

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: January 4, 2024

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on January 8, 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/89128533331?pwd=cE1KU0pFdUNpV3FKNXloUnpUVyswUT09>

Passcode: 257841

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/URj3xF9X4rbZMVmu5>. A district staff member will be compiling all comments which will be shared with members prior to the end of the public meeting. Comments will also be summarized in the meeting minutes. Please contact Krista Perry at kperry@salemk12.org or 617-285-7567 with any questions or to report any technical difficulties you experience.

II. Approval of Agenda

III. Approval of Consent Agenda

- A. Approval of minutes of Regular SC meeting held on December 18, 2023
- B. Approval of Warrants: **12/21/23** - \$1,391,752.12; **1/4/24** - \$362,237.61

IV. Public Comment

See above instructions for participating in public comment.

V. Superintendent's Report

- A. Update on programming and services for multilingual learners (Strategy 1.1 and Strategy 1.4)
- B. Salem High School Program of Study (Strategy 1.1 and Strategy 1.4)
- C. Superintendent Appointment to the MassHire North Shore Workforce Board (Strategy 3.3)

VI. Student Representative Report

VII. Action Items: Old Business

VIII. Action Items: New Business

- A. Deliberation and vote on accepting the 2024-25 Salem High School Program of Study
- B. Review of Subcommittee Assignments

IX. Finance & Operations Report

X. Subcommittee Reports

- A. Policies for second reading
 - Policy 1101.01 Non-Discrimination
 - Policy 4106 Nondiscrimination and Equal Employment Opportunity

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



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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 4 de enero de 2024

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

Por la presente se notifica que el Comité Escolar de Salem celebrará una **Reunión regular del Comité Escolar el 8 de enero 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/89128533331?pwd=cE1KU0pFdUNpV3FKNXloUnpUVyswUT09>

Contraseña:[257841](#)


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/URj3xF9X4rbZMVmu5>. Un miembro del personal reunirá todos los comentarios que serán compartidos con los miembros antes de

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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 de la reunión regular del Comité escolar celebrada el 18 de diciembre de 2023

B. Aprobación de las órdenes de pago: **21-dic-23** - \$1,391,752.12; **4-ene-24** - \$362,237.61

IV. Comentario Público

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

V. Reporte del Superintendente

- a. Actualización de la programación y los servicios para estudiantes multilingües (Estrategia 1.1 y Estrategia 1.4)
- b. Programa de estudios de la Escuela Superior de Salem (Estrategia 1.1 y Estrategia 1.4)
- c. Nombramiento del Superintendente a la Junta de Fuerza Laboral de MassHire North Shore (Estrategia 3.3)

VI. Reporte de la Representante Estudiantil

VII. Elementos de Acción: Asuntos Antiguos

VII. Elementos de Acción: Asuntos Nuevos

- A. Deliberación y votación sobre la aceptación del Programa de Estudios de Salem High School 2024-25
- B. Revisión de las asignaciones de los Subcomités

IX. Reporte de Finanzas y Operaciones

X. Reportes de los Subcomités

- A. Política para segunda lectura

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Sr. Manny Cruz
Sra. Amanda Campbell***



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Política 1101.01 No discriminación

Política 4106 No discriminación e igualdad de oportunidades en el empleo

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
December 18, 2023

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

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

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Kate Carbone, Ms. Elizabeth Pauley, Ms. Ellen Wingard, Dr. Kimberly Talbot, Mr. Marc LeBlanc, and Mr. Zissis Alepakis

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 absent and joining virtually. Ms. Cornell motions for approval and seconded by Mr. Cruz.

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

Approval of Agenda

Mayor Pangallo requested a motion to approve the Agenda. Ms. 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
Dr. Pangallo	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 Mr. Cruz . A roll call vote is taken.

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

Mr. Cruz makes a motion to take School Committee Concerns and Resolutions out of order to recognize that today is School Committee member Dr. Kristin Pangallo’s last School Committee meeting. Mayor Pangallo recognizes Dr. Pangallo and presents her with a city seal.

Superintendent Dr. Zrike notes Dr. Pangallo’s balanced view and is able to calmly view all perspectives during such trying times. Mr. Cruz, Ms. Campbell, and Ms. Cornell noted a tremendous amount of gratitude to Dr. Pangallo as well.

Dr. Pangallo notes she is very grateful for her experience on the Salem School Committee and is thankful for the support from her family and friends.

Mayor Pangallo notes we will now return to the regular scheduled agenda items listed. ds

Public Comment

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

Student Showcase - Salem Prep High School

Principal Craig Macarelli notes Salem Prep has two students present to review the projects they have completed. The first student presents their quarter one algebra two project and begins showing gratitude to their Principal and math teacher. They present how they multiply binomials and trinomials. Another student chose social justice as their research project and how all education should be equal. They chose this topic specifically due to being able to relate to this topic. They did most of their research online but they decided to make their findings into a detailed poster as well. The research was based on the U.S. stats.

Superintendent Dr. Zrike notes he is asking staff and families for feedback on next year’s school year calendar. Dr. Zrike also shares an update on the School Building Committee and now hopes we move to the feasibility phase.

Superintendent's Report

A. ESSER Funding/HVAC Update

Ms. Elizabeth Pauley begins the ESSER Funding update. ESSER is the Elementary and Secondary School Emergency Relief Fund. It is a \$15 million one time federal relief between 2021-2024. Funds spent on pandemic safety and recovery. The Salem ESSER funds have supported the following: 60 staff positions, summer programming, technology software licenses and IT support, custodial support and supplies, new elementary curriculum, anti-racism training for staff and other pandemic related costs such as new furniture.

ESSER 1 Spending helped support remote learning tutors, math literacy events, and online support for students. ESSER 11 Spending helped support the anti-racism training as well as the cost for all PPE supplies needed. Right now, we are looking at how to best spend the end of the ESSER funding. The remaining funds are for personnel, non personnel, and remaining funding.

Mr. Zisis Alepakis begins noting the significant HVAC needs. Boiler district wide are old and in need of regular repair/maintenance to keep running. HVAC Controls have failed and are failing. Chillers and cooling needs upgrading and repair, especially at Saltonstall and Collins. HVAC has been part of ESSER from the start. ESSER can be paired with IVAQ funds (grant funding from the state) - expand the funds and timeline. One time funds can upgrade equipment that will support health, safety and comfort in schools. Funds can be leveraged by other funding sources as well such as Salem's Capital Budget, Grants, and MSBA's Accelerated Repair Program.

Mr. Alepakis notes the HVAC Updates and Recommendations. The plan is to replace two boilers and some controls at Bates and Witchcraft. The Bates boilers are 23+ years old and the oldest in the district. Controls districtwide have failed or are failing. There is a 40 week lead time for boilers. Considerations and next steps are that ESSER funds need to be expended promptly, putting together specifications for the HVAC investments to begin soliciting bids in January, and exploring the Accelerated Repair program for other capital needs and will partner with the city to prioritize capital projects.

Mr. Cruz asked about the contingency over the ESSER funds.

Ms. Pauley notes we are holding back some funds from ESSER in case we are over any budget line including special education. We will look for other grants from DESE but what we are proposing are certain repairs and improvements we can complete by the end of September.

Student Representative Report

none

Old Business

none

New Business

none

Finance & Operations Report

none

Subcommittee Reports

A. Policy for first reading

Policy 5416 Use of Physical Restraint (table)

Policy 1101.01 Non-Discrimination (first read)

Policy 4106 Nondiscrimination and Equal Employment Opportunity (first read)

Ms. Cornell notes she would like to table Policy 5416 Use of Physical Restraint.

Ms. Cornell makes a motion to move Policy 1101.01 Non-Discrimination and Policy 4106 Nondiscrimination and Equal Employment Opportunity for a first reading. Ms. Campbell seconded the motion. Ms. Cornell notes Policy 1101.01 received a recommendation to change housing status to home status. Mr. Cruz offers a friendly amendment to make this an anonymous motion.

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

School Committee Concerns and Resolutions

Dr. Pangallo notes getting clean air is very critical and when we think of our strategic goals to keep this in mind. Moving forward to create school environments with clean air. School start times and length of the day as well as recess and lunch should be reviewed. Dr. Pangallo would love to see our school district that did not start any secondary school before 8:30am. We know a later start and more time having recess will show more improvement in a child’s curriculum. Dr. Pangallo challenges our district and school committee members as a shared goal with our teachers and staff.

Adjournment

Dr. Pangallo makes a motion to adjourn and seconded by Mr. Cruz.

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

Meeting adjourned at 8:24PM.

Respectfully submitted by,

Krista Perry

Executive Administrative Assistant to the School Committee & Superintendent



SALEM HIGH SCHOOL

COMMITTED TO EXCELLENCE

SALEM HIGH SCHOOL



PROGRAM OF STUDIES

2024-2025

WHO WE ARE

Salem High School is a diverse, urban comprehensive school where every scholar will engage in relevant, exciting and rigorous learning experiences aligned to a personalized post-secondary pathway.



HOME OF THE WITCHES





***We champion our
students to create
a future they love***



INCORPORATE PATHWAYS INTO THE COURSE CATALOG



Rationale

- 1.) Provide equitable access for advanced coursework and credentials for all students.
- 2.) Guided academic pathways aligned with post-secondary opportunities.
- 3.) Provide enhanced student support through teacher team model and crew blocks.
- 4.) Provide connections to career opportunities with COOP, internships, and work based learning opportunities.
- 5.) Created with community partnerships such as Advisory Board members and local colleges in mind for expanded opportunities for scholars.

FRAMEWORK

Grade 9: Exploration

Grade 10: Create/Begin a Pathway

Grade 11/12: Belong to a pathway aligned with post-secondary credits/credentials



PATHWAYS ALIGNED WITH CREDITS/CREDENTIALS



Classical Pathway

AP Capstone
Early College
Liberal Arts
Fine/Performing Art

Career and Technical Education Pathway

Medical Assisting	Culinary Arts
Early Education and Care	Building and Property Maintenance
Electrical	Automotive Technology
Graphic Design and Visual Communication	Computer Science
Carpentry	

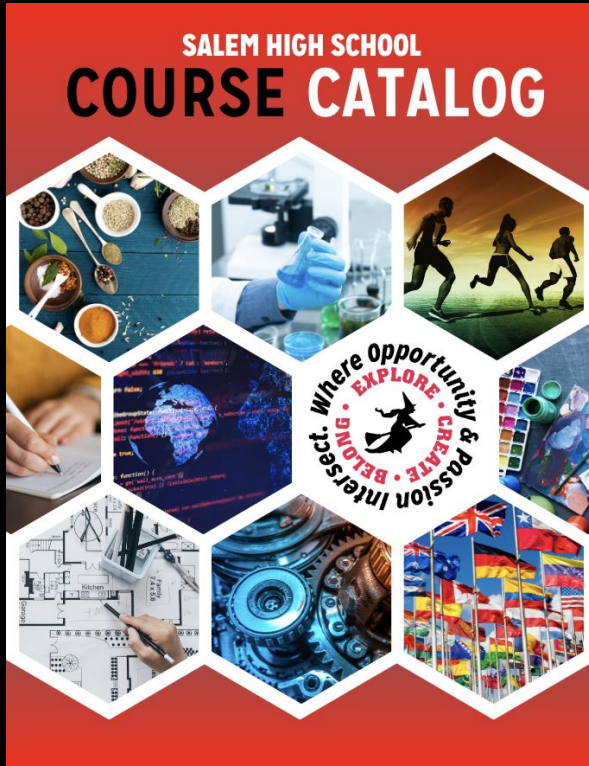


STEM Innovation Pathway

Biotechnology
Engineering
Sustainability



EXAMPLES OF PATHWAYS INFORMATION



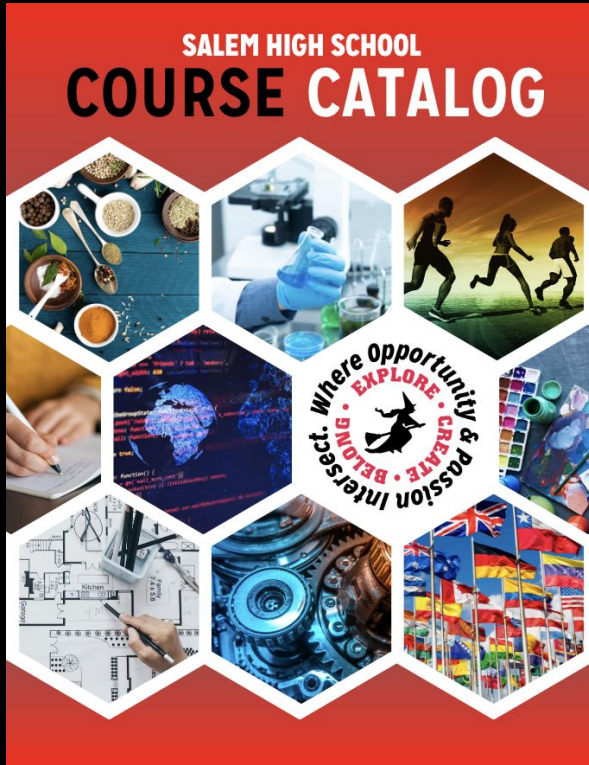
[CTE Automotive Pathway](#)

[Innovation Engineering Pathway](#)

[Classical Fine Arts Pathway](#)



ADDITIONAL COURSE OFFERINGS



AP Seminar

AP Research

AP Modern World History

AP Comparative Government

AP African American Studies

Journalism (semester)

Yearbook (semester)

PLTW Architecture & Civil Engineering

PLTW Principles of Biomedical Science

[Full Rationale and Descriptions Here](#)



ADVANCED COURSEWORK



2023- 2024 Advanced Placement

7 Pre-AP Courses

Math, Social Science, Science, Theater

19 Current AP Courses

English, Math, Social Science, Science, World Language

School Year 2024-2025

AP Courses Starting in Grade 9

Expansion of AP Courses Available

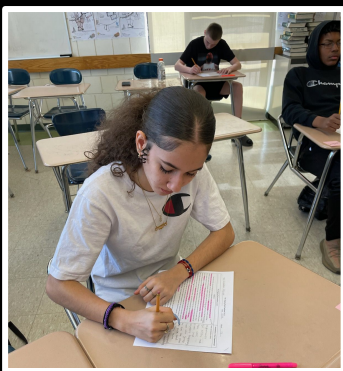
AP CAPSTONE DIPLOMA Pathway

AP CAPSTONE PATHWAY/DIPLOMA



AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone comprises two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the discipline-specific study in other AP courses.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.



AP COURSE PLANNING GUIDELINES					
Academic Year	9	10	11	12	Totals
Max. Recommended # of AP Courses	1	2	2 to 3	2 to 4	
Courses Planned					

Any 11th/12th grade student requesting to take 4 or more AP courses in a school year will need to have approval from their guidance counselor and administration.

EARLY COLLEGE - CONTINUE TO EXPAND PARTICIPATION



Salem State University



Salem
STATE
UNIVERSITY



Healthcare Pathway
Business Pathway

North Shore Community College

Dual Language Liberal Arts
Pathway



College
Courses Begin
in 10th Grade.

Scholars Earn up
to 30 college
credits before
high school
graduation.

SHARE YOUR FEEDBACK

Feedback will be studied to improve the proposal ahead of the presentation to SPS School Committee in February.

[Click HERE to submit feedback](#)





Where Opportunity & Passion
Intersect. **CREATE** • **BELONG** • **EXPLORE**

SALEM HIGH SCHOOL COURSE CATALOG



Where opportunity & passion intersect.
EXPLORE • BELONG • CREATE



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Principal/Main Office	(978) 745-9300
College & Career/Guidance	(978) 740-1157
IMC/Library	(978) 740-1128
Family Engagement Facilitator	(978) 825-3450
CTE Program	(978) 825-3602
Website	https://spssalemhs.salemk12.org/



PRINCIPAL'S MESSAGE

Dear Scholars and Families:

It is my pleasure to present the Salem High School 2023-2024 Program of Studies. The 2023-2024 Program of Studies will provide you with comprehensive and detailed information on all courses and programs offered at Salem High School.

In order to increase the potential of achieving college and career goals, scholars and parents should consider the following steps when choosing classes:

1. **Explore:** Use this book as a resource to generate a plan to meet graduation requirements and college and career goals. Work with your scholar's counselor or current teachers to help answer questions you may have.
2. **Create the Pathway to your Future:** Course selection is an important step in taking ownership of your educational future. Parents/guardians, school and scholars must work together to ensure scholars are not only getting the most out of their high school experience, but also aligning their course selection to their post high school goals.
3. **Choose courses that will accomplish the following:**
 - Satisfy course and credit requirements for graduation
 - Build up academic and vocational skills needed
 - Explore areas of interest and look for courses that will support you in connecting at Salem High School
 - Challenge yourself at a variety of academic levels including Advanced Placement, Early College and Honors.

Salem High School offers an incredible opportunity to discover and grow your passion. We are excited for you to challenge yourself and create a pathway to your future!

Sincerely,

Glenn Burns
Principal
Salem High School



VISION

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

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

MISSION

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

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

CORE VALUES

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

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



ACCREDITATION STATEMENT

Salem High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally-recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to scholars who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

Commission on Public Secondary Schools
New England Association of Schools and Colleges
209 Burlington Road • Bedford, MA
01730-1433 • (781) 271-0022

MASSCORE

The Massachusetts High School Program of Studies (MassCore) is a recommended, rigorous course of study based on standards in Massachusetts's world-class curriculum frameworks that align high school coursework with college and workforce expectations. The recommended program of studies includes: four units of English, four units of mathematics, three units of a lab based science, three units of history, two units of the same world language, one year of the arts and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

COMMONWEALTH DUAL ENROLLMENT PROGRAM (CDEP)

The Massachusetts Commonwealth Dual Enrollment Partnership (CDEP) provides opportunities for high school scholars to take college-level courses free of charge* and earn credit simultaneously toward high school completion and their future college degrees.

CDEP eases the transition from high school to college, allows scholars to get a head start on their college careers, and provides meaningful and challenging academic experiences to qualified scholars who otherwise may not have access to an early college experience.

Salem High School may count the CDEP course either as an elective or a required course. Approval of Dual Enrollment courses replacing required SHS courses must be approved by the Executive Principal of Salem High School. Courses approved to replace required or elective courses at SHS are configured into the high school GPA and weighted the same as AP courses. The final grade will be entered on the transcript, this will coincide with second and fourth marking periods. Transportation to and from all dual enrollment partners is the sole responsibility of the scholar for those courses being taken on the college campus.

For further information on dual enrollment scholars and families can reach out to their college and career counselor.

*Information taken directly from Massachusetts Higher Education website.
For more information go to: www.mass.edu/currentinit/currentinitdualenrollment*



GRADUATION REQUIREMENTS

Salem High School is a four-year comprehensive high school accredited by the New England Association of Schools and Colleges. This booklet is designed to assist scholars and their families make their course selections. This is a vitally important task, and it is imperative that all of the information be read with care. Scholars should discuss the matter of choice of courses with parents, counselors, and teachers before making a decision. Parents and guardians are encouraged to contact their child's school counselor before making the final selection of courses for the upcoming school year.

Graduation Requirements: Total Credits = 26

Area of Study	Units	Credits
English	4	4.0
Mathematics (Must include Algebra II)	4	5.0**
Social Studies	3	3.0
Lab Based Science	3	3.0
World Language*	2	2.0
Physical Education	2	2.0
Career/Tech Ed & the Arts	1	1.0
Health	0.5	0.5
Electives	—	6.5

* World Language requirements may be waived for students participating in Career and Technical Education Pathway from grade 9-12

** Algebra I is a double blocked course and may result in 2 credits

The total number of credits required for graduation is 26 credits. Seniors must take and pass 5 units their senior year to be eligible for graduation. Scholars in all grades must take the equivalent of 8 full year courses each year.

Starting with the class of 2026, credits and units will no longer be synonymous with each other. Scholars will be required to take the required units of each subject area for graduation, even if the credit value exceeds the unit requirement. Credits required for graduation will remain 26.

Sophomore Status	6 Credits
Junior Status	13 Credits
Senior Status	19 Credits
Eligible for Graduation	26 Credits

*In order to achieve Sophomore status, a scholar must pass English I and Algebra I (or program equivalent).

WAIVER PROCESS

In the event that special circumstances require a waiver of certain graduation requirements, a written request must be submitted to the principal with supporting data for consideration by the Superintendent and his/her designee.

EDUCATIONAL PROFICIENCY PLAN REQUIREMENTS

School districts must develop an Educational Proficiency Plan (EPP) for any scholar who does not score at 240 or above on the Grade 10 MCAS ELA and Mathematics assessments. The EPP must identify the scholar's strengths and weaknesses based on MCAS and other assessment results, coursework, grades, and input from the scholar, the scholar's teacher, and the scholar's counselor. It must also include the courses (ELA and/or mathematics) the scholar will be required to take in grades 11 and 12. The expectation at Salem High School is that all scholars will complete four years of English and four years of mathematics by the end of their senior year.



GRADING

Standards-Based Grading

Salem High School has school-wide implementation of Standards-Based Practices and Grading. Scholars learning progress is reported using standards-based grading (chart below).

Proficiency Level		
Above grade Level Proficiency	4.0	Scholar's work shows multiple skills beyond grade level
	3.5	Scholar's work shows skill beyond grade level
Grade Level Proficiency	3.0	Scholar's work meets grade level requirements
Progressing Toward Proficiency	2.5	Scholar's work demonstrates most foundational skills consistently
	2.0	Scholar's work demonstrates some foundational skills
Limited Progress Toward Proficiency	1.5	Scholar's work shows some grade level skills independently
	1.0	Scholar's work shows some grade level skills with help
No Evidence of Proficiency	0	Scholar's work shows no evidence of proficiency

At the end of the school year, numerical grades in all courses are converted to a letter grade on a scholar's transcript.

Traditional Grading

If courses are not graded using the standards-based system, course grades are reported as a percent on the report card.

HONOR ROLL POLICY

For each marking period, scholars receiving a 90% grade average or above (without a grade of F or I) in traditionally graded courses, or a 3.0 or above (without a grade of F or I) in courses using standards-based reporting are awarded high honor status. Scholars receiving an 80% to 89.99% grade average (without a grade of F or I) in traditionally graded courses, or a 2.8-2.9 (without a grade of F or I) in courses using standards-based reporting are awarded honor status.

GRADE POINT AVERAGE (GPA)

The **GPA** is a measure of a scholar's academic achievement at Salem High School; it is calculated by dividing the total number of grade points received by the total number of credits attempted. Independent Study courses are graded as Pass/Fail and not factored into a scholar's **GPA**.

Grade points are assigned based on the scholar's final course grade as listed below. These points are used to calculate the scholar's **GPA (grade point average)**.

Traditional Grading (Percent)	Standards-Based Grade Mastery Level	Grade	College Prep Level Points towards GPA	Honors Level Points Towards GPA	AP Placement Level Points Towards GPA
98-100	3.8-4.0	A+	4.3	4.8	5.3
93-97	3.4-3.7	A	4.0	4.5	5.0
90-92	3.0-3.3	A-	3.7	4.2	4.7
87-89	2.9	B+	3.3	3.8	4.3
83-86	2.8	B	3.0	3.5	4.0
80-82	2.7	B-	2.7	3.2	3.7
77-79	2.6	C+	2.3	2.8	3.3
73-76	2.5	C	2.0	2.5	3.0
70-72	2.4	C-	1.7	2.2	2.7
65-69	2.3	D	1.3	1.8	2.3
64 or Below No Credit	2.2 and Below No Credit	F	0.0	0.0	0.0
No Credit	NC	NC	0.0	0.0	0.0

Class Rank

Class rank is a measure of how a scholar's performance compares to other scholars in the class and is usually expressed as a percentile. Scholars must earn more than half of their GPA eligible credits at Salem High School in order for the GPA to be calculated into the class rank for graduation purposes.





PATHWAYS

CLASSICAL PATHWAYS

- AP Capstone
- Early College
- Fine/Performing Arts

INNOVATION PATHWAYS

- Computer Science
- Biomedical
- Engineering
- Graphic Design & Visual Communication

CTE PATHWAYS

- Automotive Technology
- Building & Property Management
- Carpentry
- Culinary Arts
- Early Education & Care
- Electrical
- Marine Service Technology
- Medical Assisting: Technology
- Medical Assisting: Pharmacy

AP COURSES

- AP African American Studies
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Capstone
- AP Chemistry
- AP Comparative Government
- AP Economics
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP Modern World History
- AP Music Theory
- AP Physics
- AP Pre-Calculus
- AP Research
- AP Seminar
- AP Spanish Language & Culture
- AP Statistics
- AP Studio Art
- AP US History

CERTIFICATIONS

- OSHA 10
- OSHA 30 Construction
- First Aid
- CPR/AED
- CAD
- ServSafe
- Comp TIA

EARLY COLLEGE

SALEM STATE UNIVERSITY

- Humanities
- Business
- Liberal Arts

NORTH SHORE COMMUNITY COLLEGE

- Dual Language Liberal Arts

DEFINITION OF A PATHWAY

An intentional educational structure within a school system which includes a rigorous academic course of study, authentic contextual learning experiences, caring adults to provide guidance and advising; and social, emotional and learning supports designed to prepare students for college and career. To be considered a pathway, the structure should adhere to the five Guiding Principles adapted from the MA Board of Elementary and Secondary Education and Board of Higher Education principles for High Quality College and Career Pathways for Early College and Innovation Pathway designations as described below.

PATHWAY GUIDING PRINCIPLES

Pathways for college and career readiness and civic engagement are intentional educational structures within a school system that enable students to build agency, identify career interests, and understand the connection of academic learning and future success. These structures, grounded in equity, must ensure all students — and especially historically underrepresented student populations — complete a rigorous academic course of study, participate in authentic contextual learning experiences, engage with caring adults to provide guidance and advising, and have social, emotional and learning supports to ensure no student is left behind. All Pathways should provide a variety of experiences that better inform future career and life choices so students create post-secondary plans that are authentic, meaningful and attainable.

**Definition taken from DESE website. For more information, please go to:
<https://www.doe.mass.edu/ccte/ccr/massgrad/pathways.html>*



INNOVATION PATHWAY: ENGINEERING



FUTURE CAREERS

- Civil Engineering Technician
- Cartographer
- Engineering Manager
- Mechanical Engineer
- Aerospace Engineering Technician
- Industrial Engineer
- Marine Engineer
- Architect

CERTIFICATIONS

- OSHA 10
- First Aid
- CPR/AED
- CAD

REQUIRED COURSES FOR ATTAINMENT

- Introduction to Engineering
- Principles of Engineering
- Civil Engineering and Architecture

Occupational Outlook

The occupational outlook for civil engineers, mechanical engineers, architects, and marine engineers varies across industries and is subject to regional and global economic conditions. Civil engineers play a vital role in infrastructure development, with ongoing demand for projects such as roads, bridges, and water systems contributing to a positive outlook. The trend towards sustainable and resilient infrastructure further enhances opportunities in green construction and smart city initiatives. Mechanical engineers, integral to manufacturing and technological advancements, experience demand driven by sectors such as robotics, automation, and renewable energy technologies. Architects, closely tied to construction and real estate, find their outlook influenced by economic fluctuations and construction activities. Sustainable and energy-efficient design, alongside digital technologies like Building Information Modeling (BIM), shapes the evolving landscape for architects. For marine engineers, their prospects are closely linked to the shipping industry and offshore exploration, with a growing emphasis on environmentally friendly and energy-efficient marine solutions. Continuous advancements in ship design further drive trends in this field. It is crucial to consider regional nuances and industry-specific factors when assessing the outlook for these professions, and staying informed through labor market reports and professional networks is essential for understanding current employment trends and future developments.

Summary

The PLTW Engineering pathway offers students a progressive exploration of engineering principles, commencing with an "Introduction to Engineering" course that instills problem-solving skills and teamwork. This foundational stage introduces students to real-world challenges and sparks their interest in engineering. Advancing to the "Principles of Engineering" level, students delve deeper into essential engineering concepts such as statics, dynamics, materials science, and thermodynamics. This phase of the program is designed to foster critical thinking and creativity through hands-on projects and collaborative activities, providing a solid theoretical foundation for further exploration.

For those inclined towards civil engineering or architecture, the PLTW Engineering pathway offers a specialized segment. This stage of the program focuses on topics like structural engineering, environmental engineering, urban planning, and architectural design. Students engage in practical projects that involve designing structures, creating architectural plans, and addressing real-world challenges specific to civil engineering and architecture. By combining theoretical knowledge with hands-on applications, the PLTW Engineering pathway equips students with a well-rounded understanding of the engineering field, enabling them to make informed decisions about their educational and career paths within various engineering disciplines.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang	Exploratory		Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang	Principles of Engineering		Project Adventure	.5 Elective (sustainability or FAPA)	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics OR AP Physics I	AWE II OR APUSH	World Lang	Introduction of Engineering		0.5 PE Elective	0.5 Elective (sustainability)	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus	AP Physics II		World Lang OR AP	Civil Engineering and Architecture		0.5 PE Elective	1.5 Elective STEM	8

*Algebra I is double blocked course



CLASSICAL PATHWAY: FINE & PERFORMING ARTS



FUTURE CAREERS

- Curator
- Animator
- Journalist
- Dancer
- Theater Director
- Fashion Designer

CREDITS/CERTIFICATIONS

- AP Studio Art 2D - potential college credit
- AP Music Theory - potential college credit
- Potential AP Capstone Diploma with additional AP coursework
- Internship Experience Available

REQUIRED COURSES FOR ATTAINMENT

- 7 credits in Music, or
- 7 credits in Fine Arts, or
- 7 credits in Theater

Occupational Outlook

The occupational outlook for arts and design occupations is dynamic and influenced by various factors such as cultural trends, technological advancements, and economic conditions. Careers in this field encompass a wide range of disciplines, including visual arts, graphic design, performing arts, and multimedia production. The demand for graphic designers, illustrators, and multimedia artists is driven by the growing need for visually engaging content in marketing, advertising, and digital media. Additionally, professionals in performing arts, such as actors and musicians, may find opportunities in live performances, film, television, and streaming platforms. The evolving landscape of virtual and augmented reality further expands possibilities for artists and designers. However, competition can be keen, and individuals with a diverse skill set, adaptability, and a strong online presence may be better positioned for success. Networking, continuous skill development, and staying abreast of industry trends are crucial for those pursuing careers in arts and design, contributing to a field that thrives on innovation and creativity.

Summary

The Fine Arts and Communication Academy seamlessly integrates academic learning with immersive exploration in music, theater, dance, and media production. Offering diverse pathways, the academy creates a dynamic environment that nurtures both intellectual growth and creativity. It provides crucial support for students to develop the knowledge, skills, and commitment necessary to thrive as artists in society. Focusing on the expression of creativity and a profound passion for the arts, students are inspired to transcend artistic boundaries, blend various processes, and delve deeply into the historical and traditional aspects of the arts. The academy places a strong emphasis on honing technical skills through inquiry, innovation, and inventive approaches. Actively promoting diversity in the education of future artists, this academy becomes a hub for inclusive artistic exploration. Through engaging in rehearsals, seizing performance opportunities, tackling real-world projects, receiving daily instruction, and forming community partnerships, students emerge as true masters of their craft. Their contributions to culture are marked by a compelling mix of passion, creativity, intelligence, and excellence.

	ELA	Math	Science	Social Studies	World Language	CTE	FAPA	Health/P.E.	Electives	Total Credit
9th Gr.	English 1	Pre-AP Algebra*	Pre-AP Biology	Pre-AP World	World Lang		Fine Art Theater Music	Health I Fundamentals		8
10th Gr.	English 2 or AP Seminar	Pre-AP Geometry	Pre-AP Chemistry	AWE I Or AP Modern World	World Lang		2 Credits Fine Art Theater Music	Project Adventure	.5 Elective Journalism	8
11th Gr.	English 3 or AP Language	Pre-AP Algebra II	Physics	AWE II OR APUSH	World Lang		2 Credits Fine Art Theater Music	0.5 PE Elective	0.5 Elective Yearbook	8
12th Gr.	English 4 or AP Literature	AP Pre-Calculus		AP Psychology	World Lang OR AP		2 Credits Fine Art Theater Music	0.5 PE Elective	1.5 Elective based on Concentration or internship	8

* Algebra I is double blocked course





CITY OF SALEM, MASSACHUSETTS
Dominick Pangallo
Mayor

December 20, 2023

Dr. Stephen Zrike
Superintendent
Salem Public Schools
29 Highland Avenue
Salem, MA 01970

Dear Dr. Zrike:

As the Lead Elected Official for the MassHire-North Shore Workforce Board (the WB), I am pleased to formally appoint you as a member of this Board. Your involvement in this initiative is much appreciated.

Workforce issues are listed as a primary concern of business and industry across our country. Your willingness to help the WB address these issues as a representative of the Salem Public Schools is greatly appreciated. As you work with our Chair, Microline Surgical's Tracey Cahalane, and our Executive Director, Mary Sarris, I am sure you will add much to the discussion and be a valued part of finding new solutions. I guarantee you that your time on the WB will prove to be highly worthwhile and successful.

Please do not hesitate to contact me at any time with questions or concerns. I look forward to hearing from you regarding your thoughts and opinions of future directions.

Thank you for your commitment and enthusiasm!

Sincerely,

Dominick Pangallo

Mayor

cc: Tracey Cahalane
Mary Sarris

Salem School Committee - Subcommittee Assignments 2024

	Building & Grounds	Curriculum	Finance	Personnel	Policy
Chair	Veronica Miranda	Amanda Campbell	Mary Manning	Manny Cruz	Beth Anne Cornell
Members	Mary Manning	Beth Anne Cornell	Amanda Campbell	Mary Manning	Mary Manning
	AJ Hoffman	AJ Hoffman	Veronica Miranda	Beth Anne Cornell	Manny Cruz

COMMUNITY RELATIONS	1000
SCHOOL-COMMUNITY RELATIONS	1101
NONDISCRIMINATION	1101.1

The Salem Public School District has the responsibility to ~~reduce~~ **overcome**, as much ~~inasmuch~~ as possible, any barriers that prevent ~~children~~, students and staff from achieving their potential. To create that environment, the Salem School Committee shall:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, applicable legislation and judicial interpretations;
2. Encourage positive experiences ~~in human values~~ for all its students, staff, and other members of the community, affirming the diversity of **identities and experiences** ~~familial backgrounds, socioeconomic statuses and ethnicities~~ represented in the Salem schools community;
3. Work toward a more integrated, harmonious community and to enlist all individuals, groups and agencies—both private and governmental—to support this effort;
4. Use all appropriate communication and action techniques to hear and address the grievances of any individuals and/or groups;
- ~~5. Consider carefully the potential benefits or adverse consequences of any decision made within the Salem school system on human relationships within the schools and the larger Salem community;~~
- 5.6. ———— Initiate procedures and practices that will actively promote the objectives of this policy in the Salem school system.

This policy of nondiscrimination shall extend to all students, staff, the general public, and individuals with whom the School District does business. No person shall be excluded from or discriminated against in admission to a Salem public school, or in obtaining the advantages, privileges, and/or courses of study of our public schools on account of **race, color, ethnicity, national origin, ancestry, religion, disability, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or home status** or any other protected category as defined by state and/or federal law ~~sex, sexual orientation, gender identity, age, race, color, national origin or socioeconomic status, religion and non-religion, disability or pregnancy.~~

If someone has a complaint or believes that they have been discriminated against because of their sex, sexual orientation, gender identity, age, race, color, national origin or ethnicity, socioeconomic status, religion and non-religion, disability, or pregnancy, they are encouraged to register that complaint with the District's Title IX compliance officer.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX,
Education Amendments 1972

Rehabilitation Act of 1973

Education for all Handicapped Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972) M.G.L. 76.5;
Amended 2011

M.G.L. 76.16

BESE regulations 603 CMR 26.00; Amended 2012

BESE regulations 603 CMR 28.00

First reading: 17 December 2012

Second reading: 7 January 2013

Third reading: 22 January 2013

Approved: December 20, 2021

Reviewed 12/15/23

**PERSONNEL 4000 ALL EMPLOYEES 4100 NONDISCRIMINATION AND EQUAL
EMPLOYMENT OPPORTUNITY 4106**

The Salem Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The Salem Public Schools prohibits discrimination on the basis of ~~race, color, ethnicity, national origin, ancestry, religion, disability, age, genetic information, active military or veteran status, marital status, pregnancy or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or home status or any other protected category as defined by state and/or federal law~~ ~~race, color, sex, gender identity, religion, national origin, or sexual orientation~~ and ensures that all students have equal rights of access and equal enjoyment of the opportunities, ~~advantages, privileges, and courses of study.~~

The Salem School Department is also an equal opportunity employer and subscribes to the fullest extent to the principle of the dignity of all people and will take action to ensure that any individual within the Department who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to ~~their~~ ~~race, color, ethnicity, national origin, ancestry, religion, disability, age, genetic information, active military or veteran status, marital status, pregnancy, or pregnancy-related condition, gender, gender identity, sex, sexual identity, sexual orientation, physical appearance, or home status or any other protected category as defined by state and/or federal law~~ ~~race, color, age, sex, national origin, religion, disability, veteran status, gender identity, or sexual orientation.~~

Inquiries or complaints regarding compliance with nondiscrimination laws may be directed to the superintendent's office.

Legal References: 603 CMR 26, Access to Equal Educational Opportunity
MGL 76:5, 151B:1-10, 151C:1-5

Section 504 of the Rehabilitation Act
Title IX of the Educational Amendments of 1972
Titles VI and VII of the Civil Rights Act of 1964
Age Discrimination Act of 1967 (ADEA)
Titles I and V of the Americans with Disabilities Act of 1990 (ADA)
Title II of the Genetic Information Nondiscrimination Act of 2008
(GINA)
Civil Rights Act of 1991

Approved: December 17, 2018

Reviewed 12/15/23