons name, clothing and hairstyle

Sexual Orientation

A term to describe the **gender or genders** of the people to whom one is attracted physically and romantically.



Gender and Sexual Identity

Stereotype: an oversimplified generalization about a person or group of people

Example: “All teenagers care about social media.”

Is this true?



Stereotypes

Together we will examine some gender and sexuality **stereotypes**.

Ex: Men/Boys don't cry, woman wear dresses and makeup.
Share your ideas.



Why can **stereotypes** be harmful? Think, pair and share

One reason **stereotypes** can be harmful is that they create expectation around behavior and identity. However, a person's identity is their own.

Activity: 7.3-2



Gender and Sexual Identity

For a moment think about a romantic couple you may have seen on TV or in a movie or someone you may have had interest in or a crush on.

Do you think people can choose who they are attracted to?

Why might a person choose not to share who they are attracted to?

Think, pair and share

Activity 7.3-4



Gender and Sexual Identity

Imagine a world where you can not express yourself openly, either physically or emotionally, with the person you love. Imagine having to suppress or hide a big part of yourself from the world around you.

How would it feel if you couldn't be yourself around your friends and family

Would you be able to change the way you felt in order to fit in?

What can we do to make sure everyone feels everyone feels a sense of belonging?

Please complete exit ticket



Activity 7.3-4



Message to Families after Lesson 1

Today in class, we had our first Gender, Sexual Orientation, and Sexual Health Education class. We started by discussing the importance of consent, which involves obtaining someone's permission before engaging in any actions with or towards them. Additionally, we covered the various changes that occur during puberty and explained the process of pregnancy. Lastly, we explored the concepts of Sex assigned at birth, Gender Identity, Gender expression, and Sexual orientation.

To engage your students further, you can ask them:

Do you have any questions about the changes happening to your body?



Sexual behavior and Refusal Skills

Lesson 2

6.2.GS.1

Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors.

6.1.GS.2

Analyze ways to prevent pregnancy and STIs, including methods that can be taken before becoming sexually active, and identify valid and reliable sources of information and resources to support sexual health choices



Sexual Behavior



Sex can be referred to as gender assigned at birth or sexual behaviors.

Sexual Behavior usually involves touching oneself or another person in a way that causes sexual feeling or pleasure. Sexual behavior included many different ways of touching. It can range from holding hands to masturbation to intercourse.



Deciding about Sexual Behaviors.

Abstinence is defined as avoiding sexual behaviors that could lead to pregnancy or sexual transmitted infections (STI).



Abstinence is normal, common, acceptable and available to anyone.

Identify positive outcome

What are 3 reasons why a teen might choose **abstain** or delay sex?

Think, pair and share.



Activity 8.3-2

GET REAL
Comprehensive Sex Education That Works



Salem Public Schools



Activity 8.3-3

Positive outcomes include:

- Reaching personal goals
- Avoiding STIs
- Develop a healthy and deeper relationships
- Avoid teen pregnancy

Curiosity and desire are normal feelings for most teenagers. Not experiencing these feelings is also normal.



TRUE OR FALSE

1. Abstinence means never having sex.



Answer: FALSE

- 1. Abstinence means to not do something. It can refer to smoking doing drugs or drinking. When it comes to sexual activity, abstinence is a choice that means not having sex at this time in someone's life.**



TRUE OR FALSE

2. Once people choose to have sex, abstinence is not a choice for them anymore.





Answer: FALSE

2. Anyone, no matter how old or young, can decide to abstain from or postpone sex, even if that person has had sex before.



TRUE OR FALSE

3. If teens have strong values, they should have no trouble sticking with a decision to abstain from sex.



Answer: FALSE

3. Peer pressure and other outside influences can pose great challenges to decision making. Being clear about their values can help teens make healthy decisions, but they also need to have a plan for facing any challenges that may arise.



TRUE OR FALSE

4. Knowing how to communicate effectively is a good way to help avoid sexual activity that a person isn't ready for.





Answer: TRUE

4. Positive and effective communication skills, both verbal and nonverbal, are a very good way to help people stay firm in their decisions.



TRUE OR FALSE

5. TV shows have rules against references to sexual intercourse during prime time.





Answer: FALSE

5. According to the American Academy of Pediatrics, more than 75% of prime time television programs contain sexual content. Only 14% of these show people discussing the risks or responsibilities of sexual activity.



TRUE OR FALSE

6. The only risk of having sex before you are ready is getting pregnant or getting someone pregnant.



Answer: FALSE

6. Pregnancy is one risk to unprotected vaginal intercourse between two individuals when there is an egg and sperm present. STIs are another risk for anyone who is sexually active with a partner. In addition, any kind of sexual activity that a person is not ready for can pose emotional risks.



TRUE OR FALSE

7. Abstinence can be a healthy choice for teens.





Answer: TRUE

7. Deciding to postpone or abstain from sex is considered by many to be a healthy choice for teens because it's the most effective way to reduce the risk of unintended pregnancy and STI transmission.



Refusal Skills

The best way to **refuse** something is to say **NO** clearly and directly. A person should be assertive and say **NO** to anything they are not wanting to do. This approach can be applied to many situations not just when deciding to becoming sexually active.

Is it always easy to say no clearly and directly?
Why?

Why are body language, eye contact and tone of voice important when saying NO?



Ways to Refuse

- You can say **NO** without making an excuse.
- Speak for yourself. Don't tell other people what they think to feel.
- Speak from your heart and honor your values.
- Be clear. Your words and tone should be consistent.
- Repeat the message if you need to.
- Suggest doing something else.
- Let the other person know if you are feeling disrespected.
- Be assertive not aggressive. Avoid physical contact, and leave the situation if you need to.
- Keep a serious face and use assertive body language.
- Be willing to accept **NO** and respect a person's decision



Message to Families after Lesson 2

Today we had our second lesson on Gender, Sexual Orientation, and Sexual Health Education. We engaged in conversations about personal health practices that promote healthy sexual behaviors. Additionally, we discussed abstinence and practiced evaluating and utilizing refusal skills.

To encourage deeper student engagement, you could pose the following question:

What can we do to make our school a more welcoming and accepting place for everyone, regardless of their gender or sexual orientation?



STIs and Protection Methods

Lesson 3

6.2.GS.1

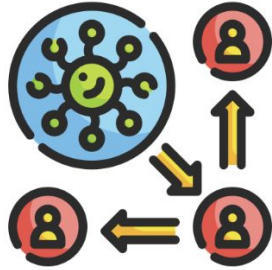
Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent)

6.1.GS.2

Analyze ways to prevent pregnancy and STIs, including methods that can be taken before becoming sexually active, and identify valid and reliable sources of information and resources to support sexual health choices



Defining STIs



Sexually transmitted infections are infections that pass from infected person to another **during sexual or intimate contact.**

Some **STIs** are caused by bacteria, and those **STIs** can be cured with medication. Other **STIs** are caused by viruses, and those STIs cannot be cured, but can be treated and managed with medication.

Having an **STI** doesn't mean a person is "bad" or "dirty" and these kinds of labels can be shaming and stigmatizing. People with **STIs** can still be in a healthy, happy sexual relationship.

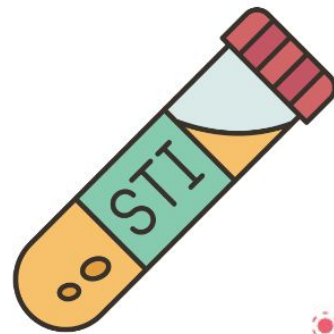
Activity 7.7-2

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Examples of STIs

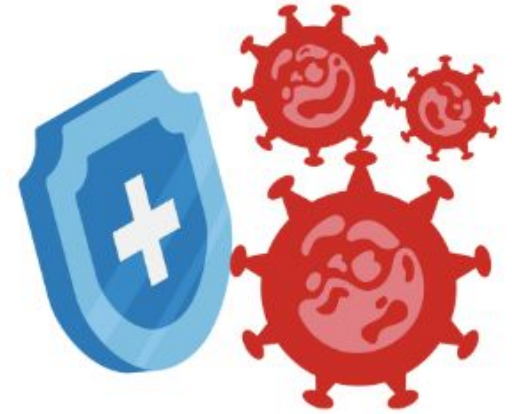
- HPV (Human papillomavirus)
- Herpes
- Chlamydia and Gonorrhea
- Trichomoniasis
- HIV/AIDS virus



Transmission

The main mode of **transmission** of STIs

- Exchange of sexual fluids through unprotected oral, vaginal or anal intercourse.
- Exchange of blood through sharing of needles (tattooing, piercing or injecting drugs.)
- Skin-to-skin contact, including oral to genital touching.
- Passage from infected mother to baby.

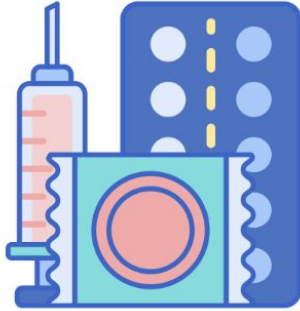


STI Chart

INFECTION	TRANSMISSION	SYMPTOMS MAY APPEAR	COMMON SYMPTOMS	HOW TO TEST	TREATMENT
Human Papilloma Virus Genital Warts (Virus)	Spread through skin to skin contact during vaginal, anal or oral sex.	Warts may appear 3 weeks to 8 months after exposure.	Warts may be small or large, raised or flat or shaped like cauliflower. May itch and cause irritation. Some Warts only visible by internal examination. HPV can cause changes to cells that can be precancerous, and eventually lead to cancer if left untreated.	HPV: Pep smear and visual exam. Genital Warts: Visual exam.	NO CURE. Vaccines available to reduce risks of cervical cancer and genital warts. Warts can be removed by doctor.
Genital Herpes (Virus)	Spread through skin to skin contact during vaginal, anal or oral sex with or without blister present.	Typically 2-12 days after infection. Symptoms may recur often.	Itching or tingling around genitals or anus before blisters appear. Small fluid-filled blisters that break open and cause painful sores, which then crust over as they heal. Some people with herpes have no symptoms.	visual exam; culture of blister/lesions.	NO CURE. Treatment to decrease severity of symptoms
HIV/AIDS (Virus)	Spread through the <u>exchange of infected semen, vaginal fluid, blood and breast milk.</u>	HIV: 6-8 weeks after exposure or up to 3-6 months AIDS: May take up to 10 yrs to develop.	Many people who are infected with HIV do not have any symptoms at all for 10 years or more. The only way to know if someone is infected is to be tested for HIV infection. Symptoms can include: Fever, fatigue and often, rash, headaches, swollen lymph nodes and sore throat.	Blood test or oral swap. Rapid HIV test can provide results in 10 minutes.	NO CURE. Prescribed medication.
Chlamydia (Bacteria)	Spread through the <u>exchange of infected semen and vaginal fluid.</u>	1-2 weeks.	Most people do not have symptoms Person with a vagina: abnormal vaginal discharge, abdomen pain; bleeding between periods, and pain during urination. Person with a penis: discomfort, discharge from the penis and burning during urination. Pain or tenderness of the testicles; swelling in the scrotum.	Internal swap or urine test.	Antibiotics.
Trichomoniasis (Protozoa)	Most often spread through the <u>exchange of infected semen and vaginal fluid.</u>	5-28 days, can be much longer.	Often no symptoms. Unpleasant-smelling, discharge. Blood spotting in the discharge. itching in and around the vagina, swelling in the groin. Frequent urination, often with pain and burning.	Vaginal spec inserted under a microscope. Penile urethral swab.	Antibiotics
Gonorrhea (Bacteria)	Spread through the <u>exchange of infected semen and vaginal fluid.</u>	2-7 days	Most people do not have symptoms Person with a vagina: may experience anal discharge; pain and burning during urination; abdominal vaginal discharge or abnormal menstruation. Person with a penis: may experience anal discharge pain and burning during urination; milky penile discharge.	Internal swab (vaginal, urethral or rectal) throat swab or urine sample.	Antibiotics



Protection Methods



While abstinence is the most effective **protection method**, offering 100% protection when used correctly, most people become **sexually active** at some point in their lives.

The Need for Protection

Why is it important for people to protect themselves during sexual intercourse?

What is the most effective protection method against pregnancy? (*abstinence*)



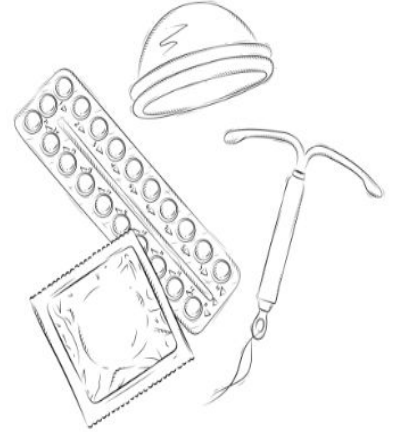
Brainstorm Protection Methods

List all the ways or methods people use to try to protect themselves against pregnancy and STIs.

Barrier

Hormonal

Other



Activity 7.8-2











Protection Methods Chart

Please use the chart to fill out your worksheet.

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Protection Methods Chart








Type of Method	Method Description	How Well Does it Work?*	Where can you get the method?	Benefits (Pros)	Possible Side Effects (Cons) (not all are listed)
Delaying Sex/Abstinence	 To not have sex or to delay having sex until a later date.	100% if used consistently	Don't have to go anywhere to get this method.	Does not require prescription. Free. Protects against HIV and STIs.	None.
External Condom	 Covers the penis with a thin layer of latex or polyurethane that acts as a barrier between partners. Cannot be reused. Can be used with all other methods.	82-98%*	Drugs stores, health centers, school nurses and supermarkets.	Can buy at many stores. Free at many health centers. Can help prevent early ejaculation. Protects against HIV and many STIs.	Can break or slip off. May irritate someone with a latex allergy.
Internal Condom	 Made of Nitril (latex-free material). Inserted into the vagina or anus. Acts as a barrier between partners. Cannot be reused. Can be used with all other methods.	79-95%*	Prescribed by health care provider, covered by most insurances.	Good for people with latex allergy. Protects against HIV and other STIs.	May slip out of place during vaginal or anal intercourse. May be difficult to insert.
Copper IUD (Intrauterine device)	 The Copper IUD is a small plastic and copper device that is inserted into the uterus. The IUD changes the environment of the uterus so that sperm and egg cannot meet. The IUD may be left in place for 12 years. Can also be used as emergency contraception.	99.2-99.8%*	A health care provider must prescribe, insert, and remove.	No medicine to remember. Lasts a long time.	May increase cramping and cause heavier and longer periods. Does NOT protect against HIV or STIs.
Progestin IUD (Intrauterine device)	 The hormonal IUD is a small plastic device that is inserted into the uterus. It contains Progestin. The IUD changes the environment of the uterus so that sperm and egg cannot meet. The IUD is effective for up to 4-6 years depending on the brand.†	99.2-99.8%*	A health care provider must prescribe, insert, and remove.	No medicine to remember. May improve period cramps and bleeding. Lasts a long time.	May cause breakthrough bleeding. Does NOT protect against HIV or STIs. May cause irregular bleeding.
The Implant	 The implant is a matchstick-sized plastic rod that is put under the skin of the arm. It contains Progestin, which prevents ovulation and thickens cervical mucus which prevents sperm from reaching an egg. The implant is effective for up to 4 years.	99.9%*	A health care provider must prescribe, insert, and remove.	No medicine to remember. Lasts a long time.	After 1 year of use, many have no period. Does NOT protect against HIV or STIs.
The Shot	 The shot is an injection that contains the hormone Progestin, which prevents the release of an egg and thickens cervical mucus. The shot must be injected every 3 months.	91-99.9%*	A health care provider must prescribe and inject.	Private. No daily, monthly, or weekly medicine to remember.	May cause spotting, no period, or weight gain. Side effects may last up to 6 months after stopping shots. Does NOT protect against HIV or STIs.
The Pill	 The pill contains hormones (Progestin and often Estrogen) that prevent the release of an egg and thicken cervical mucus. The pill must be taken at the same time each day.	91-99.7%*	A health care provider must prescribe.	Some pills may make periods more regular and less painful.	May cause spotting for the first 3-2 months. Does NOT protect against HIV or STIs.

B-39

Planned Parenthood League of Massachusetts Education and Training (www.pplm.org). Please call PPLM's Sexual Health Counseling and Referral Hotline for additional information and the most up-to-date prices: (877) 686-5772 option #3 *2012 Planned Parenthood Federation of America, Inc. "Your Contraceptive Choices" Birth Control Series. †Brand names vary. Consult health care provider with any questions or concerns. Updated 07/2018

Protection Methods Chart Continued

B-40

Type of Method	Method Description	How Well Does it Work?*	Where can you get the method?	Benefits (Pros)	Possible Side Effects (Cons) (not all are listed)
The Patch	 The patch sticks to the skin, and contains Progestin and Estrogen that are absorbed through the skin. These prevent the release of an egg and thicken cervical mucus. A new patch is applied once a week for three weeks, followed by a patch-free fourth week.	91-99.7%*	A health care provider must prescribe.	Can make periods more regular and less painful. No pill to take daily.	Can irritate skin under the patch. May cause spotting the first 1-2 months. Does NOT protect against HIV or STIs.
The Ring	 The ring is a small vinyl acetate ring that is inserted into the vagina. The ring contains Progestin and Estrogen, which prevent the release of an egg and thicken cervical mucus. The ring is inserted for three weeks, and then removed for one ring-free fourth week.	91-99.7%*	A health care provider must prescribe.	Can make periods more regular and less painful. No pill to take daily.	Can increase vaginal discharge. May cause spotting the first 1-2 months of use. Does NOT protect against HIV or STIs.
Emergency Contraception (EC)	 Emergency contraception pills are designed to prevent pregnancy after unprotected vaginal intercourse. EC can prevent the release of an egg and thicken cervical mucus. The copper IUD is 99% effective as EC if placed within 5 days of unprotected sex.	Plan B®, generic brands: 75-89% if taken within 3 days after unprotected sex† ella®: 85% up to 5 days after unprotected sex†	Plan B®, generic brands: All ages, no prescription required. Available at pharmacies, health centers, or health care providers.	May cause stomach upset or nausea. Next period may come early or late. May cause spotting. Does NOT protect against HIV or STIs.	
Diaphragm and Cervical Cap	 The diaphragm and cervical cap are barrier methods that cover the cervix to prevent the sperm from reaching an egg. These must be used with a spermicide. Diaphragm and cervical cap must be inserted with each intercourse.	Diaphragm: 81-94%* Cervical cap: 79.5-90.5%*	A health care provider must prescribe and size the diaphragm and cervical cap.	Can last several years. Costs very little to use.	Can be difficult to use. May cause irritation if allergic to latex, silicone, or spermicide. Does NOT reduce the risk of HIV. May reduce the risk of some infections.
Spermicide (cream, gel, sponge, foam, inserts, film)	 Spermicides are inserted into the vagina before intercourse. Spermicides kill sperm. Spermicide must be inserted before each intercourse.	71-85%*	Drugs stores, doctor's offices, health centers and supermarkets.	Can buy at many stores. Can be put in as part of foreplay.	May irritate the skin of the vagina, penis, or anus. Can be messy. May raise the risk of HIV/STIs.
Dental Dam	 The dental dam is a thin layer of latex, plastic, or polyurethane that acts as a barrier between partners when placed over the vulva (outside of vagina) or anus during oral sex. Can also use a condom cut in half. A new dental dam must be used each time.	This device is used for oral sex only. Protects against HIV and other STIs.	Drugs stores, doctor's offices, health centers and condom shops.	Protects against HIV and other STIs.	May irritate someone with a latex allergy. Dental dam may slip out of place if not held around the area receiving oral sex.
Permanent Birth Control: Laparoscopic Tubal Ligation, Vasectomy	 Permanent birth control is a procedure performed by a doctor that is intended to prevent the sperm from joining the egg by blocking either the fallopian tubes (carry an egg) or the vas deferens (carry the sperm).	Two of the most common types are Laparoscopic Tubal Ligation & Vasectomy: 99.5-99.9%*	A health care provider must prescribe and perform these procedures.	Private. No medicine to remember.	Mild bleeding or infection may occur right after the operation, reaction to anesthetic, reversibility cannot be guaranteed. Does NOT protect against HIV or STIs.

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Planned Parenthood League of Massachusetts Education and Training (www.pplm.org). Please call PPLM's Sexual Health Counseling and Referral Hotline for additional information and the most up-to-date prices: (877) 686-5772 option #3 *2012 Planned Parenthood Federation of America, Inc. "Your Contraceptive Choices" Birth Control Series. †Brand names vary. Consult health care provider with any questions or concerns. Updated 07/2018

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Activity 8.4-3

Salem Public Schools



Message to Families after lesson 3

Today we had our third lesson on Gender, Sexual Orientation, and Sexual Health Education. Throughout the lesson, we actively participated in discussions that focus on exploring strategies to avoid unwanted pregnancies and sexually transmitted infections (STIs). We explored preventive measures that can be implemented to prevent STIs and pregnancy that can be used when becoming sexually active.

To encourage deeper student engagement, you could pose the following question:

What is the most effective protection method? (*Abstinence*)



**STUDENTS AND INSTRUCTION 5000 STUDENT CONDUCT 5400 USE OF
PHYSICAL RESTRAINT 5416**

To the extent required by law, the Salem Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) restraint regulations, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

A brief overview of the Regulations is provided below.

Purpose. The purpose of this policy is to ensure that every student attending the Salem Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint. Physical restraint¹ shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives, or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint² shall be prohibited in public education programs except to the extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;

¹ Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. ² Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

(b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;

(d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint³, medication restraint⁴, and seclusion⁵ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁶

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint. Only Salem personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the Salem Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training. The Superintendent will ensure all necessary staff receive annual de-escalation training. ~~All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used.~~ Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

³ Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement.

⁴ Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior.

⁵ Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

⁶ Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe,

sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

2

Additionally, the school must identify specific staff who are authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements. Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data and determine necessary next steps, if any, as set forth in the Regulations.

As required by the Regulations, all physical restraints must be reported to the DESE.

Prevention of Dangerous Behavior. As set forth in the Regulations, the Salem Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student, including by having widespread Safety Care Training as well as building-based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

Each year, the principal, or designee, shall identify a team of special education staff, paraprofessionals, student support personnel, and administration who receive an initial formal de-escalation and physical restraint training (12 hours) followed by annual recertification (6 hours) in the following years.

Parent Engagement. In accordance with the regulations, the Salem Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure. Such discussions may occur at Individual Education Program (IEP) meetings for individual student concerns and at Parent Advisory Committee (PAC) meetings for district level concerns.

Complaints. Complaints and investigations regarding restraint practices should be directed to Salem's Executive Director of Student Support Services. ~~Executive Director of Pupil Personnel Services who can be reached at 978-740-1249.~~

Additional information, including a copy of the regulations, can be obtained from the Executive Director of Pupil Personnel Services who can be reached at 978-740-1249. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Reviewed 21/126/24

Approved August 16, 2021

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 DECISIONS IN

ABSENCE OF COMMITTEE POLICY 2107

Situations may arise within the schools where the School Committee has not provided guidelines for administrative action. On these occasions, the superintendent shall have power to act ~~and, subject to review by the School Committee at a subsequent School Committee meeting.~~ It shall be the duty of the superintendent to inform the School Committee promptly of any such action and of the need for a statement of policy ~~if~~ **necessary.**

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100

PUBLICATION OF SCHOOL COMMITTEE RULES AND REGULATIONS RELATIVE TO ~~THE CONDUCT OF TEACHERS AND STUDENTS~~ ~~AND STAFF~~ 2108

The superintendent on behalf of the school committee shall publish the Salem Public Schools policies pertaining to ~~staff the conduct of teachers and~~ students ~~conduct~~. * The policies pertaining to the conduct of students shall include the following: discipline proceedings, including procedures ensuring due process, standards and procedures for suspension and expulsion of students, procedures to assure school building security and safety of students and school personnel, and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force or restraint, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes, shall be filed with the Department of Education for informational purposes only. Copies of these policies shall be provided to any person upon request and without cost by the superintendent's office.

The principal of each school, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy change recommendations at any time. All school councils will adhere to system wide goals and policies.

* Refer to the appropriate student handbooks ~~and negotiated agreement(s)~~.

71:37H, additional

Reviewed: February 16, 2024

Approved: January 3, 2017

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS 2100 ORGANIZATION

2102 The organization of school staff shall be unified and directed by the superintendent.

The School Committee recognizes the following services or functions within the school system. ~~The Salem Public Schools, School Committee and its administrators are committed to the concept of affirmative action in hiring:~~

Legislation and policy making - functions of the School Committee carried on with the aid of the superintendent;

Administration - a function of the superintendent and their administrative staff on all levels of the school department, unified, coordinated, and directed through the office of the superintendent;

Instruction - a service performed by teachers, supervisors, counselors, librarians, and other special area personnel, aided by their principals;

Fact-finding, interpretation, and planning - services conducted by all members of the staff, as an aspect of their regular assignments in the school department and consultant services as required;

~~Legal advice - a service performed by the committee counsel, Massachusetts Department of Education, and/or counsel through the city solicitor;~~

~~Facilities~~**Plant** operation and maintenance - functions of the custodial staff and consultants, as needed, under the direction of the director of buildings and grounds;

Accounting, secretarial, and clerical - services performed by secretaries, clerks, ~~and accountants and others under the direction of their immediate supervisors;~~

ADMINISTRATION 2000 SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 SUMMARY:

Under the direction of the School Committee, the superintendent ~~manages~~ ~~leads~~ the schools ~~acting as an agent of the committee~~, provides information and input to the committee, ~~oversees~~ ~~manages~~ school business and ~~is~~ ~~provides~~ liaison between the community and the schools.

REPORTS TO:

The Salem School Committee.

ESSENTIAL DUTIES AND RESPONSIBILITIES: OTHER DUTIES MAY BE ASSIGNED.

Acts as the agent of the School Committee;

~~Establishes and prepares meeting agendas,~~ ~~Present~~ ~~agenda~~ items to the School Committee for consideration ~~to the School Committee,~~ and responds to inquiries from the committee;

Ensures the communication and appropriate interpretation of committee decisions and requests to staff;

Manages all staff, including the assistant superintendents, administrators, directors, principals, teachers and support staff;

Provides ~~for~~ goal setting ~~for~~ and problem solving ~~for~~ ~~with~~ staff; †

† Ensures the timely and appropriate evaluation of all staff;

Responds to staff and community ~~regarding~~ questions or ~~concerns~~ ~~problems~~ about school operations ~~either directly or through a designee~~;

Recommends policy and program decisions to the committee;

Develops administrative rules and procedures to implement committee policy;

Attends two (2) nightly committee meetings per month; others as

directed/requested;

ADMINISTRATION 2000

SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 ESSENTIAL DUTIES AND RESPONSIBILITIES:

Oversees the preparation of the annual budget;

Interviews candidates and hires all staff; (excepting those staff explicitly still within the purview of the Ccommittee, according to the Education Reform Act of 1993, and any attendant amendments) with principal/directors² recommendations;

Attends various organizational meetings, both within and outside of district;

Ensures compliance with appropriate state and federal constitutional and statutory rules and regulations;

Oversees the condition of all school buildings and fields.

SUPERVISORY RESPONSIBILITIES:

~~Manages all employees of the school district, finance/planning, curriculum/staff development, community education, special education, principals, personnel/employee relations, athletics, grants development and implementation, vocational education, building department, student services department, etc. Is responsible for the overall direction, coordination, and evaluation of these units. Carries out supervisory responsibilities in accordance with the School Committee's policies and applicable local, state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.~~

Oversees and is responsible for interviewing, hiring, and training all district employees, as well as planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Provides the overall direction, coordination, and evaluation of district departments and initiatives and carries out supervisory responsibilities in accordance with the School Committee's policies and applicable local, state and federal laws.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION AND/OR EXPERIENCE:

Minimum of a master's degree in educational administration, management, and/or related field, doctorate preferred. A minimum of ten years' experience in an educational setting, at least three of which must have been in a central office capacity. Must have strong leadership and communication skills, with an expertise in school finance, curriculum and personnel arenas.

ADMINISTRATION 2000

SUPERINTENDENT OF SCHOOLS

2100 QUALIFICATIONS, DUTIES AND RESPONSIBILITIES

2103 CERTIFICATES, LICENSES, REGISTRATIONS:

Certified or certifiable as superintendent of schools in the Commonwealth of Massachusetts.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from parents, community members, staff and/or students, regulatory agencies, or members of the business community. Ability to effectively present information to the School Committee, administration and staff, public groups, etc.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES:

~~Should have the ability to be able to communicate clearly speak on demand to large groups of people, preferably in more than one language;~~ Ability to apply knowledge of current research and theory in the field of education; ~~Ability to establish and maintain effective working relationships with students, staff, the school community and the School Committee;~~ ~~Ability to speak clearly and concisely both in oral and written communication;~~ ~~Ability to perform duties with awareness of all district requirements and School Committee policies; and communicate orally, preferably in more than one~~

language.

~~WORK ENVIRONMENT: ¶~~

~~The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. ¶~~

~~The noise level in this position varies. When visiting a building the noise level will be loud, in the office, quiet and at meetings moderate. ¶~~

Approved : December 2016

Reviewed 1/26/24