

Salem Public Schools School Committee

*Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vice Chair*



*AJ Hoffman
Mary A. Manning
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”

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a **Regular School Committee meeting on October 7, 2024 at 7:00 p.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/83420485010?pwd=LzMRbmxLYNXlAdtGcjaFpyMSgFZq92.1>
Passcode: 077961

1. Call of Meeting to Order

- 1. Summary of Public Participation Policy (School Committee 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.*

2. 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**.

3. 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: 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.

2. **Approval of Agenda**
3. **Public Comment**
See above instructions for participating in public comment.
4. **Approval of Consent Agenda**
 1. Approval of Minutes of Regular School Committee meeting held on September 16, 2024
 2. Approval of Warrants:
 1. **FY24:**
 - a. 9/18/2024 - \$3,325.39
 - b. 9/25/2024 - \$484.42
 - c. 10/02/2024 - \$6,118.27
 2. **FY25:**
 - a. 9/19/2024 - \$554,924.68
 - b. 9/26/2024 - \$339,974.55
 - c. 10/03/2024 - \$1,567,706.10
 3. New Liberty Innovation School (NLIS) Overnight Trip to Cardigan Mountain and Lodge - October 28-29, 2024
5. **Superintendent's Report**
 1. Recognition - Ms. Linda Richard and Ms. Vanessa Fagundes
 2. MCAS and Accountability Update
 3. Massachusetts School Building Authority (MSBA) Update
 4. Finance and Operations Report
 5. Salem Academy Charter School's Enrollment Expansion
6. **Student Representative Report**
7. **Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee
 6. Committee of the Whole
8. **Motions and Resolutions**
 1. **Collective Bargaining Agreement - Salem Teachers Union**
 1. Vote to Ratify the Successor Contract for a Term of Three Years (9/1/24-8/31/27) with the Teachers Unit
 2. Vote to Ratify the Successor Contract for a Term of Three Years (9/1/24-8/31/27)

- with the Paraprofessional and School Related Personnel (PRSP) Unit
2. **Student Transportation Services Policy (Policy 3601, Section 2C) - Multilingual Learner First Year Transportation Service Suspension**

9. **Announcements**

10. **Adjournment**

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee and 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.”

Escuelas Públicas de Salem Comité Escolar

*Amanda Campbell
Beth Anne Cornell
Manny Cruz, Vice Chair*



*AJ Hoffman
Mary A. Manning
Veronica Miranda*

Alcalde Dominick Pangallo, Preside

“Conozca sus derechos bajo la Ley de Sesiones Públicas, M.G.L. c.30A § 18-25 y Secciones 2-2028 a 2-2033 de la normativa municipal”

REUNIÓN REGULAR DEL COMITÉ ESCOLAR

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

Enlace Zoom para participar:

<https://us06web.zoom.us/j/83420485010?pwd=LzMRbmhLYNXIAdtGcjaFpyMSgFZq92.1>
Passcode: 077961


1. Orden del día

1. Resumen de la Política de Participación Pública (Política del Comité Escolar nº 6409).

Lectura en voz alta: *Al Comité Escolar de Salem le gustaría escuchar al público sobre temas que afectan al distrito escolar y que están dentro del ámbito de las responsabilidades del Comité. Habrá 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.*

2. Interpretación en directo al español.

Ahora se ofrece interpretación en español para todas las reuniones regulares del Comité Escolar. Para escuchar esta reunión con interpretación al español, por favor vea las instrucciones a continuación:

1. Haga clic en **Interpretation** .
2. Haga clic en **Spanish**
3. (Opcional) Para escuchar sólo el idioma interpretado, haga clic en **Mute Original Audio**.

3. Instrucciones para participar en los comentarios públicos

Si algún miembro de la comunidad de Salem desea participar en el comentario público

durante esta reunión, por favor haga clic en el siguiente enlace para inscribirse y enviar su comentario electrónicamente: Un miembro del personal del distrito recopilará todos los comentarios que se compartirán con los miembros antes del final de la reunión pública. Los comentarios también se resumirán en el acta de la reunión.

2. Aprobación del orden del día

3. Comentarios del público

Consulte las instrucciones anteriores para participar en los comentarios públicos.

4. Aprobación del orden del día

1. Aprobación del Acta de la reunión regular del Comité Escolar celebrada el 17 de junio de 2024.
2. Aprobación del Acta de la reunión regular del Comité Escolar celebrada el 29 de julio de 2024
3. Aprobación de las órdenes de pago:
 1. **Año Fiscal 24:**
 - a. 18-sep-2024 - \$3,325.39
 - b. 25-sep-2024 - \$484.42
 - c. 2-oct-2024 - \$6,118.27
 2. **Año Fiscal 25:**
 - a. 19-sep-2024 - \$554,924.68
 - b. 26-sep-2024 - \$339,974.55
 - c. 3-oct-2024 - \$1,567,706.10
3. Viaje de una noche a Cardigan Mountain and Lodge de New Liberty Innovation School (NLIS) - 28 y 29 de octubre de 2024

5. Informe del Superintendente

1. Reconocimiento - Sra. Linda Richard y Sra. Vanessa Fagundes
2. Rendición de Cuentas de actualización de los MCAS
3. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
4. Informe de Finanzas y Operaciones
5. Extensión de la matrícula de la Salem Academy Charter School

6. Informe del representante estudiantil

7. Informes de los subcomités

1. Subcomité de Finanzas
2. Subcomité de Personal
3. Subcomité de Edificios y Terrenos
4. Subcomité de Planes de Estudios
5. Subcomité de Política
6. Comité plenario

8. Mociones y resoluciones

1. **Convenio colectivo - Sindicato de Maestros de Salem**
 1. Votar para ratificar el contrato sucesor por un término de tres años (1-sep-24-31-ago-27) con el sindicato de maestros.

2. Votar para ratificar el contrato sucesor por un período de tres años (1-sep-24-31-ago-27) con el sindicato de Paraprofesional y Relacionado con la Escuela (PRSP)
2. **Política de Servicios de Transporte para Estudiantes (Política 3601, Sección 2C) - Suspensión del Servicio de Transporte de Estudiantes Multilingüe de Primer Año**

9. Anuncios

10. Clausura

Respetuosamente presentado por,

Shirley Dorai

Asistente Ejecutiva del Comité Escolar y del Superintendente

“Las personas que necesiten ayudas y servicios auxiliares para una comunicación eficaz, como un intérprete de lenguaje de señas, un dispositivo de ayuda auditiva o material impreso en formato digital, o una modificación razonable en los programas, servicios, políticas o actividades, pueden ponerse en contacto con el Coordinador de la ADA de la Ciudad de Salem en el (978) 619-5630 lo antes posible y no menos de 2 días hábiles antes de la reunión, programa o evento..”

**Minutes of the Regular Session
of the Salem School Committee
Monday, September 16, 2024
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

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

Others in Attendance: Superintendent Stephen Zrike, Deputy Superintendent Carbone and Assistant Superintendent Pauley

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 7:00 pm and informed the public that the docket contains the public participation procedure and how to access Spanish interpretation.

Approval of Agenda

Member Cornell made a motion to approve the agenda. Member Manning seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Public Comment

Ben Chertok, Music Coordinator, Salem Public Schools

Mr. Chertok said that the calendar of events will be ready soon. Mr. Chertok also provided a reminder that the Annual Musical Instrument Rental Night will be held at Saltonstall on Wednesday, September 25th from 6:00 - 8:00 pm. It provides an opportunity for beginners to learn about the music program from music teachers and pick up a rental instrument from the vendors.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on September 3, 2024

2. Approval of Warrants:
 1. FY24:
 - a. 9/04/2024 - \$1,950.60
 - b. 9/11/2024 - \$2,742.47
 2. FY25:
 - a. 9/05/2024 - \$614,943.94
 - b. 9/12/2024 - \$711,569.38

Member Manning made a motion to approve the consent agenda. Member Miranda seconded.

A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Superintendent's Report

Superintendent Zrike thanked everyone for a great start to the school year. Superintendent Zrike mentioned the Open Houses being held at the schools during the first few weeks of school, as well as the fact that transportation services are getting better every year for the 1,500 students who receive these services. Flag raising and other activities have been planned for in celebration of September being the Hispanic Heritage month. MCAS accountability data would be released publicly on Tuesday, September 24th and a full presentation will be provided at the October 7th School Committee meeting.

1. Middle School Pilot Program

Superintendent Zrike invited the middle school team of administrators to speak about the pilot program for 8th grade students. Collins Middle School (CMS) Principal, Mr. Gavin Softic, Dean of Innovation, Ms. Chelsea Banks, Saltonstall Principal, Ms. Bethann Jellison, CMS Dean of Students & School Culture, Mr. Terrell Greene, Saltonstall Assistant Principal, Ms. Jes Eveleth, and CMS Assistant Principal Mr. Shamus Mruk, provided an update about the program.

In response to member Miranda, Ms. Banks said that WPS stands for Winthrop Park

School. Vice Chair Cruz said that as the middle school and high school are undergoing redesign at the same time, the innovative practices need to continue from the middle school to the high school, especially the student-led part as well as the educator's professional development. Superintendent Zrike said experiences such as this helps attract and retain educators.

Member Campbell highlighted the dual language program at the elementary level and was interested in knowing more of how dual language can be incorporated into the innovative practices at the secondary level. Member Cornell said that the Salem High School Building Committee has an advisory group which helps facilitate innovative ways of approaching education. Member Cornell said that the committee was able to see that SPS was involved in many endeavors towards this effort because the focus was not to just design an innovative space but how it relates to innovative teaching and learning.

In response to Member Cornell, Ms. Banks said that the teachers have more support this year as there is co-teaching. Member Cornell said that input from the middle school pilot program teachers would be beneficial for the high school teachers and also the High School Building Committee in thinking about the kind of space needed to continue the program. Member Manning said that it might be time to stop referring to the program as a pilot. Principal Softic said that they are referring to it as the "8th grade experience".

Mayor Pangallo asked if the program is offered to 7th graders. Ms. Banks said that they are utilizing the time like early releases to enable other grades to have some of the experiences. Ms. Banks added that some of the professional development time is also being utilized by teachers to integrate the learning. In response to Member Manning, Ms. Banks said that students normally think of field trips as a trip to the amusement parks but that the messaging to students has been changed so that they are aware that learning immersion is about taking the learning on the road.

Superintendent Zrike commended the middle school leadership team for taking on this challenging assignment after the pandemic. Superintendent Zrike added that progress can already be seen and there will be more in the near future.

In response to Mayor Pangallo, Ms. Banks said that the decision to introduce the program to the entire 8th grade instead of 7th grade was data driven. Ms. Banks said that other districts have not been implementing this program as extensively but that Peabody Public Schools is trying to incorporate elements of the program for their 6th graders. Superintendent Zrike said that they have had inquiries about the program because of the improved chronic absenteeism data.

2. Marine Corps Junior Reserve Officer Training Corps (MCJROTC) Memorandum of Agreement (MOA)

Superintendent Zrike sought feedback from the School Committee regarding the Marine Corps Junior Reserve Officer Training Corps (MCJROTC) MOA. Superintendent Zrike added that there has not been an MOA with the MCJROTC since 2013.

Member Manning suggested that the Policy Subcommittee review the MOA and revert with any questions. In response to Member Cornell, Vice Chair Manning clarified that this will not set a precedent for the Policy Subcommittee to review every MOA or set up a policy but rather it is upon recommendation of the Superintendent a review to provide feedback. Vice Chair Cruz added that any of the School Committee members can also send any of their questions for the Policy Subcommittee to review.

In response to Member Miranda, Superintendent Zrike said that based on the document, it looks like the district will be on probation for the program because the number of students volunteering for the program is less than the minimum number of around 90 students. Superintendent Zrike said that this would be a good question to ask the program organizer. Member Miranda requested enrollment data for this program in light of budget constraints. Mayor Pangallo suggested that the MCJROTC representatives be invited to the Policy Subcommittee meeting and to post the meeting as a Committee of the Whole meeting so that members who are not in the Policy Subcommittee could also participate. Member Manning asked for information about how many students from the graduating class had gone on to enlist. Member Miranda requested feedback from graduates of the program for their feedback.

Vice Chair Cruz made a motion to refer the MCJROTC MOA to the Policy Subcommittee and the Committee of the Whole. Member Miranda seconded. A roll call vote was taken.
Member Campbell voted YES
Member Cornell voted YES
Vice Chair Cruz voted YES
Member Hoffman voted YES
Member Manning voted YES
Member Miranda voted YES
Mayor Pangallo voted YES
Motion passed unanimously.

3. Massachusetts School Building Authority (MSBA) Update

Member Cornell said that the designer selection process is underway. The designer is the architect. There was a Designer Selection Subcommittee meeting on September 5th comprised of representatives from the community, many of whom are architects, Director of Building Services, Mr. Zissis Alepakis, City Finance Director, Ms. Anna Freedman, and attendees. They reviewed 8 designer proposals and then on September 24th, there will be an applications review with the Massachusetts School Building Authority (MSBA) where 3 or 4 firms will be shortlisted for interviews and interview questions will be determined. The designer interviews will be held on October 8th. There will also be a Building Committee meeting on September 19th which will be televised by Salem Access Television. Superintendent Zrike added that the MSBA selects the designer but SPS recommends for the finalists.

4. Finance and Operations Report

Assistant Superintendent Pauley said that progress continues with the Witchcraft Heights Elementary School playground. A ribbon cutting in early October is anticipated. In response to Vice Chair Cruz, Assistant Superintendent Pauley said that Mr. Alepakis would know whether the basketball hoops installation is adjustable.

Student Representative Report

Vice Chair Cruz and Superintendent Zrike met with about 16 prospective members of the Student Advisory Council at Salem High School with representative students from New Liberty Innovation School and Salem Prep High School earlier during the day. They are in their recruitment phase and organizing elections for their officer positions which will be completed on October 7, 2024. Vice Chair Cruz said that the students were excited about being the first Student Advisory Council that meets with the School Committee on a monthly basis.

Subcommittee Reports

1. Finance Subcommittee

No report at this time.

2. Personnel Subcommittee

Vice Chair Cruz said that the contract with the Salem Teachers Union (STU) is being finalized. Vice Chair Cruz added that the next step would be the ratification by the STU. Once the ratification process is complete, the contracts would then be placed on the meeting agenda for the School Committee.

3. Building & Grounds Subcommittee

Member Miranda said the subcommittee met last week and the topics discussed included Halloween parking at the middle school for a fundraiser and it was deemed not feasible because of extracurricular activities during the evenings and weekends at the school. The subcommittee also received an update about all the summer work that took place in the buildings and grounds. At the next meeting on October 7th, Mr. Alepakis will be presenting recommended increases in the

facility rental fees and custodial fees for anyone looking to rent space in the schools or fields.

4. Curriculum Subcommittee

No report at this time.

5. Policy Subcommittee

No report at this time.

Motions and Resolutions

Announcements

Mayor Pangallo mentioned that “Mayors Night Out” will take place on Friday, September 27, 2024. Mayor Pangallo added that there will be a press conference with BusPatrol and AAA New England on September 17th regarding safe travel on roadways.

Adjournment

Vice Chair Cruz made a motion to adjourn at 8:25 pm. Member Miranda seconded. A roll call vote was taken.

Member Campbell voted YES

Member Cornell voted YES

Vice Chair Cruz voted YES

Member Hoffman voted YES

Member Manning voted YES

Member Miranda voted YES

Mayor Pangallo voted YES

Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

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

I. General Information				
Name of School	New Liberty Innovation School	Date of Request	Date of Field Trip	
Coordinator	Jen Thomas	9/13/24	10/28 - 10/29/24	
Coordinator Contact Info	Phone: (617) 276-5962 Email: jthomas@salem.k12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	13	9 AM	6 PM
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Cardigan Mountain Lodge 774 Shem Valley Rd Alexandria, NH 03222	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

II. Learning and Accessibility	
Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input checked="" type="checkbox"/> Post-Trip Plan: Students will synthesize learning Comments:	Accessibility and Inclusion for All Students <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip Comments:

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Has the roster of students been shared and any medical concerns reviewed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will an on-site nurse be needed for this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date: 9-13-24

IV. Food Services		
Has the school's cafeteria manager been notified of this field trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Will the students be eating lunch at the school on the date(s) of the trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Are you requesting any bag lunches or other food for this trip? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many? <u>13</u>
Comments:		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input checked="" type="checkbox"/> Other: <u>14 Passenger VAN District</u>
If SPS Bus needed, please specify the following information:	Pick Up Time: Pick Up Location:	Return Time: Return Location:

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)		
Will any parents or volunteers be participating in this trip? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Will any have "direct and unmonitored contact" with students? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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

VII. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature:	Date: 9/13/24

Citations

Linda Richard

Linda Richard retired in August 2024 from the Salem Public Schools after 22 years working in payroll, human resources, and benefits. In her years in Salem, Linda has worked tirelessly to empower educators, working as their partner in benefits - answering their questions, connecting them to resources, and ensuring that their benefits were administered to the highest standard of quality. Linda arrived to the payroll team in February 2002 first as a paraprofessional and then later as a clerk. In 2008, Linda became the Benefits Coordinator for the Salem Public Schools, and in that capacity moved over to the city's Human Resources Department. There, Linda worked closely with the HR staff at the city and school department, all the while building a deep expertise in the benefits rules, requirements and opportunities for Salem Public Schools employees. While she was at city hall, SPS employees had full access to Linda as she was often one of the first faces to welcome new employees through onboarding. Linda continued at city hall until 2016 when the benefits position was returned to the school department. Since then, Linda has been the in-house expert, helping employees navigate their insurance and answering thousands of questions about the benefits. Over the years, Linda has built a reputation as the person who either knows or will find the answer to any benefits question - she has been a resource to the schools and all city employees, supporting benefits and HR staff in both. Her assistance, provided in a timely way and often when the employee is in a time of crisis, has been actionable, accurate, and helpful. The Salem Public Schools are so grateful for her stewardship and support for employees. With Linda on the job, employees did not need to worry or wonder about their benefits, because Linda was always available to help. Small in stature, Linda leaves large shoes to fill as she hands over the reins.

Vanessa Fagundes

Vanessa Fagundes is leaving her role as the Transportation Manager in the Salem Public Schools to start a new life chapter in the state of Georgia. Vanessa began her career in Salem in 2017 as a paraprofessional at the Nathaniel Bowditch School. In 2018, she became a Family Engagement Facilitator at the Witchcraft Elementary School, and in 2020, she took on the same role at the Bentley Academy Innovation School. Throughout, Vanessa showed herself to be an extremely hard worker and a member of the school community who prioritized partnership with families. In 2021, Vanessa was tapped to take on the role of Transportation Manager after significant transition in the Transportation Office, and the outsourcing of the regular day transportation to an external vendor. Arriving at that inflection point for SPS Transportation, Vanessa set to rebuilding transportation systems and procedures, and the partnership with the community. Since then, Vanessa has created a set of strong, transparent systems for every day transportation, as well as specialized transportation. She has created new ways of registering for transportation, introduced equitable procedures into bus transportation, expanded the number of riders and found ways to accommodate newcomers as well as students who arrive throughout the year, and worked to eliminate waiting lists. In 2023, Vanessa took on routing for daily transportation, using her knowledge of Salem and systemic approach to creating coherent bus routes that made getting to school a more efficient process. At the same time, she introduced new technologies to the department's systems, including piloting and launching an

app that now allows families to track their student's bus, helping to create a culture of responsiveness and transparency. She partnered with schools to expand access to field trips, and piloted a process for taking attendance on buses which will help to ensure that Salem has as many riders on the buses as can be safely accommodated. In 2024, Vanessa worked with city leaders and the bus vendor to help launch a program to increase safety by adding stop arm cameras to school buses. In all of her work, Vanessa is driven by a deep commitment to children and families, and has worked tirelessly to ensure their safe passage to and from school. She has worked to strengthen our foundation by creating a high performing culture in the Transportation Office.



Salem Public Schools 2024 MCAS, ACCESS & Accountability Results

October 7, 2024 - School Committee Meeting



High-Level Overview and Themes

High School MCAS

- At the high school level (New Liberty Innovation School, Salem High School and Salem Prep) we saw extraordinary double digits gains in both achievement and growth in all content areas.
- Our high school performance eclipsed our overall (based on scaled scores) pre-pandemic performance in Math, ELA and Science!

Grades 3-8 MCAS

- In Math, we saw a 2-point increase in proficiency rates from the previous year. Since the pandemic (2021), SPS has seen a 7-percentage point increase in students who scored either “meets” or “exceeds” on Math.
- In ELA our overall performance remained flat (as measured by scaled score), but our overall proficiency rates declined.
- Our growth in both Math (+5) and ELA (+3) increased substantially.
- In Science, we saw a 1-point increase in the percentage of students scoring meets or exceeds (grade 5 & 8)
- Our data suggests that we are accelerating learning for our previously lower-performing students, but that we are not moving enough students to grade level proficiency.

Accountability

- Salem High School and Horace Mann Laboratory School were both identified as Schools of Recognition.
- All 8 of our schools improved their accountability percentile rank as compared to the previous year.
- CMS saw its accountability improve such that it is no longer a school below the 10th percentile.
- Over the last two years, Salem has met or exceeded more accountability targets than any Gateway City. Our data reveals that we need to pay increased attention to our SWD.
- SPS student progress towards English proficiency (ACCESS) was 6-percentage points higher than the state average and our rates of chronic absenteeism were ranked in the top 3 of the 26 Gateway City school districts.



State Performance

	% M or E change compared to 2023	% M or E change compared to 2019
ELA Grades 3-8	-3	-13
ELA Grade 10	-1	-4
Math Grades 3-8	0	-8
Math Grade 10	-2	-11
Science Grades 5 & 8	+1	-6
Science Grade 10	+2	NA



MA Accountability System



1 The Massachusetts accountability system consists of two components...

Normative Component (Accountability Percentile)

measures the performance of all students in a school compared to other schools in the state that serve similar grades, and is reported as a percentile from 1 to 99

Criterion-Referenced Component (Targets)

measures a district's or school's progress towards improvement targets, and is reported as a percentage

2 ...that measure performance of groups, schools, and districts on specific indicators...

Achievement

Student Growth

High School Completion

English Learner Proficiency

Additional Indicators

3 ...and are used to categorize schools and districts as requiring assistance/intervention or not.

Schools of recognition	Not requiring assistance or intervention				Requiring assistance or intervention	
	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/targeted support	Broad/comprehensive support
Recognized for high achievement, high growth, or exceeding targets	Cumulative criterion-referenced target percentage 75-100	Cumulative criterion-referenced target percentage 50-74	Cumulative criterion-referenced target percentage 25-49	Cumulative criterion-referenced target percentage 0-24	+Percentiles 1-10 +Low graduation rate +Low performing group(s) +Low participation	+Underperforming schools +Chronically underperforming schools



2024 Accountability Percentile Ranks

	2022	2023	2024	
School	Percentile Rank	Percentile Rank	Percentile Rank	Progress Toward Target (over 2 years)
Bates	22	38	49	Meeting or Exceeding Targets
BAIS	11	16	21	Moderate Progress
Carlton	34	37	41	Moderate Progress
CMS	13	9	11	Moderate Progress
HMLS	39	18	23	Substantial Progress
Salts	33	24	33	Substantial Progress
WHES	10	25	34	Substantial Progress
SHS	17	20	33	Substantial Progress



Accountability Reflections

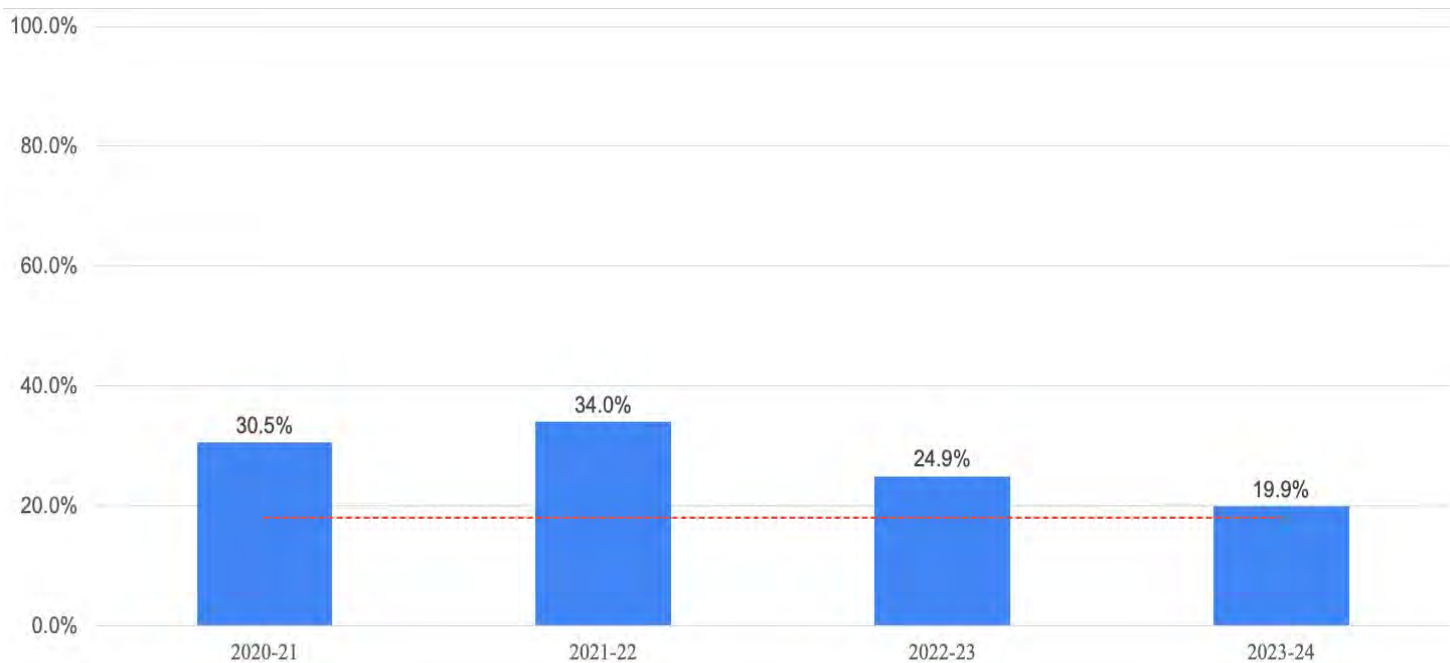
- 1,325 schools (82%) were classified as “Not requiring assistance or intervention”, 285 (18%) were classified as “Requiring assistance or intervention” for one or more reasons. **Salem now has 0 schools requiring assistance or intervention.**
- In 2024, 15% of schools in the state met and exceeded 75% or more of their targets. **SPS had 4 schools (50% of schools)- Bates, Horace Mann, Saltonstall and SHS that met or exceeded more than 75% of their targets.**
- The Salem Public Schools as a District met or exceeded 71% of the established targets in 2024.





Performance and Attendance

Chronic Absenteeism



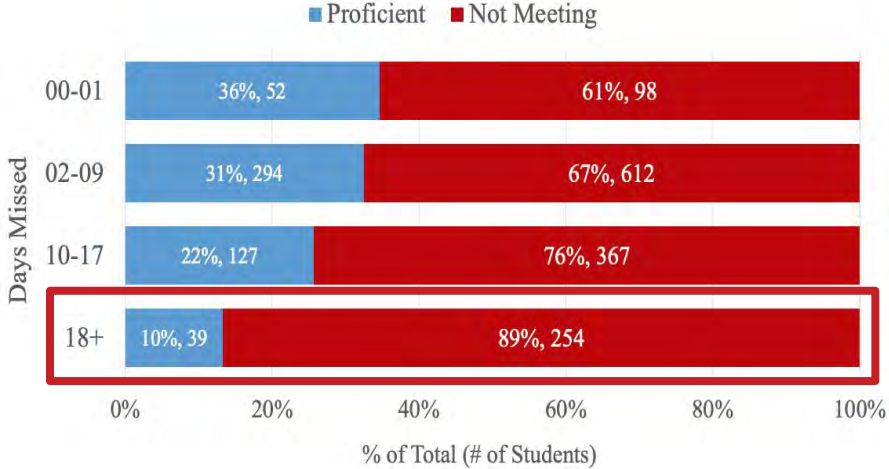
The dotted **red** line indicates our strategic plan goal of **18%** chronic absenteeism.

Chronic absenteeism decreased from **34%** to **19.9%** from the 2021-22 to 2023-24 SY (**-14% decrease**)

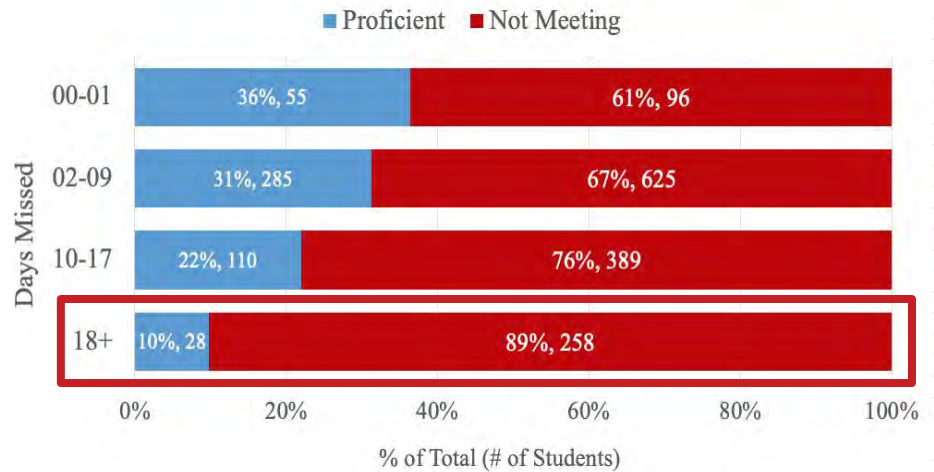


Chronic Absenteeism and MCAS Proficiency

ELA



Math





1. Big Picture Data:MCAS - Salem Public Schools
2. Successes, Opportunities, Actions
 - a. Grade 10 Math, ELA, and Biology MCAS
 - b. ELA 3-8 MCAS
 - c. Math 3-8 MCAS
 - d. Science 3-8 MCAS
 - e. Access K-12



Strategic Plan Goals SY 25-26

Priority 1 Measures of Success

- ✓ All grades/all subjects achieve >60 SGP on MCAS
- ✓ Increase meet/exceed ELA and math proficiency rates to 41% (grades 3-8 ELA MCAS), 39% (grades 3-8 math MCAS), 58% (grade 10 ELA MCAS) and 50% (grade 10 math MCAS)
- ✓ Increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE).
- ✓ Increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%
- ✓ Increase 4-year graduation rate to 88%
- ✓ At least 70% of families report confidence that their child is continuing to learn and succeed in school



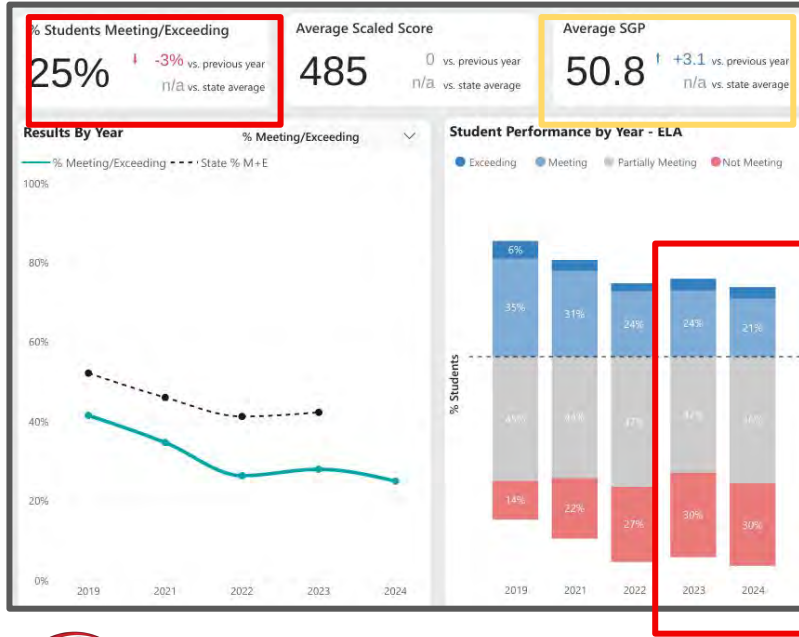


District-level MCAS Results

MCAS Grades 3-8 Composite

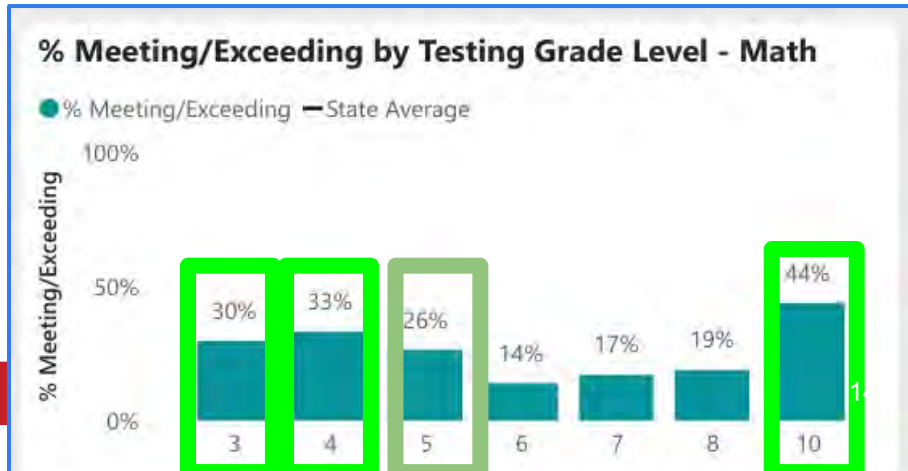
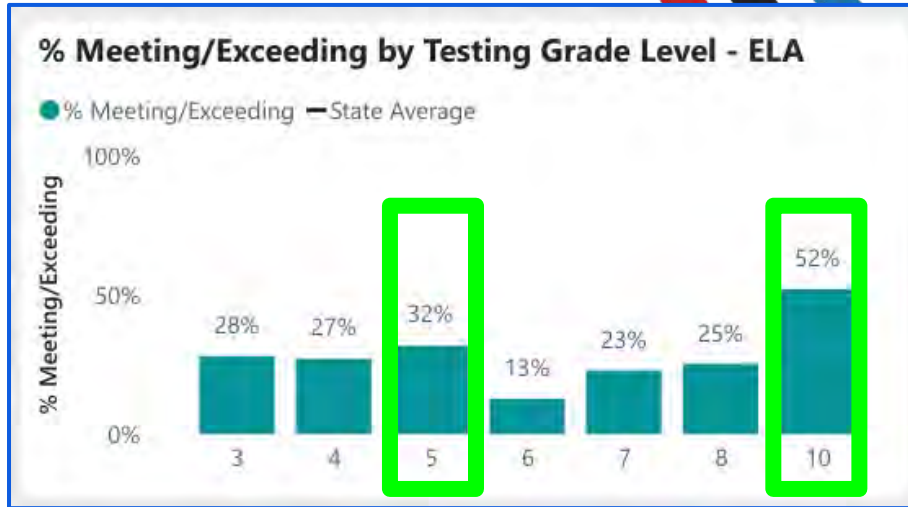
ELA 2024 (Goal 32%)

Math 2024 (Goal 27%)

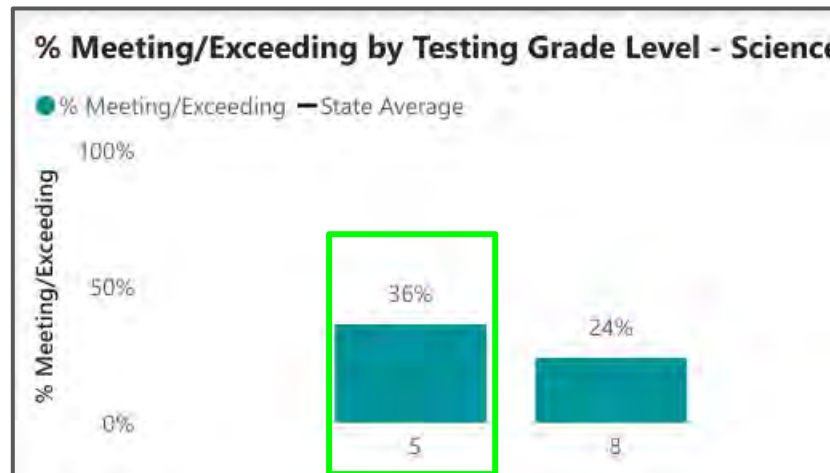
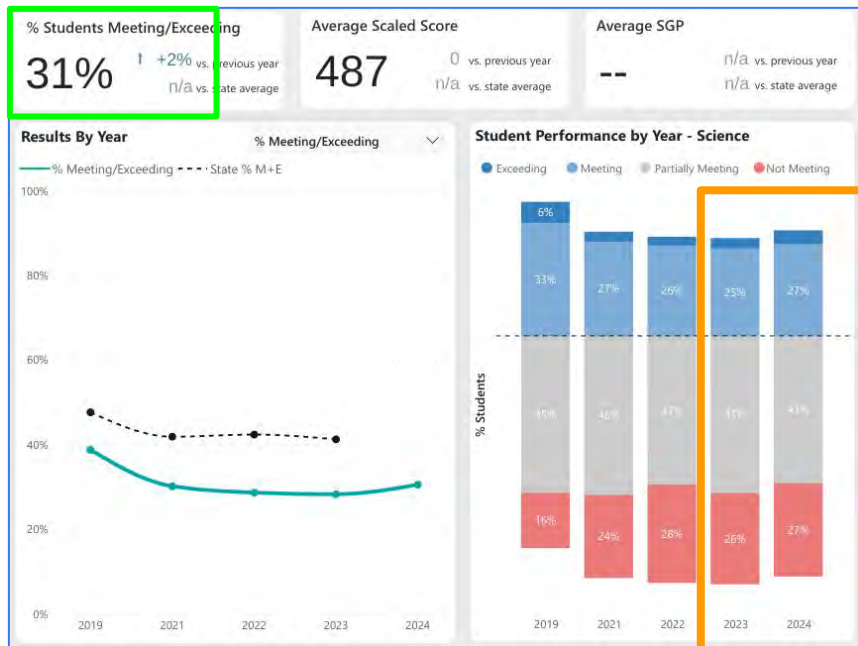


Progress Toward Strategic Plan Goals MCAS 23-24

Proficiency Target	23-24	24-25	25-26
3-8 ELA	32%	37%	41%
3-8 Math	27%	33%	39%
10 ELA	43%	51%	58%
10 Math	33%	42%	50%



Science MCAS 2024 Grades 3-8



23-24 MCAS Progress Toward Strategic Plan Goals

Proficiency Target	23-24	24-25	25-26
3-8 ELA	32%	37%	41%
3-8 Math	27%	33%	39%
10 ELA	43%	51%	58%
10 Math	33%	42%	50%

	Math MCAS % Meeting/ Exceeding	ELA MCAS % Meeting/ Exceeding	Math MCAS-SGP	ELA MCAS - SGP	ACCESS % Made Progress
District 3	30	28			
District 3 ML	11	7			66
District 3 SWD	11	11			38
District 4	33	27	53.7	51.6	
District 4 ML	12	5	47.2	47.2	51
District 4 SWD	15	15	48.4	44.3	32
District 5	26	32	51	57.8	
District 5 ML	0	3	45.2	64.4	59
District 5 SWD	8	11	42.2	47.2	50
District 6	14	13	45.9	39.7	
District 6 ML	3	0	40	40	12
District 6 SWD	3	5	48.8	38.9	0
District 7	17	22	53.1	51.7	
District 7 ML	0	0	44	49.3	29
District 7 SWD	4	3	47.3	47.6	0
District 8	18	25	50	50.3	
District 8 ML	2	5	37	46.6	25
District 8 SWD	0	7	43.1	43.7	15
District 10	43	51	65.3	56.8	
District 10 ML	4	4	69.9	61.1	19
District 10 SWD	10	20	55.4	50.5	11



MCAS Achievement: Salem Public Schools and MA



Within 5 points of the state average

Math

- SWD grade 4,6,7
- EL/FEL grade 5
- Overall: grade 10

ELA

- SWD grade 3,6, 7, 10
- EL/FEL grade 4, 7, 10
- Overall: grade 4, 5, 10 and all subgroups

Science

- Grade 5, 10 - overall and all subgroups
- Grade 8 EL/FEL

At or outperforming the state average

Math

- SWD grade 10
- EL/FEL grade 10

ELA

- SWD grade 4
- EL/FEL grade 5
- SWD grade 5

Science

- EL/FEL grade 5



MCAS Student Growth: Grades 3-10

	Math SGP	Grades 3-10	ELA SGP	
	2024		2024	
10%	44	EL	49.6	2.2%
	54	No EL	51.8	
7.6%	47	IEP	45.2	8.5%
	54.6	No IEP	53.7	
1.9%	54.5	504	53	2%
	52.6	No 504	51	
6.6%	50.8	High Needs	49.9	5.6%
	57.4	No High Needs	55.5	
5.4%	50.6	Low Income	49.9	4.1%
	56	No Low Inc.	54	



And How are the Children? - Strategic Plan Goal

Bright Spots

- ELA grades 4, 5, 10; Math grade 10; Science grades 5, 10 within 5% of state
- ELA Achievement Grade 5, 10
- Math Achievement Grades 3,4,5 10



Hot Spots

- ML and SWD subgroups in all grades across all assessments
- ELA Grade 6
- Math Grade 6





MCAS Salem High Schools Results

Grade 10 Math Achievement and Growth (SHS, NLIS, Prep)

Achievement

Math Proficiency Rates (2023)	Math Proficiency Rates (2024)	Change in Proficiency Rates
27%	42%	+15%

Growth

SGP (2023)	SGP (2024)	Change in SGP
44	65	+21



Grade 10 ELA Achievement and Growth (SHS, NLIS, Prep)

Achievement

ELA Proficiency Rates (2023)	ELA Proficiency Rates (2024)	Change in Proficiency Rates
36%	49%	+13

Growth

SGP (2023)	SGP (2024)	Change in SGP
47	57	10

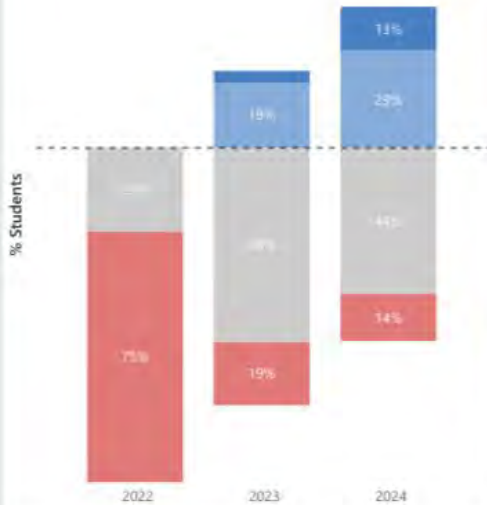


Science Achievement and Growth (SHS, NLIS, Prep)

Achievement

Student Performance by Year - Science

Exceeding Meeting Partially Meeting Not Meeting



Science Proficiency Rates (2023)

21%

Science Proficiency Rates (2024)

44%

Change in Proficiency Rates

+23

- The increase in achievement in science in Grade 10 across all three high schools and since 2022 is outstanding.
- The number of students meeting or exceeding went from 0 in 2022 to 42% in 2024.
- The number of students not meeting decreased from 75% in 2022 to 14% in 2024
- The number of students in the Exceeding category tripled from 2022 to 2024 from 4% to 13%



Math Performance by Question Type SHS Last 3 Years

- Closing the gap in both multiple choice and open responses over the last three years.
- Positive results attributed to:
 - Relentless approach to analyzing performance on standards using formative assessment and MCAS performance, and planning more at bats on those questions.
 - Increased access to more rigorous tasks.

Selected Response and Selected Answer	% Correct / Difference Between School and State
23-24	54% / -4
22-23	41% / -12.9
21-22	42% / -11.1

Constructed Response	% Correct / Difference Between School and State
23-24	38% / -2
22-23	27% / -15.25
21-22	37% / -16.5



ELA Performance by Question Type SHS Last 3 Years

- Closing the gap in both multiple choice and open responses over the last three years.
- Positive results attributed to:
 - Strong implementation of new ELA curriculum
 - Effective cross-disciplinary literacy practices and collective teacher efficacy
 - Standards aligned daily instruction

Selected Response and Selected Answer	% Correct / Difference Between School and State
23-24	63% / -3
22-23	64% / -7.4
21-22	70% / -6

Constructed Response	% Correct / Difference Between School and State
23-24	52% / -4.5
22-23	54% / -8.5
21-22	51% / -11.5



Grade 10 Achievement by Subgroup (SHS, NLIS, Prep)

	ELA % Proficient	Math % Proficient	Science % Proficient
English Learner	4%	4%	5%
SWD	20%	10%	12%
504	76%	47%	53%
High Needs	37%	28%	29%
Low Income	39%	29%	29%

Subgroup data shows disproportionate outcomes in proficiency.



And How are the Children? - High Schools

Bright Spots



- SGPs in ELA and Math show accelerated growth for students and contribute to closing gaps.
- Double digit increases in achievement in all three content areas.
- Multilingual Learners had SGPs of over 60 in math and ELA .

Hot Spots



- Disproportionate outcomes in achievement on 10th Grade MCAS for subgroups points to a collective responsibility K-12 to embrace inclusive practices and accelerate learning.

Action Steps

1. Continue leveraging CPT for data analysis and intentional planning
2. Continue providing access to course-level tasks for all students with appropriate scaffolding for subgroups





MCAS ELA Results

Grades 3-8

ELA - Vast Differences in Outcomes across Salem

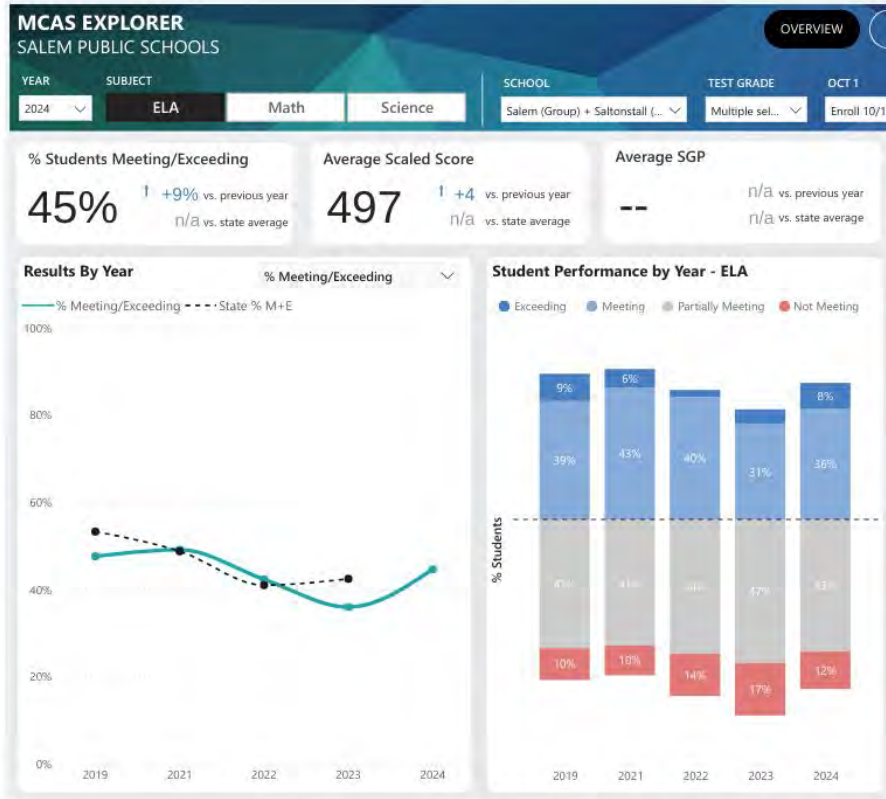
The ELA MCAS is an assessment not singularly of ELA classrooms, but literacy skills taught across disciplines.

In this section, we are examining the change (growth / decline) in ELA data compared with 2023 MCAS results. We will also zoom in on achievement gaps between student groups.

- Middle schools (both Collins and Salts) % Meeting / Exceeding decreased
- 4 of 6 elementary schools decreased % Meeting / Exceeding and in scaled scores



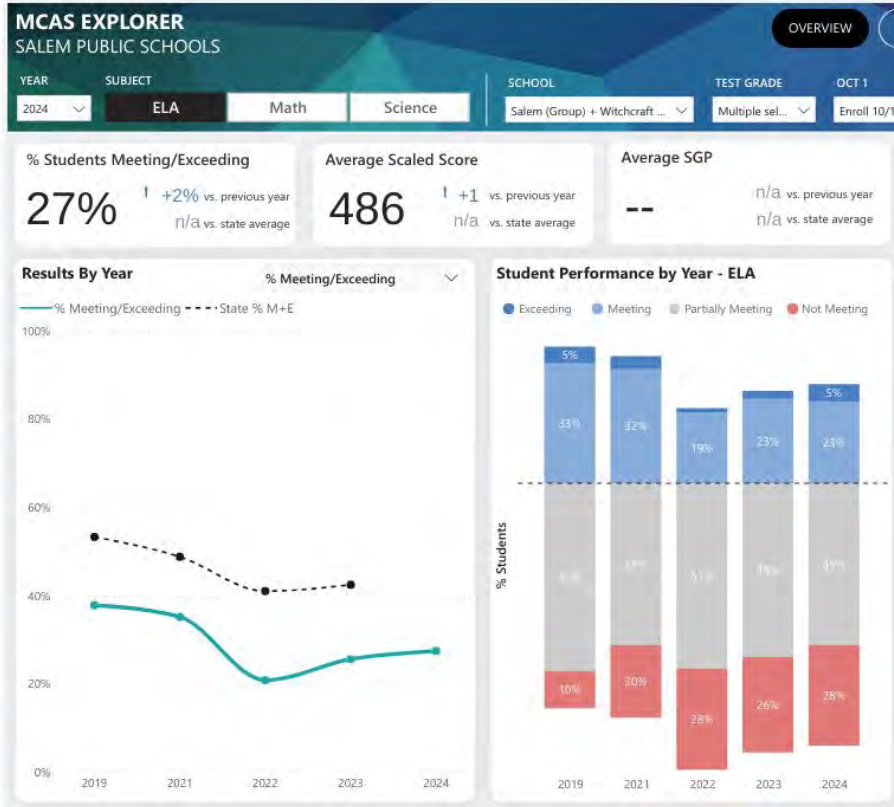
Saltonstall ELA Results (Grades 3-5) & District Targets Met



- In Grades 3-5 ELA Salts students meeting/exceeding has **increased 9%** from 2023 MCAS
- In Grades 3-5 ELA Salts Average Scaled Score has **increased 4 points** from 2023 MCAS
- In Grades 3-5 ELA Salts students meeting/exceeding is higher than the state % in 2023 (2024 data not yet available)
- In Grades 3-5 ELA the percentage of Salts students not meeting expectations on MCAS has **decreased 5%** from last year



Witchcraft ELA Results (Grades 3-5)

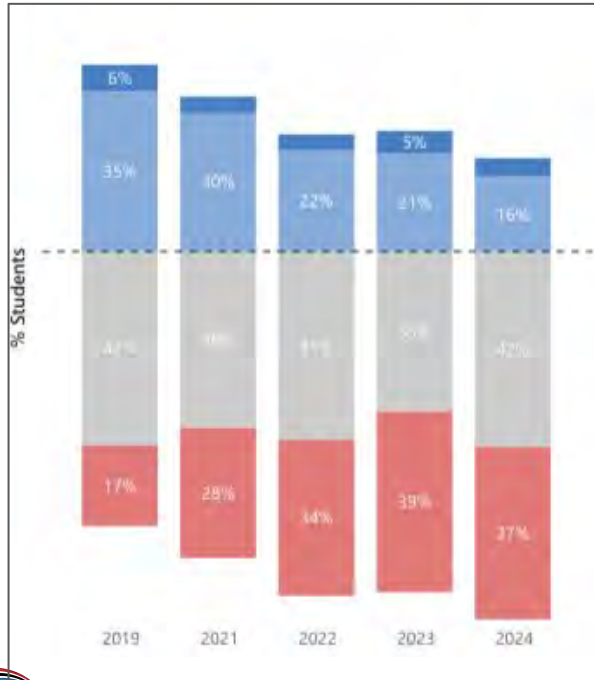


- Grades 3-5 ELA: WHES students meeting/exceeding has **increased 2%** from 2023 MCAS
- Grades 3-5 ELA: WHES students' Average Scaled Score has **increased 1 point** from 2023 MCAS
- Grades 3-5 ELA: The percentage of WHES students meeting/exceeding has **increased each year** since 2022

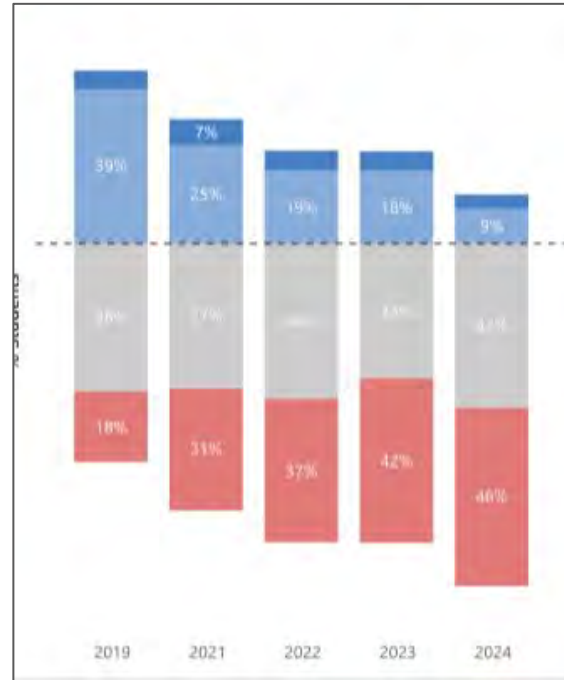


Achievement in Middle School ELA

6-8 Combined



6th Grade



ELA achievement in middle school declined with fewer students meeting and exceeding.

In sixth grade the number of students meeting decreased from 23% to 13% and the number of students not meeting increased from 42% to 46%.



MCAS Data Last Three Years

Writing Scores over Time Including 2024

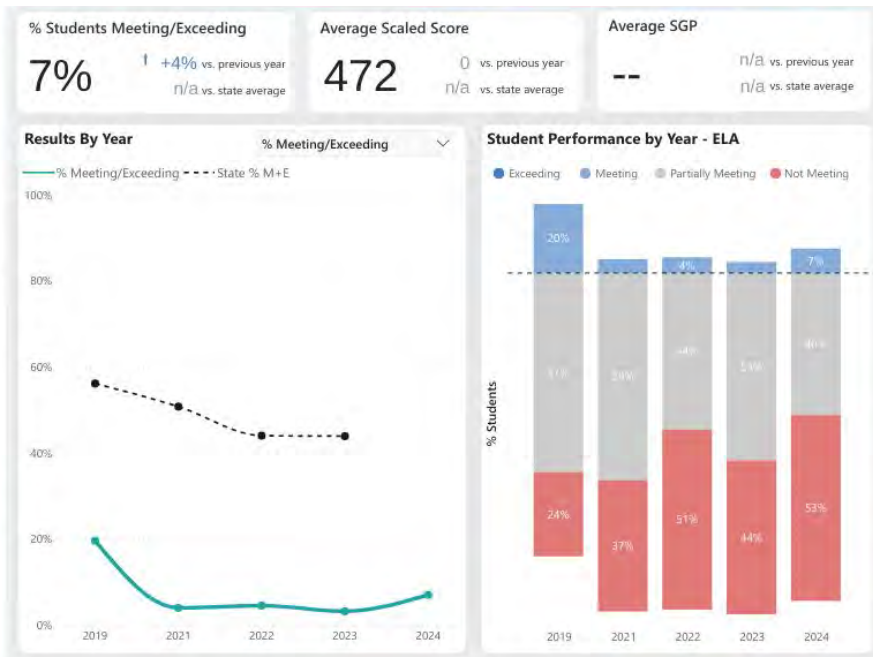
Open Response Performance 22-24 by Grade Level: Salem/State Comparison

	5th	6th	7th	8th	10th
2024	41% / -1.5	23% / -15	43% / -6	34% / -14	52% / -4.5
2023	34% / -4	27% / -12	26% / -14.5	35% / -13.5	54% / -8.5
2022	24% / -8	26% / -11	29% / -12	35% / -11.5	51% / -11.5

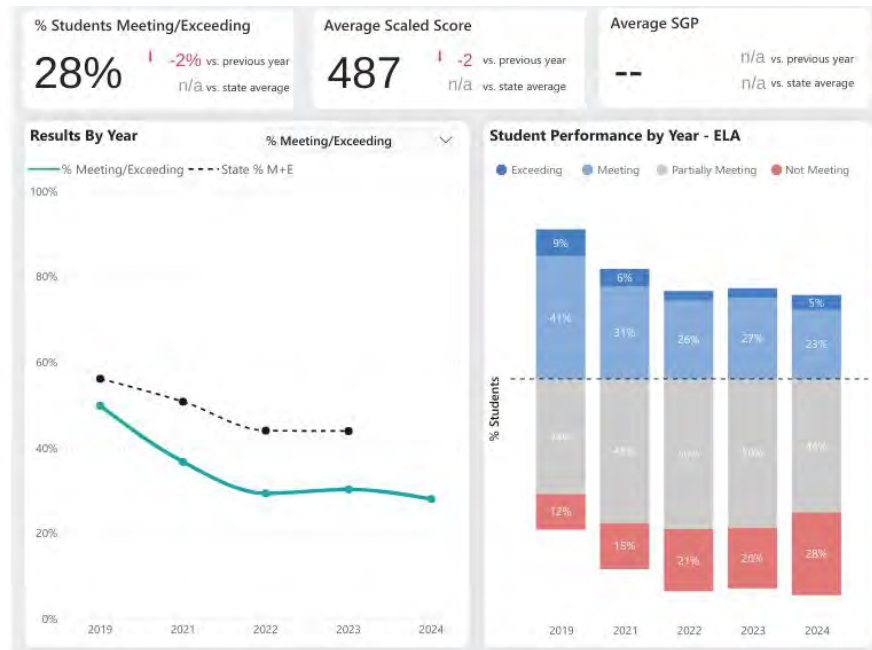


District-wide ELA MCAS Results (Grade 3)

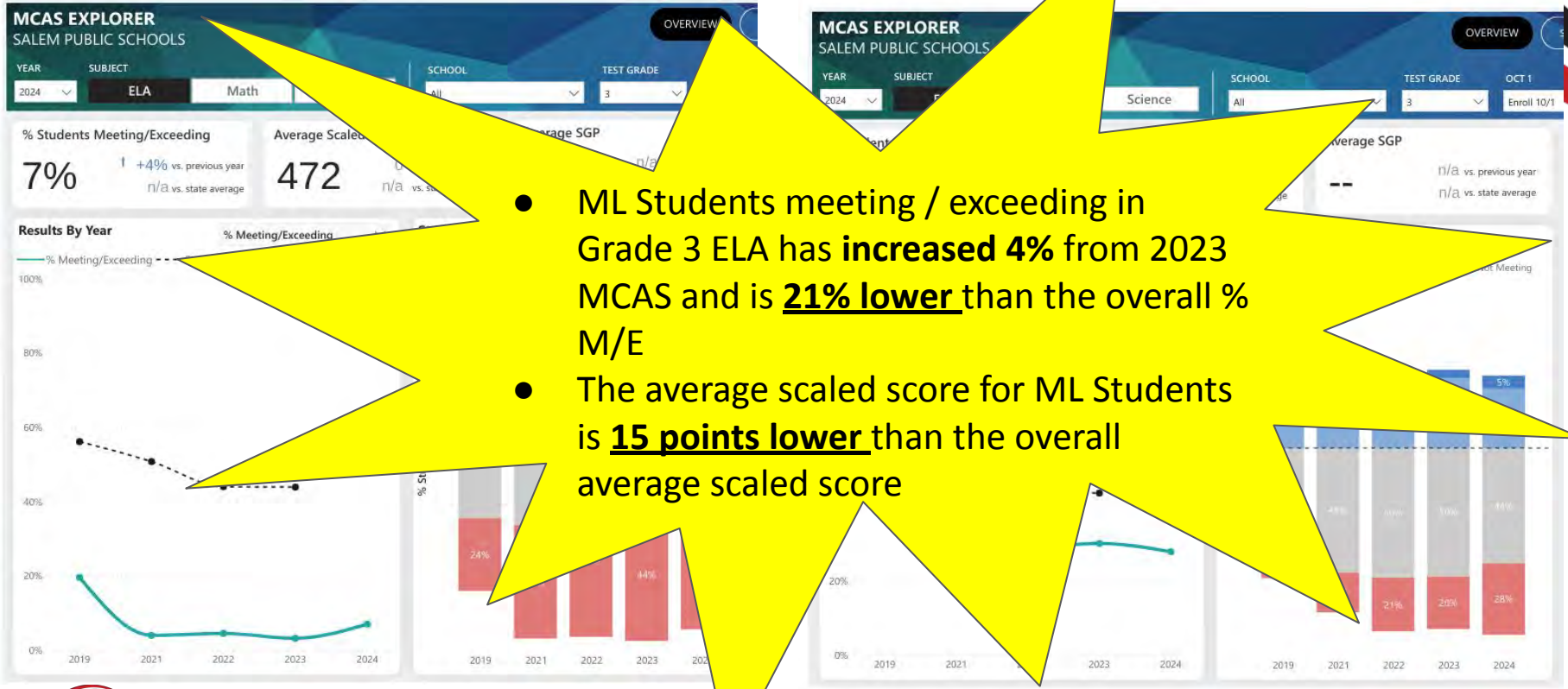
Grade 3 Multilingual Learners



Grade 3 All Students



District-wide ELA MCAS Results (Grade 3)



- ML Students meeting / exceeding in Grade 3 ELA has **increased 4%** from 2023 MCAS and is **21% lower** than the overall % M/E
- The average scaled score for ML Students is **15 points lower** than the overall average scaled score



Students with Disabilities and ELA MCAS

SGP						Scaled Score			
	SGP - All Students	SGP +/- from previous year	SGP - SWD	SWD +/- from previous year		Scaled Score - All Students	+/- from previous year	Scaled Score - SWD	SWD +/- from previous year
3rd Grade						487	-2	475	-5
4th Grade	51.6	6.2	44.3	0.7		488	2	478	3
5th Grade	57.8	4.9	47.2	-2.3		490	2	473	-2
6th Grade	39.7	-3.6	38.9	4.6		476	-3	467	4
7th Grade	51.7	2.9	47.6	4.7		483	1	467	2
8th Grade	50.3	3.3	43.7	-0.1		482	1	463	1
10th Grade	56.8	9.7	50.5	12		501	9	481	3



And How are the Children? - Literacy

Bright Spots



- Two elementary schools (Saltonstall and WHES) increased their % of students meeting / exceeding
- Fifth graders over the last 3 years have grown in the writing component on MCAS and narrowed the gap between the district and the state

Hot Spots



- ML and ELD Subgroups
- Writing
- Grades 6-8, 6th in particular

Action Steps

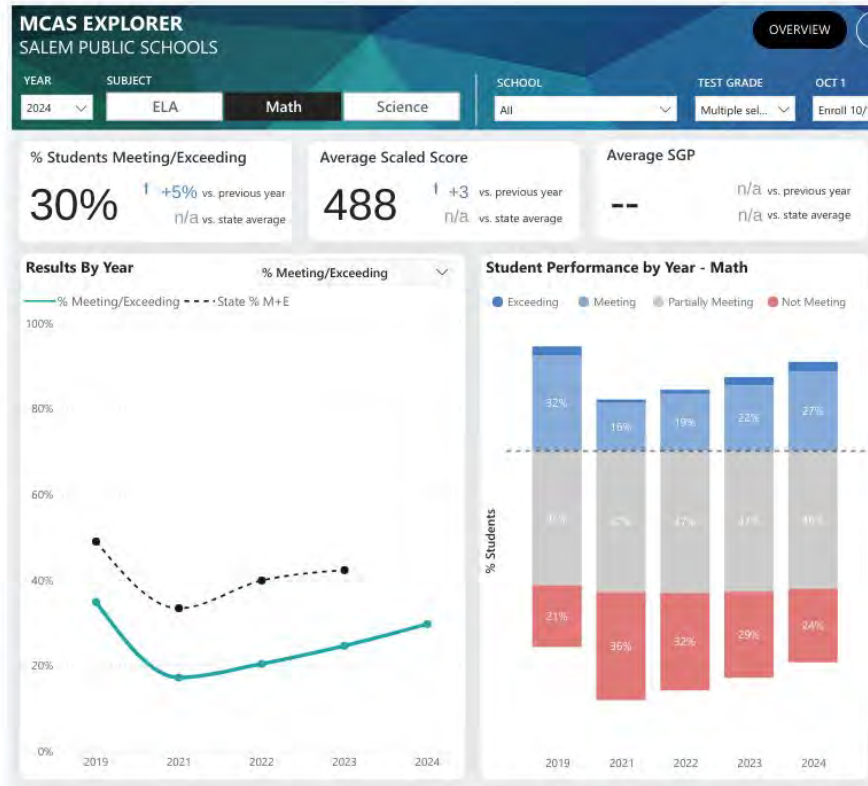
1. Increase access to rich literacy experiences for students in classes through strong curriculum implementation.
2. Strengthen writing by:
 - a. Focusing DII work in writing during common planning time.
 - b. Leveraging Hill K-5 implementation visits and 6-8 instructional priority.
 - c. Emphasize writing in science by maximizing the resource and providing PD on literacy in science.



MCAS Math Results

Grades 3-8

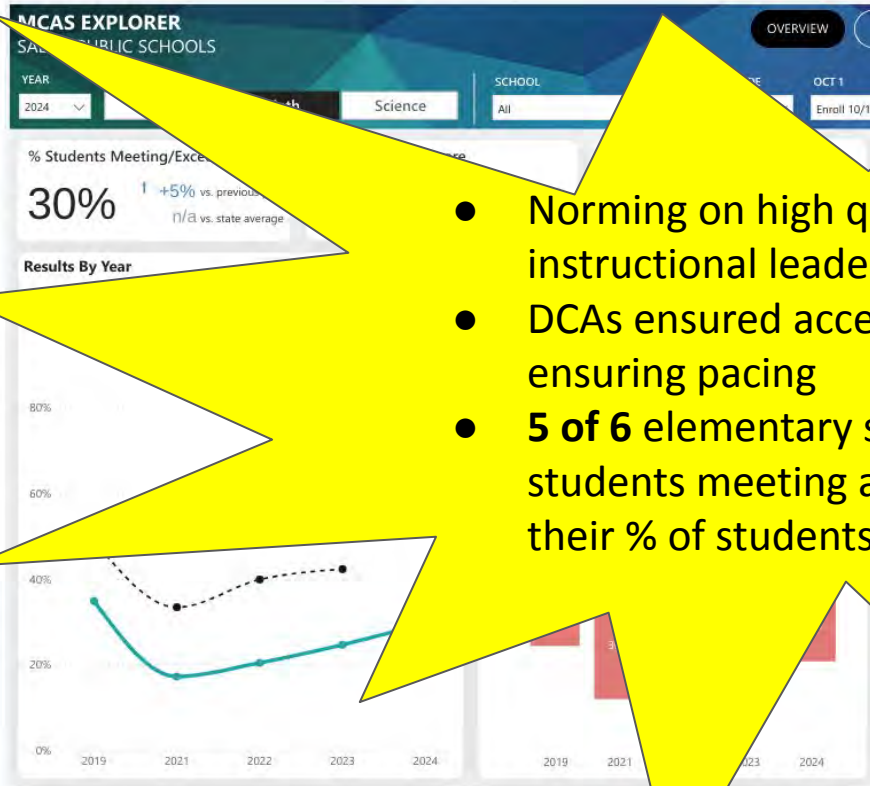
District-wide Math Results (Grades 3-5)



- In Grades 3-5 Math students meeting / exceeding has **increased 5%** from 2023 MCAS
- In Grades 3-5 Math the Average Scaled Score has **increased 3 points** from 2023 MCAS
- In Grades 3-5 Math the percentage of students meeting / exceeding has **steadily increased** every year since 2021
- In Grades 3-5 Math the percentage of students not meeting expectations on MCAS in Grades 3-5 Math has **steadily decreased** every year since 2021



District-wide Math Results (Grades 3-5)



- Norming on high quality math instruction with instructional leaders
- DCAs ensured access to a full HQIM curriculum by ensuring pacing
- **5 of 6** elementary schools increased their % of students meeting and exceeding and decreased their % of students not meeting on MCAS

• Students meeting / exceeding in Grades 3-5 Math has **increased 5%**

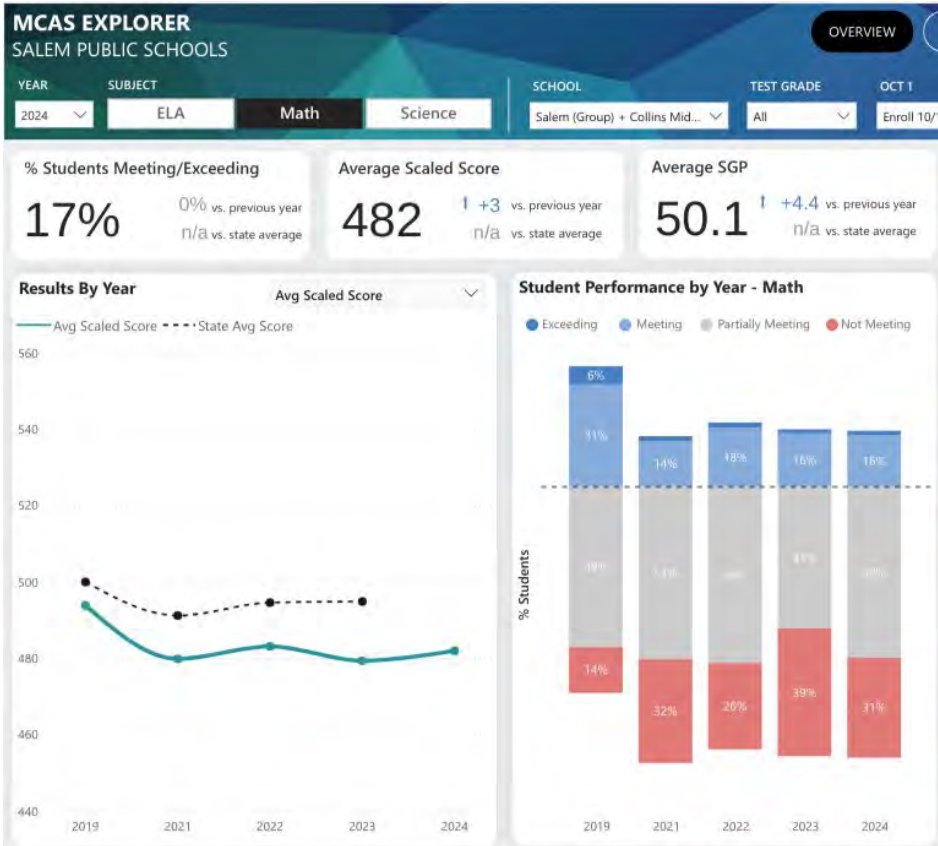
• 5 of 6 elementary schools increased their % of students meeting / exceeding

• 5 of 6 elementary schools increased their % of students meeting / exceeding and decreased their % of students not meeting on MCAS

• Percentage of students not meeting expectations on MCAS in Grades 3-5 Math has steadily increased every year since 2021



Collins Middle School Math Data



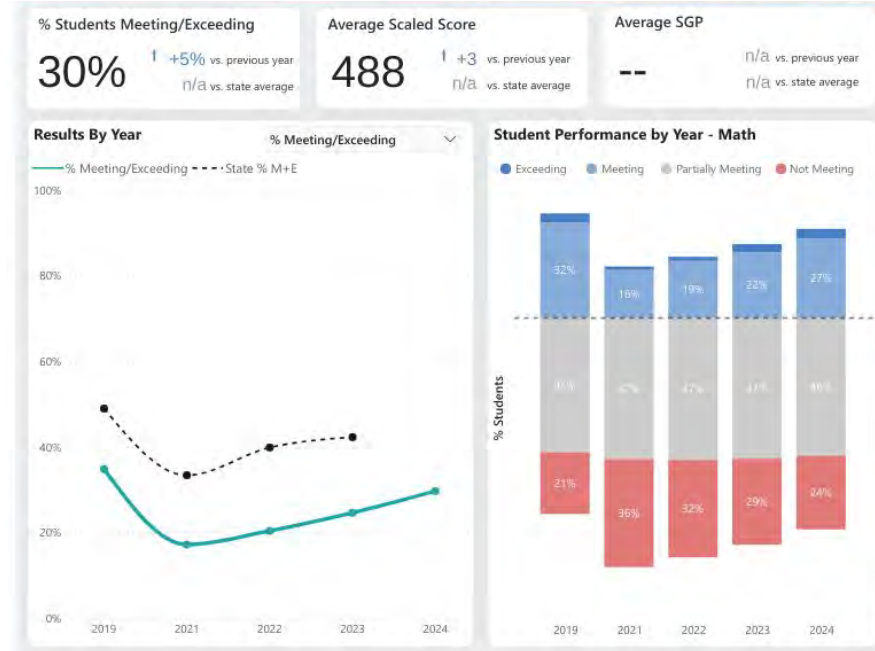
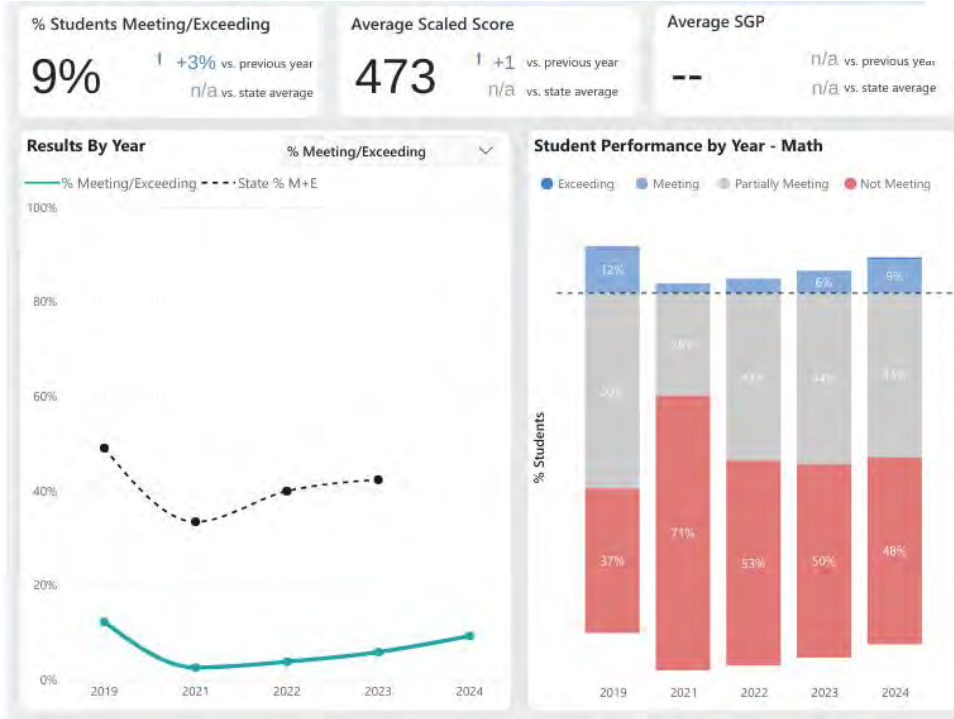
- In 23-24, CMS was identified as a school in need of targeted assistance from the state due to math performance.
- While the number of students meeting or exceeding in math did not increase, the number of students not meeting decreased by 8% and the SGP increased from the previous year to 50.1%
- Positive results attributed to:
 - Norming on high quality math instruction
 - Stronger pacing in curriculum
 - High quality professional development in the fall and late winter



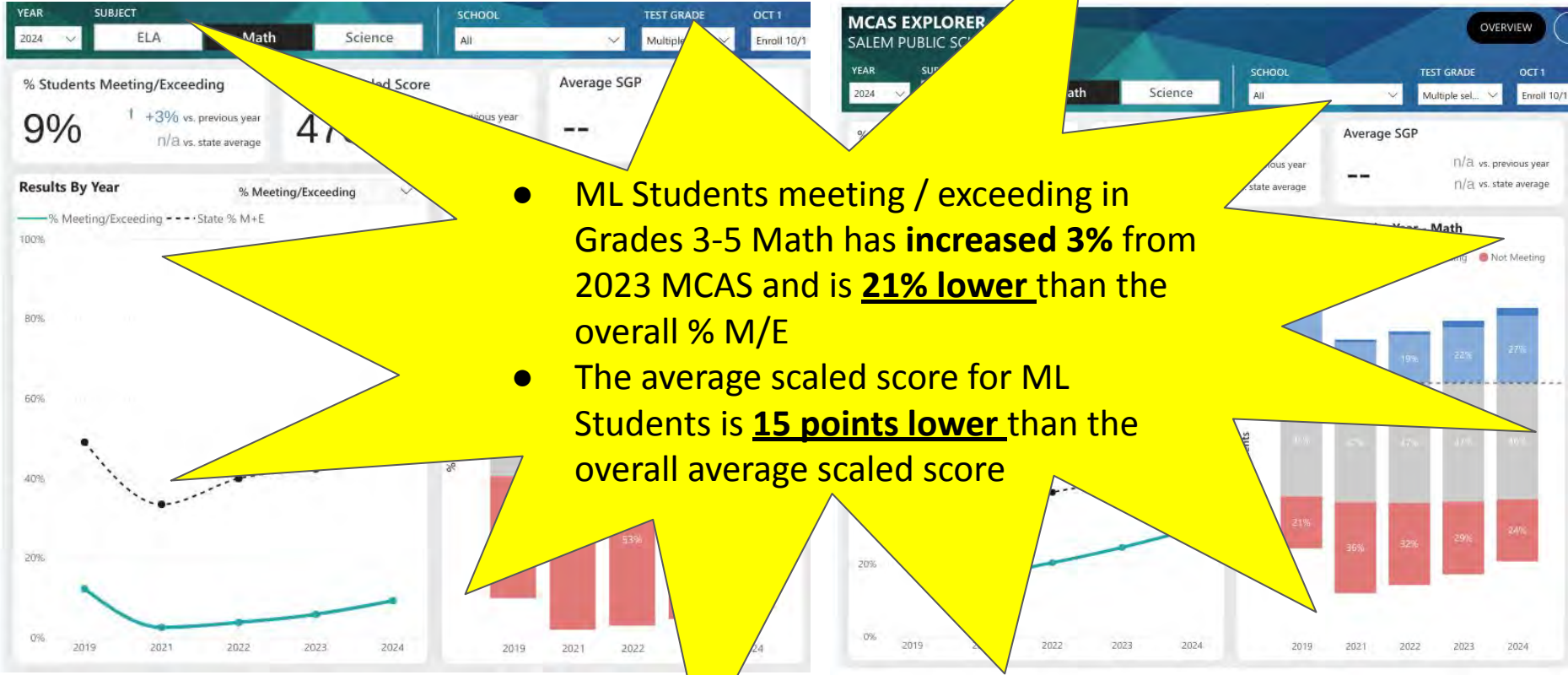
ML Students vs. District-wide Math Results (Grades 3-5)

Multilingual Learners Grades 3-5

All students Grades 3-5



ML Students vs. District-wide Math Results (Grades 3-5)



- ML Students meeting / exceeding in Grades 3-5 Math has **increased 3%** from 2023 MCAS and is **21% lower** than the overall % M/E
- The average scaled score for ML Students is **15 points lower** than the overall average scaled score



Students with Disabilities and Math MCAS

	SGP					Scaled Score			
	SGP - All Students	SGP +/- from previous year	SGP - SWD	SWD +/- from previous year		Scaled Score - All Students	+/- from previous year	Scaled Score - SWD	SWD +/- from previous year
3rd Grade						486	2	471	0
4th Grade	53.7	17.4	48.4	13.7		490	5	478	6
5th Grade	51	-2.6	42.2	-11.4		488	2	474	-5
6th Grade	45.9	0.1	48.8	9.5		482	3	475	6
7th Grade	53.1	9.3	47.3	12.7		480	4	469	10
8th Grade	50	1.8	43.1	-0.2		481	-1	465	-4
10th Grade	65.3	20.9	55.4	14.7		499	11	482	2



And How are the Children? - Math

Bright Spots



- Overall math growth in 3-5 and improvements in 6-8
- SWD in 6th grade outperformed their peers in terms of SGP

Hot Spots



- ML and SWD Subgroups
- Proficiency overall is still less than 35% and have not bounced back to pre pandemic levels

Action Steps

1. Focus instruction on Academic Discourse in math through the Math Language Routines.
2. Prioritize Math Core Action 3 (student ownership) for observations district-wide.
3. Provide 20 hours of Math PD differentiated by grade span.



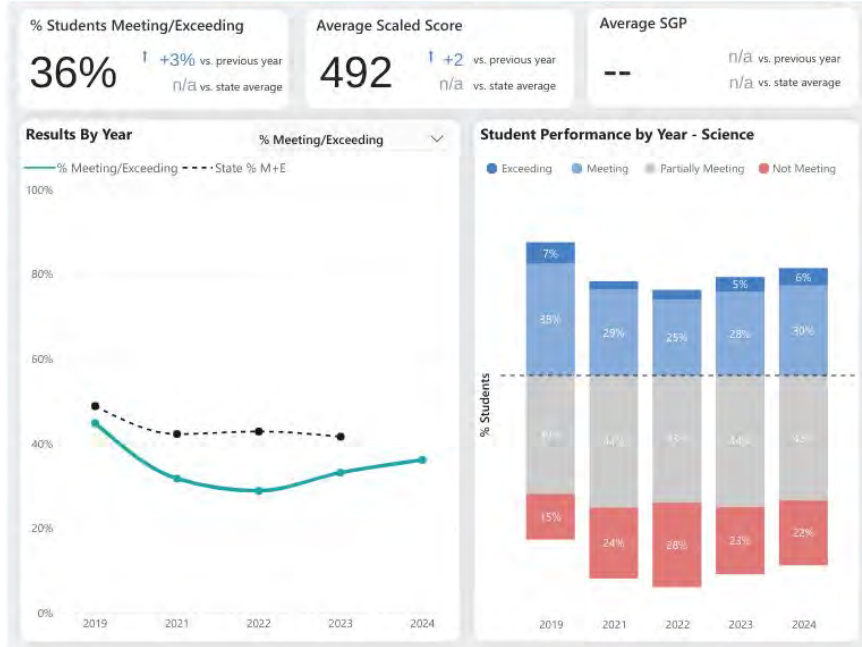


MCAS Science Results

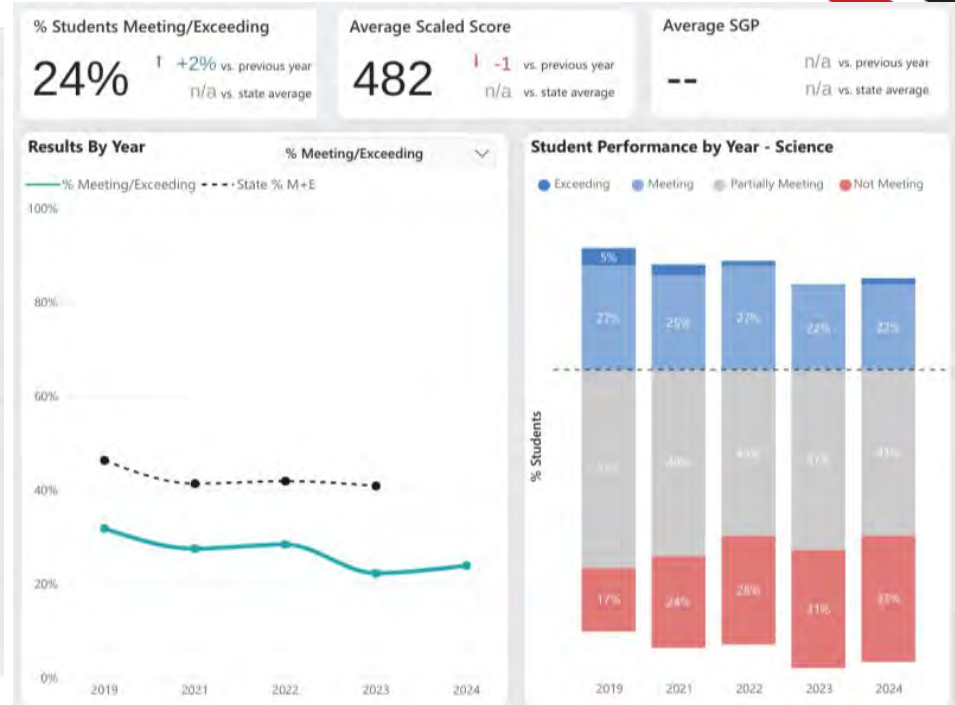
Grades 3-8

District-wide Science Results (Grades 5 & 8)

5th Grade



8th Grade



District-wide Science Results (Grades 5 & 10)

Grade 5:

- Students meeting / exceeding in Grade 5 Science has **increased 3%** from 2023 MCAS
- Average Scaled Score in Grade 5 Science has **increased 2 points** from 2023 MCAS
- The percentage of students meeting / exceeding on MCAS in Grade 5 Science has **steadily increased** every year since 2022
- The percentage of students not meeting expectations on MCAS in Grades 5 Science has **steadily decreased** every year since 2022

Grade 10:

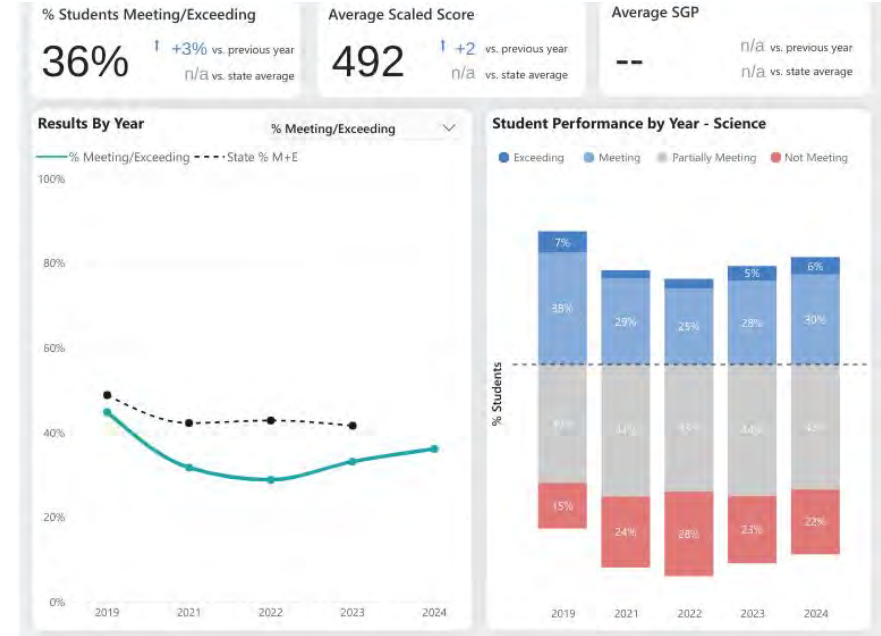
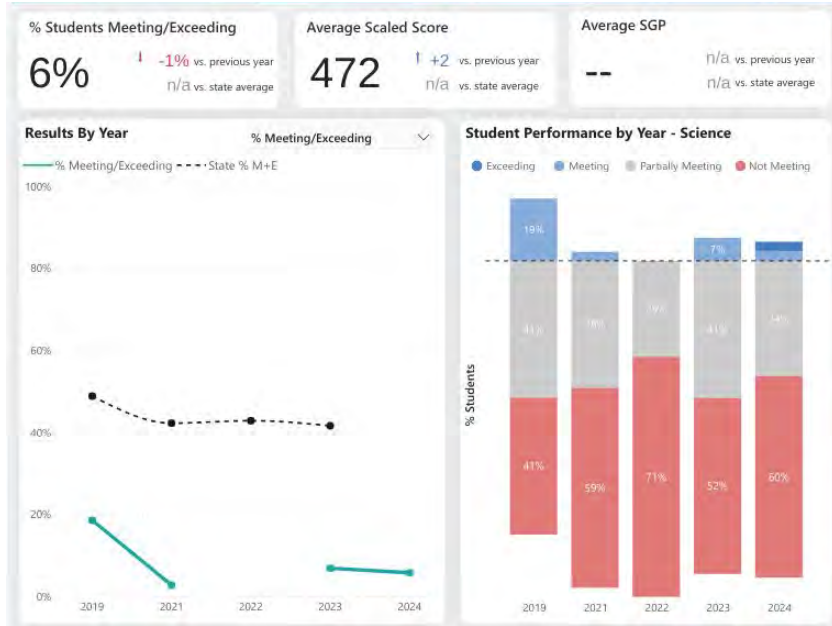
- Students meeting / exceeding in Grade 10 Science has **increased 19%** from 2023 MCAS
- Average Scaled Score in Grade 10 Science has **increased 11 points** from 2023 MCAS
- The percent of students meeting /exceeding was 0% in 2022 and has **steadily increased** every year since then
- The percentage of students not meeting expectations on MCAS in Grade 10 Science has **steadily decreased** every year since 2022



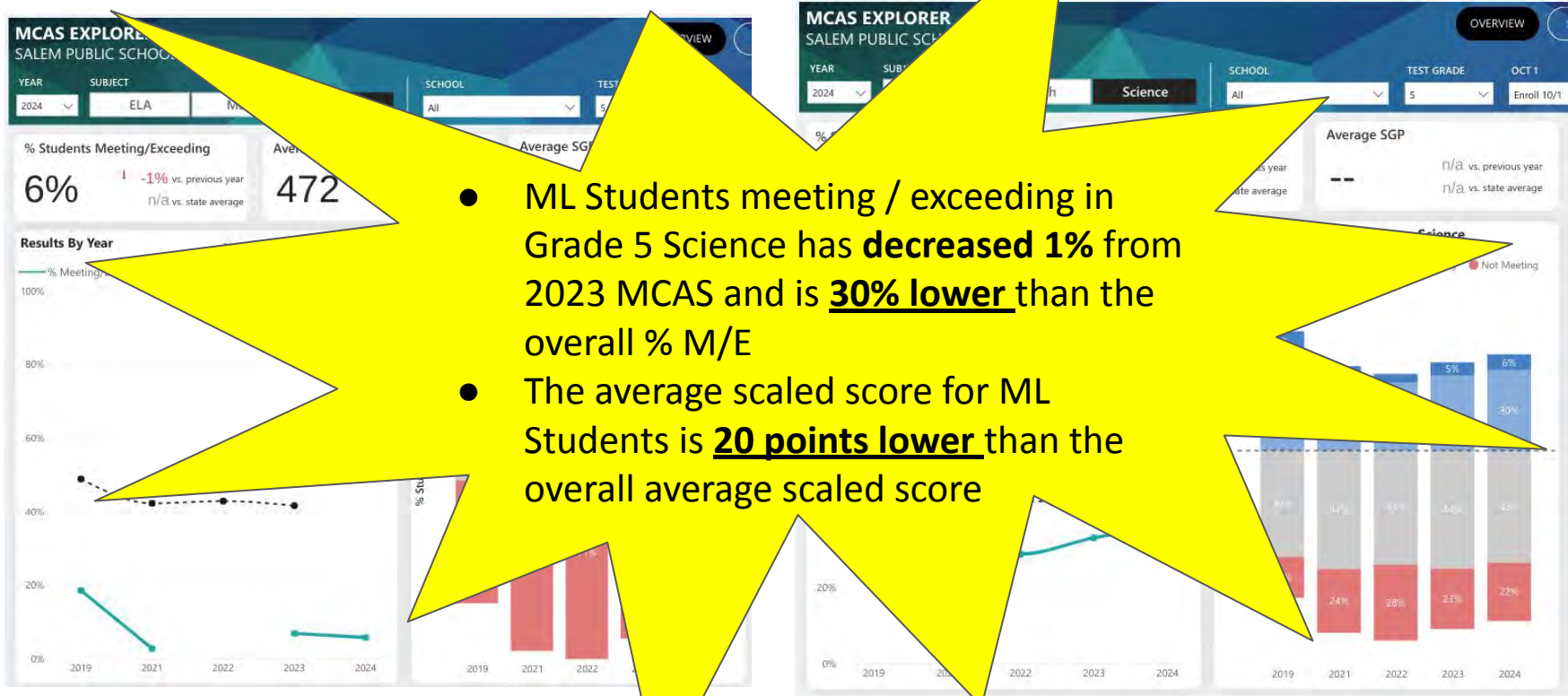
District-wide Science Results (Gr. 5)

Multilingual Learners Grade 5

All students Grade 5



District-wide Science Results (Gr. 5)



- ML Students meeting / exceeding in Grade 5 Science has **decreased 1%** from 2023 MCAS and is **30% lower** than the overall % M/E
- The average scaled score for ML Students is **20 points lower** than the overall average scaled score



Students with Disabilities and Science MCAS

	Scaled Score			
	Scaled Score	+/- from previous year	SWD Scaled Score	SWD +/- from previous year
5th Grade	492	2	475	-5
8th Grade	582	-1	466	-5
10th Grade	498	11	478	0



And How are the Children? - Science

Bright Spots

- Growth in grades 5 and 8
- Decrease in students not meeting expectations in grade 5

Hot Spots

- Grade 8 low proficiency - 24%
- Disproportionality with students with disabilities in Grade 8

Action Steps

1. Support implementation of new Read Trust - supported K-5 Science curriculum and deepen implementation in 6-8.
2. Continue to closely align real world science experiences with classroom learning.
3. Support science instructional coaches in developing content area literacy practices to support teachers in reading complex science texts and supporting student writing and argumentation with evidence. Build off of Amplify writing PD at the middle school levels.
4. Launch a cross-disciplinary approach to inquiry in K-8.

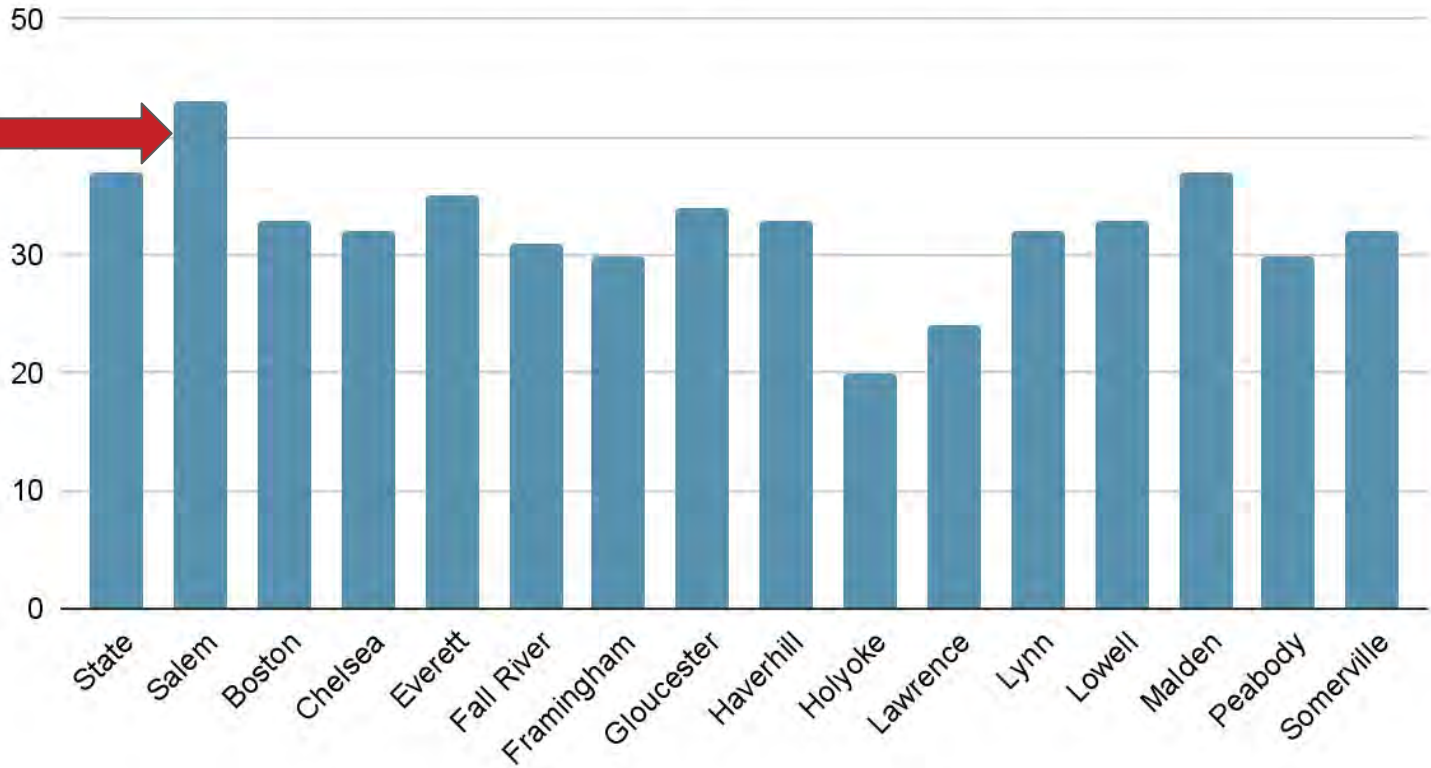




ACCESS Results

Grades K-12

Percentage of Students Meeting Proficiency Targets 1-12



Access 2024

# Students Tested		% Made Attainment		
775	+72 vs. Last SY	14%	+6.4%	
Avg Overall Level		Made Progress		
2.99	+0.12 vs. Last SY	43%	+0.1%	
		Avg. Years in MA		
		3.47		
Status	# of Students	Avg Overall Level	% Made Progress	% Made Attainment
First Time Participant	226	2.1	38%	5%
Previously Took Test	549	3.3	43%	18%
Overall	775	3.0	43%	14%

Grade Level	% Making Progress
K	50
1	47
2	71
3	66
4	51
5	59
6	12
7	29
8	25
10	19

School	% Making Progress
Bates	74
Bentley	69
Carlton	41
HMLS	64
Salts Elementary	60
WHES	45
CMS	24
Salts MS	16
SHS	16



ACCESS Domain Performance

- Listening is the domain that all students across all grade levels and schools consistently perform the best.
 - Several reasons: receptive language develops faster
 - Concern: Are we asking our students to sit and listen too much?
- Speaking is the lowest domain for most grades and schools.

Domain Highlights by Grade

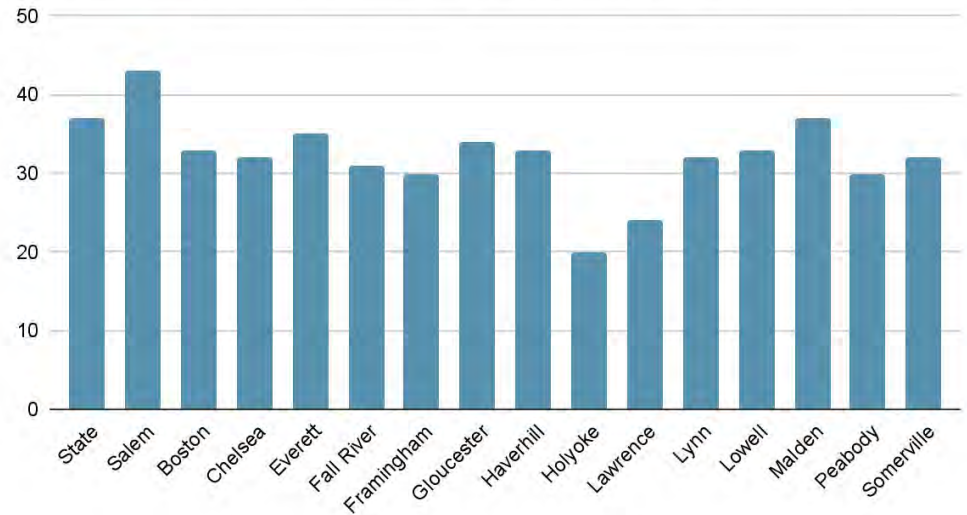
	Highlight Domains		Hotspot Domains
Kindergarten	Listening (3.1)		Writing (1.3)
1st Grade	Listening (3.9)		Writing (2.0)
2nd Grade	Listening (4.2)		Speaking (3.0)
3rd Grade	Listening (4.1)		Speaking (3.3)
4th Grade	Listening (5.1)		Speaking (3.4)
5th Grade	Listening (4.9)		Speaking (3.3)
6th Grade	Listening (4.4)		Writing (2.7)
7th Grade	Listening (4.3)		Reading (2.8)
8th Grade	Listening (4.2)		Speaking (2.8)
9th Grade	Listening (3.6)		Speaking (2.2)
10th Grade	Listening (3.7)		Speaking (2.3)
11th Grade	Listening (3.3)		Speaking (2.4)
12th Grade	Listening (3.8)		Speaking (2.3)



Multilingual Learners and ACCESS

- Outperformed the State by 6%
- Outperformed most of our neighboring districts with similar demographics
- Four of our schools are already at 55%+
 - Bates (74%)
 - Horace Mann (64%)
 - Salts (K-5) (60%)
 - Bentley (69%)
- Second grade had the highest percentage of students meeting targets: 71%

Percentage of Students Meeting Proficiency Targets 1-12



And How are the Children? - ACCESS

Bright Spots

- District outperforming the state by 6%
- K-5 above strategic plan goal
- Grade 2 71%
- Listening domain is the strongest



Hot Spots

- Grade 6-12 outcomes
- Speaking domain is the lowest



Action Steps

1. Pilot WIDA Online at SHS.
2. Focus ELD coaching at CMS and SHS.
3. Engage in 5 SEI walkthroughs district-wide.
4. Include an SEI feedback bank in the district-wide observation/feedback tool





Questions/Comments?





SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

MCAS AND ACCOUNTABILITY SYSTEM RESULTS 2023 - 2024

SALEM PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
OCTOBER 7, 2024

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District-Level Accountability Results



Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	47%	71%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	62%	
	Substantial progress toward targets	

Table: Progress towards improvement targets

2024 Progress toward improvement targets													
Indicator	All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	1	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-	4	4	-	4	4	-
	Science achievement	1	4	-	-	-	-	4	4	-	-	-	-
	Achievement total	5	12	60.0	6	8	67.5	12	12	40.0	8	8	67.5
Growth	English language arts growth	3	4	-	2	4	-	3	4	-	2	4	-
	Mathematics growth	3	4	-	2	4	-	4	4	-	4	4	-
	Growth total	6	8	20.0	4	8	22.5	7	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	11	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0	8	8	10.0	4	4	10.0
Weighted total	4.9	9.6	-	5.4	7.6	-	9.5	10.0	-	7.2	7.6	-	
Percentage of possible points	51%		-	71%		-	95%		-	95%		-	
Percentage of possible points by gradespan	61%						95%						
	Weight of non-high school results:70%						Weight of high school results:30%						
2024 Annual criterion-referenced target percentage	71%												

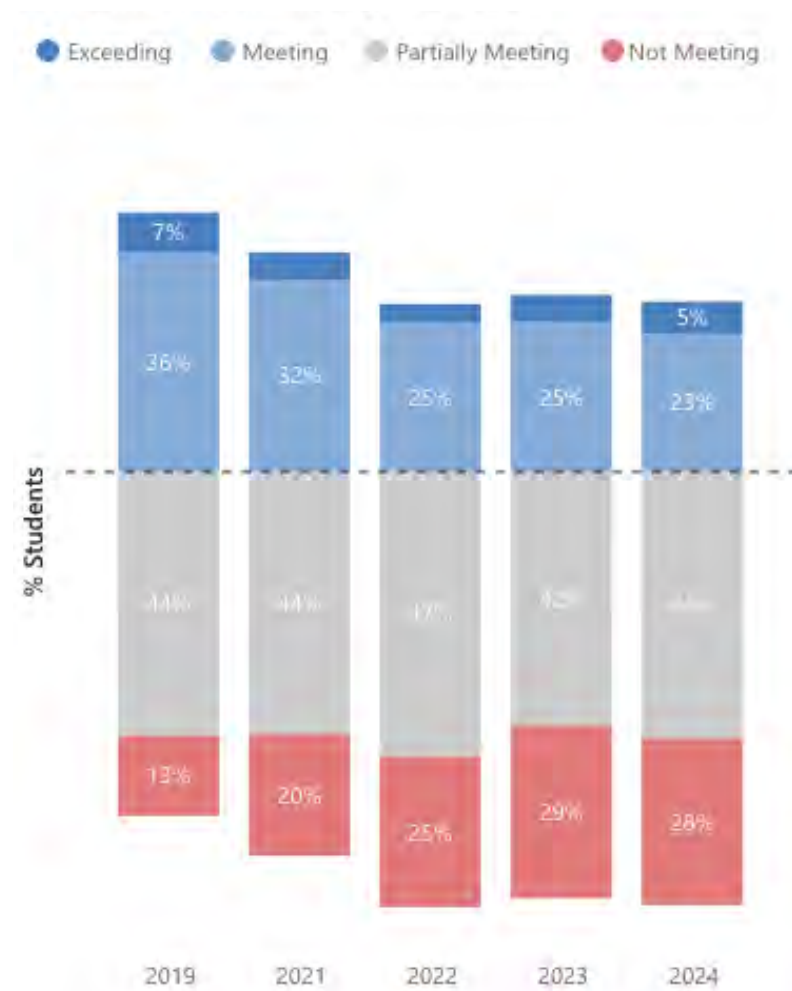
District-Level MCAS Results

Salem Public Schools continues progressing steadily on all accountability targets, including MCAS results. Notably, the biggest improvements at the district level can be seen in the mathematics MCAS results.

English Language Arts

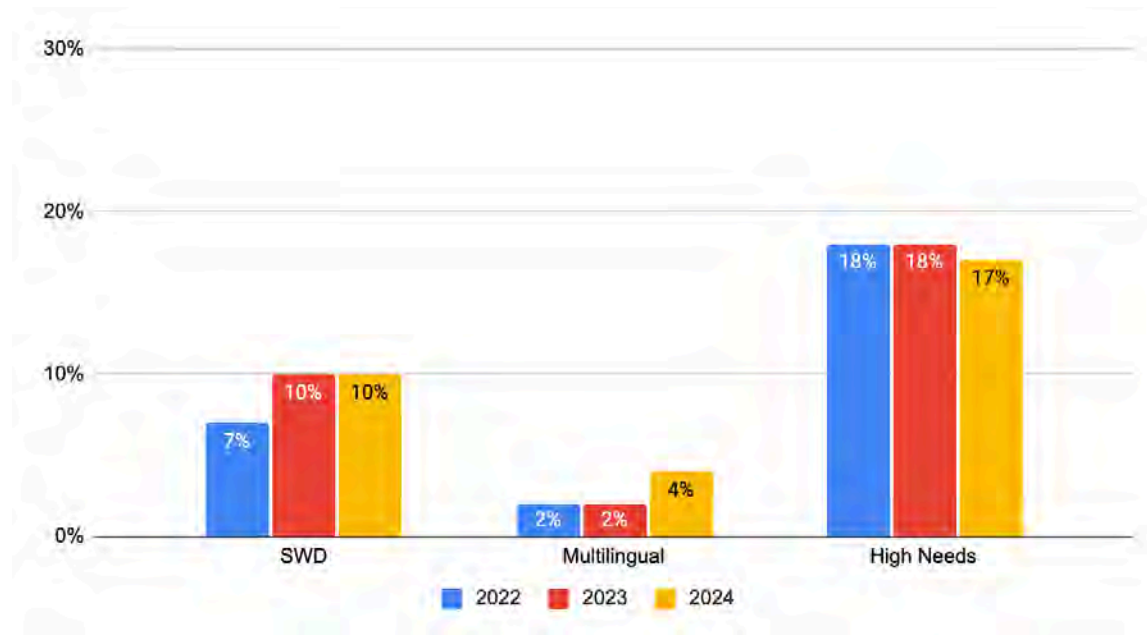
At Salem Public Schools, 28% of students achieved proficiency in the ELA MCAS, a trend that continued in 2024. Additionally, 2% of students moved from "Not Meeting Expectations" to "Partially Meeting Expectations" during the 2024 MCAS testing.

Table: District-level student performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

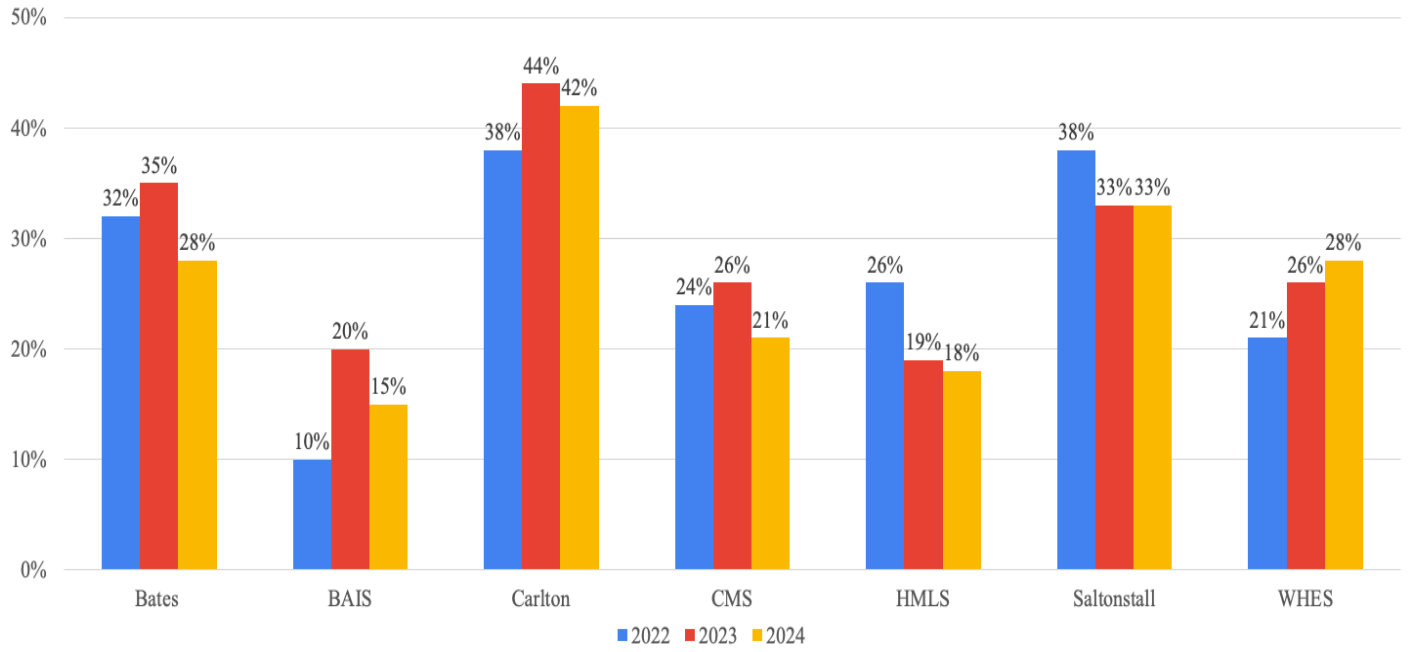
Grade 4 saw a significant improvement in average scaled scores, with their average scaled score increasing by 21 points, from 466 to 487 in 2024. Grades 7 and 8 trended the same.

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	ELA
Grade 3	486	489	-3
Grade 4	487	466	+21
Grade 5	490	489	+1
Grade 6	476	480	-4
Grade 7	482	482	-
Grade 8	481	481	-
Grade 3-8	484	485	-1

School Proficiency Comparison

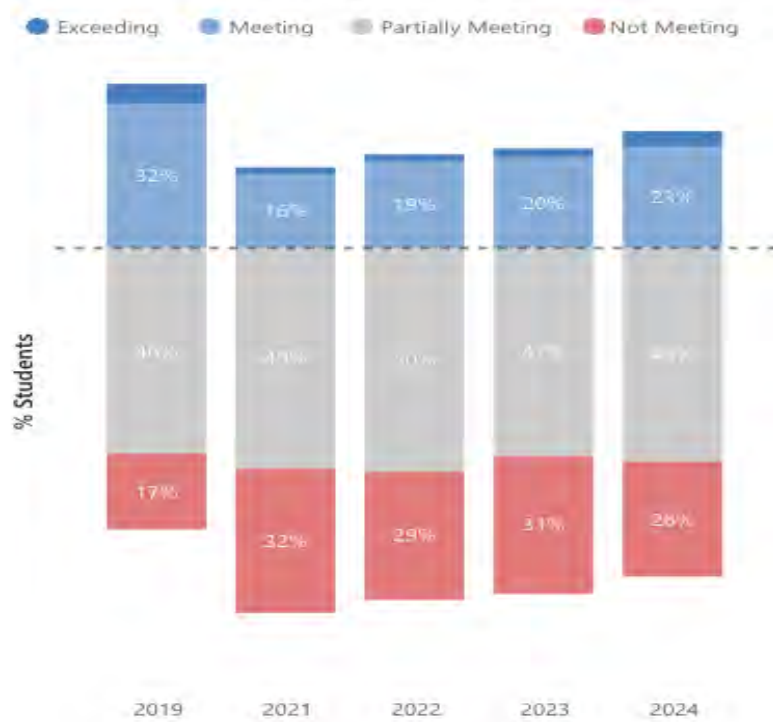
Table: Three-Year Comparisons by School



Mathematics

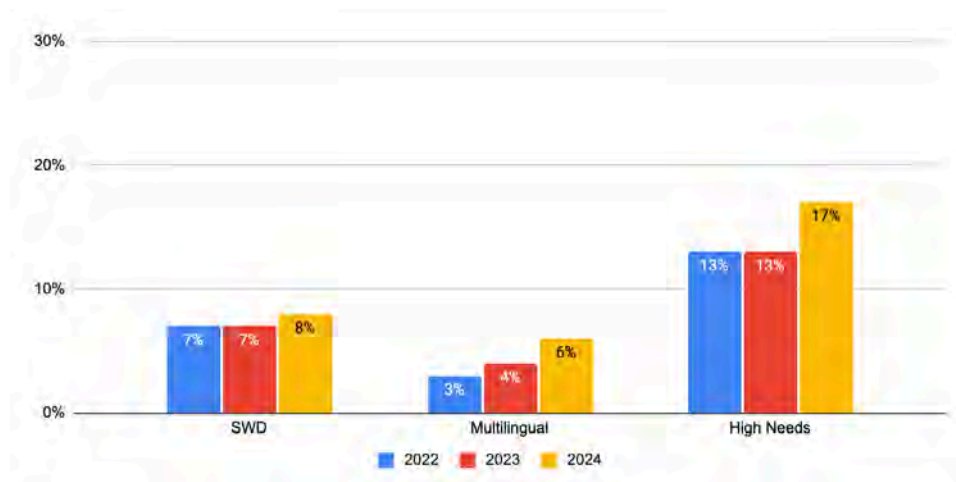
As previously mentioned, the mathematics MCAS scores have shown significant improvements, not only in proficiency but also in scaled scores. Mathematics proficiency increased by 4%, rising from 22% to 26% in 2024. Additionally, the percentage of Salem students not meeting expectations decreased by 5% in 2024.

Table: District-level student performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

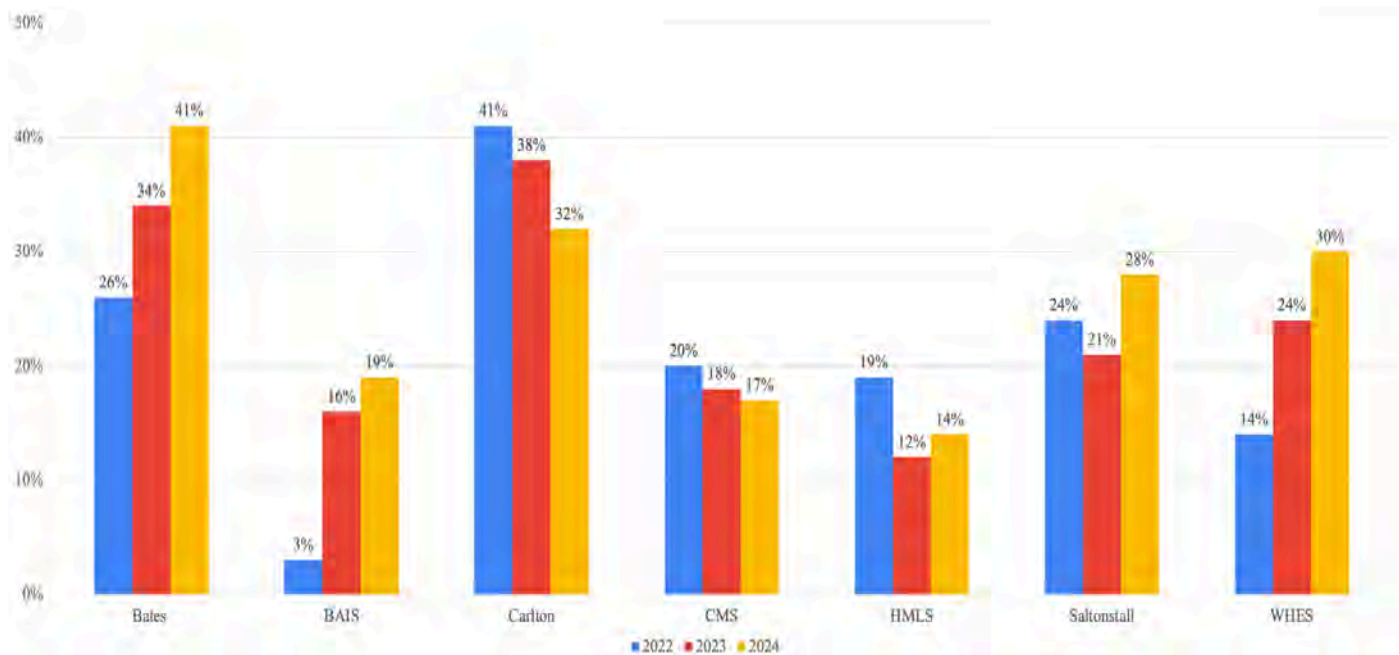
Average scaled scores for grades 3 through 8 continue to improve, with an overall increase of 2 points. Notably, grades 4 and 7 saw a significant 5-point increase in scaled scores compared to the previous year.

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	485	483	+2
Grade 4	489	484	+5
Grade 5	488	486	+2
Grade 6	481	479	+2
Grade 7	480	475	+5
Grade 8	480	482	-2
Grade 3-8	484	482	+2

School Proficiency Comparison

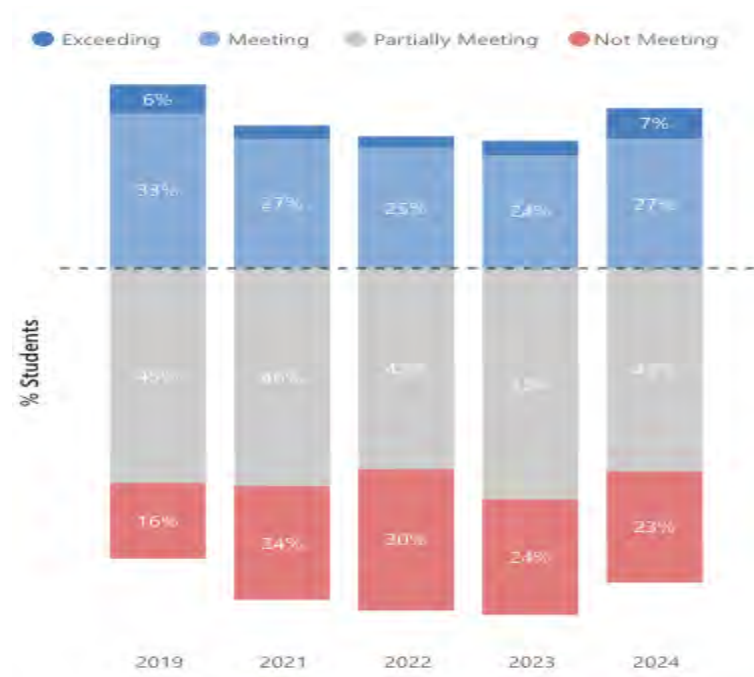
Table: Three-Year Comparisons by School



Science

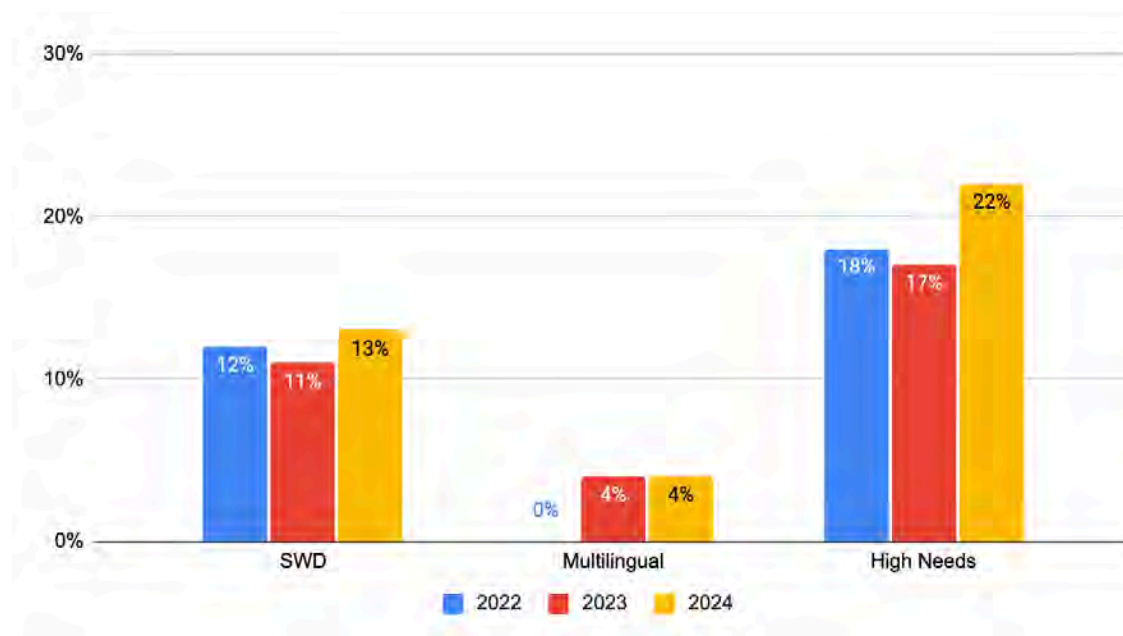
Science MCAS proficiency continues to trend upward, increasing from 27% to 34% in 2024—a 7% gain in just one year. Additionally, the percentage of Salem students "Partially Meeting Expectations" has decreased by 6%.

Table: District-level student performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



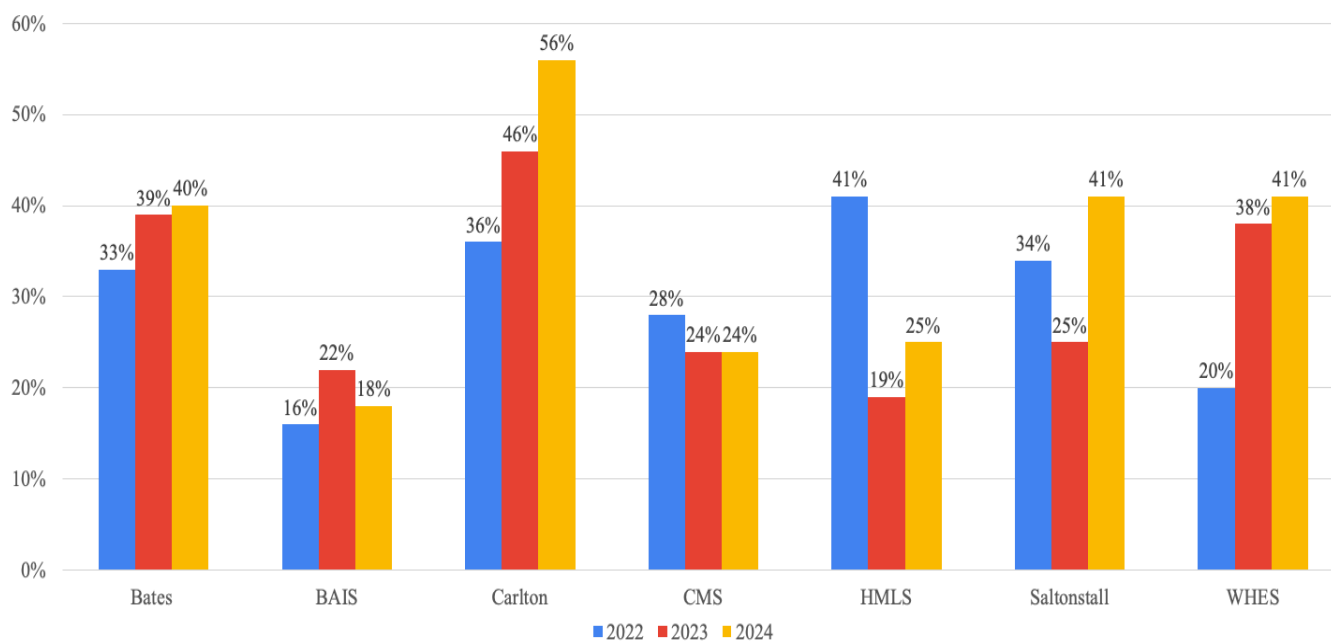
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	491	490	+1
Grade 8	480	482	-2

School Proficiency Comparison

Table: 3-Year Comparisons by School



Elementary MCAS Results

Bates Elementary

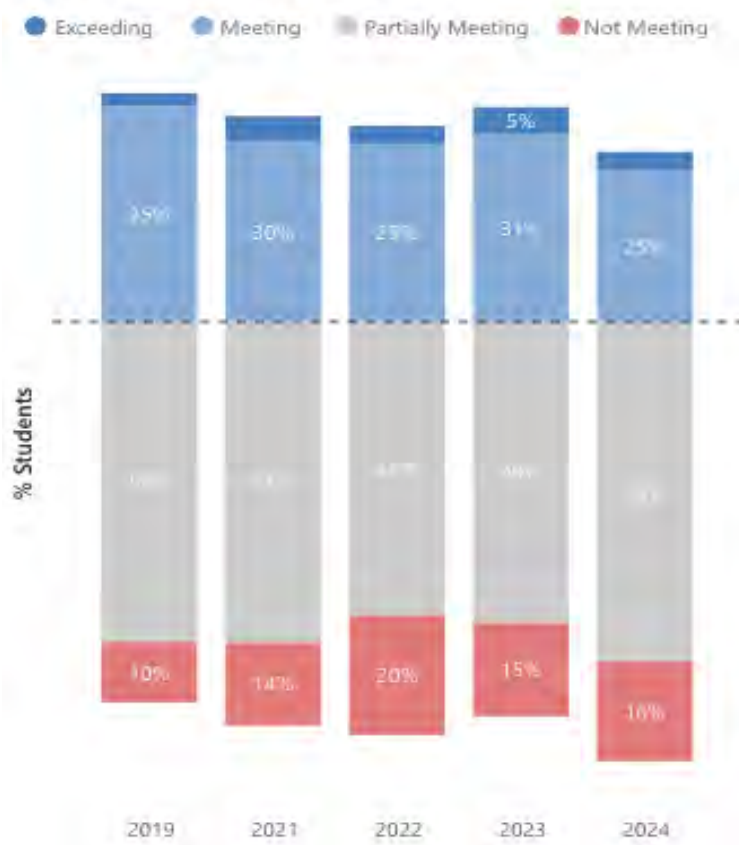
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	80%	76%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	78%	
	Meeting or exceeding targets	

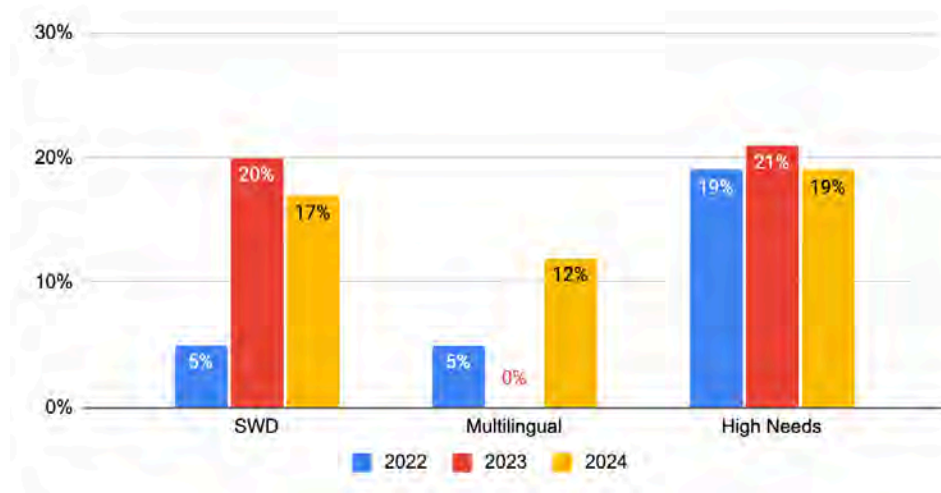
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



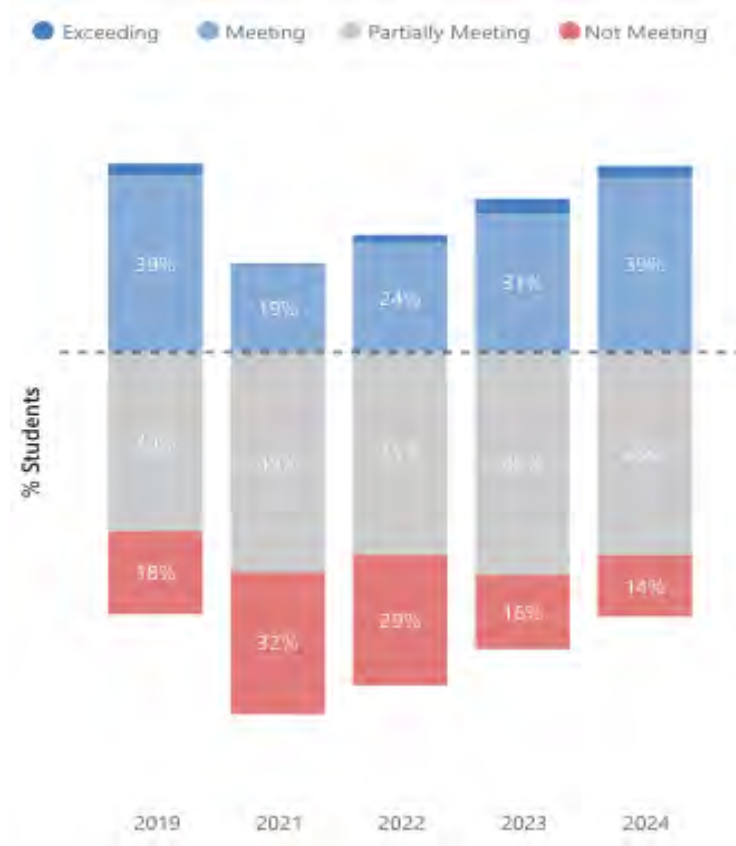
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 3	484	489	-5
Grade 4	491	493	-2
Grade 5	493	489	+5
Grade 3-5	489	490	-1

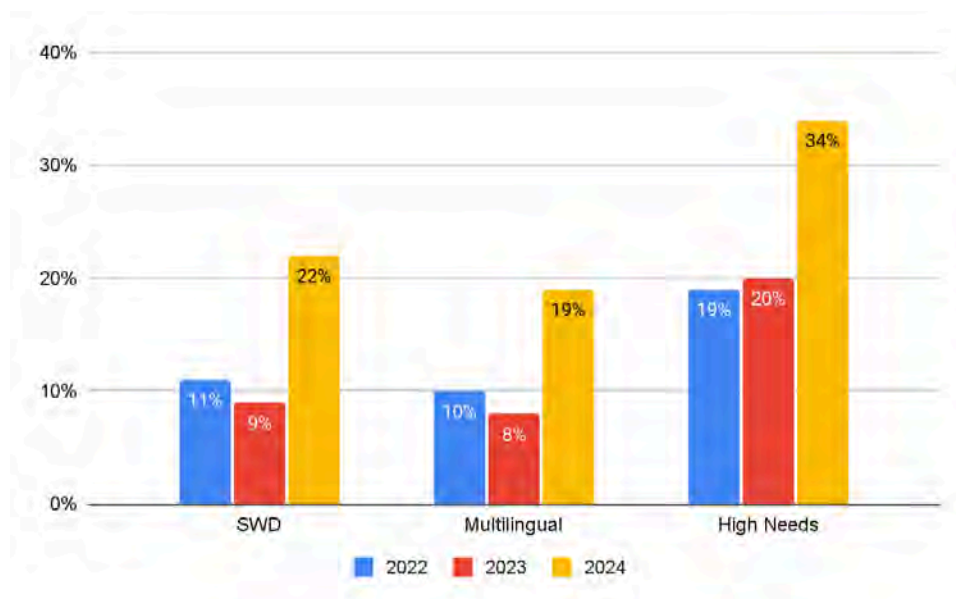
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



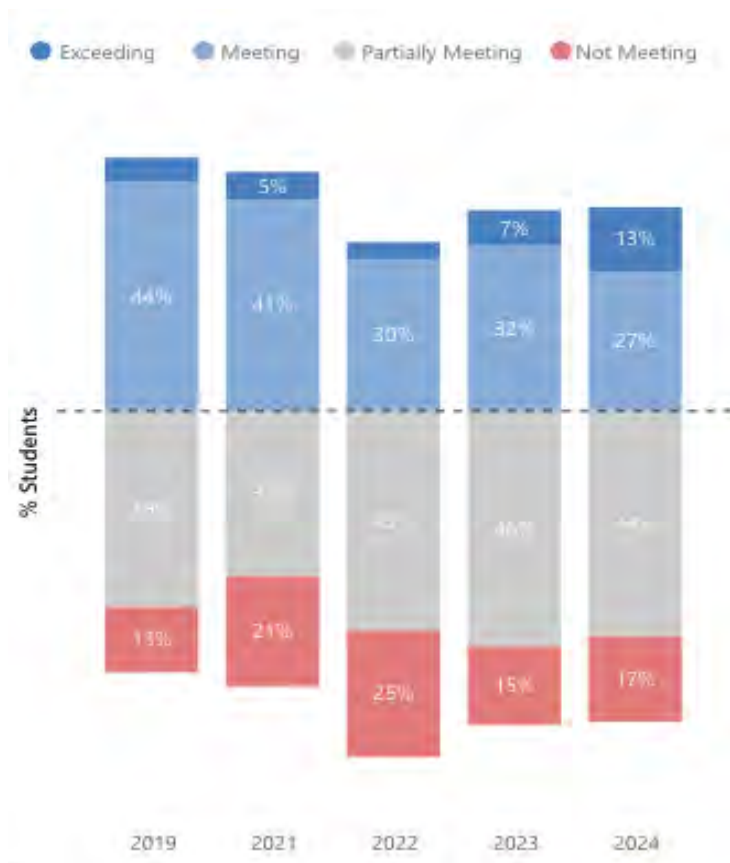
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	488	486	+2
Grade 4	496	494	+2
Grade 5	494	492	+2
Grade 3-5	493	490	+3

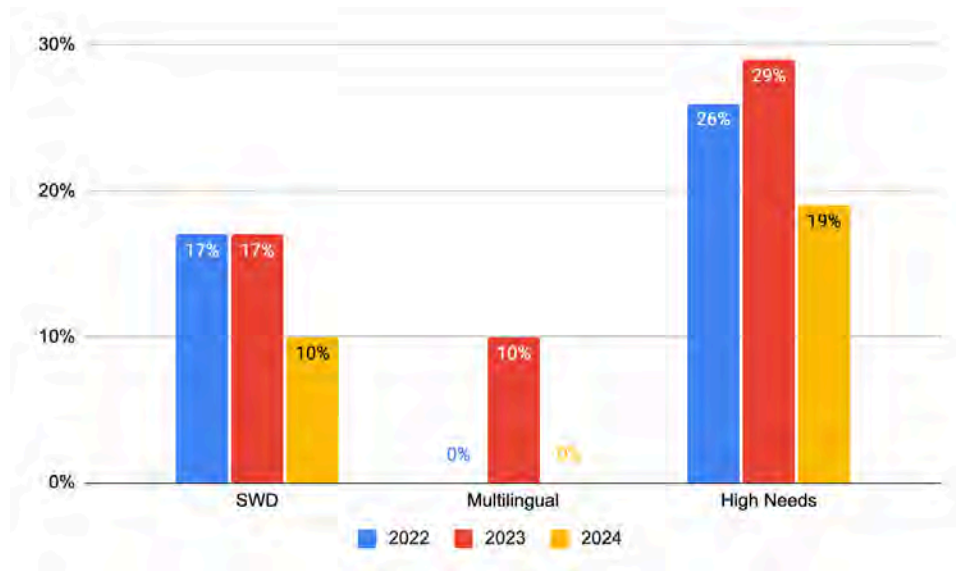
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	499	494	+5

Bentley Academy Innovation School

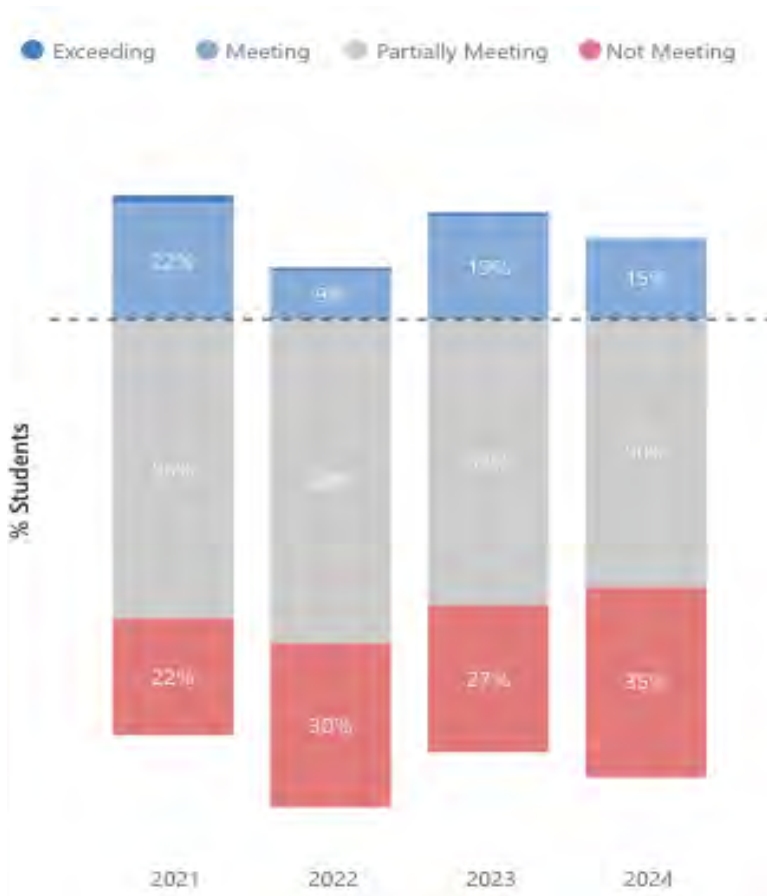
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	74%	30%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	48%	
	Moderate progress toward targets	

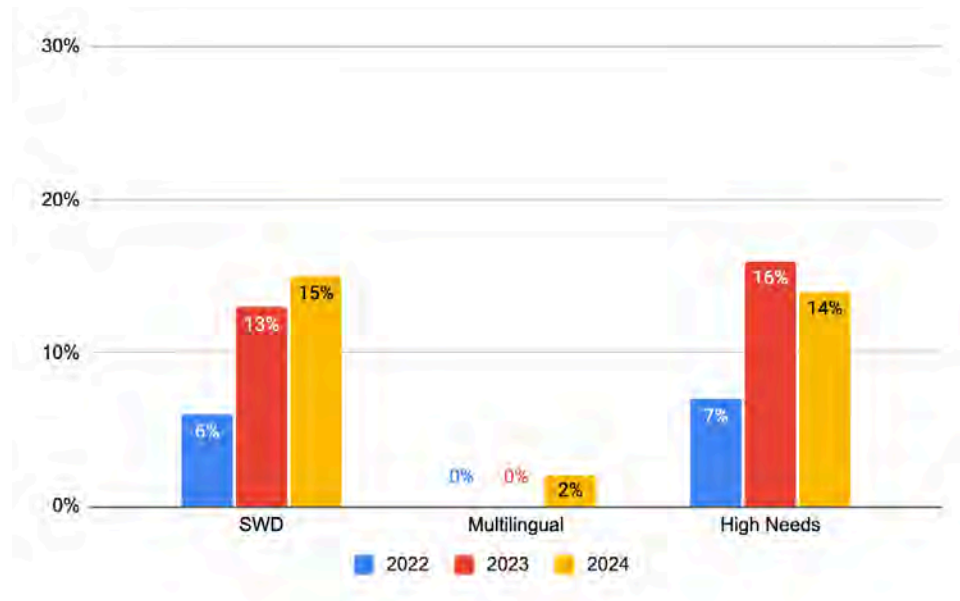
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



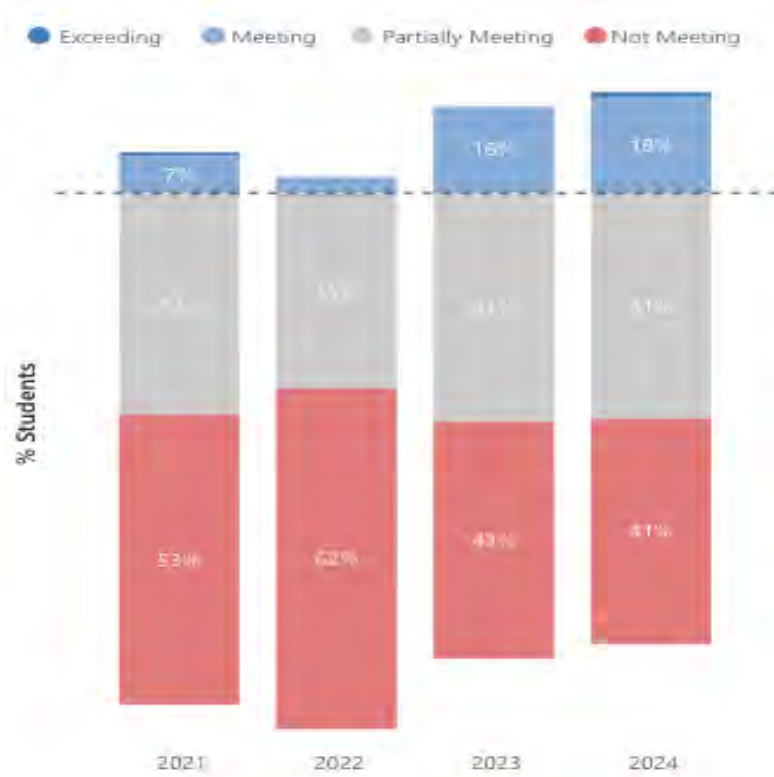
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 3	478	487	-9
Grade 4	481	476	+5
Grade 5	479	485	-6
Grade 3-5	478	483	-5

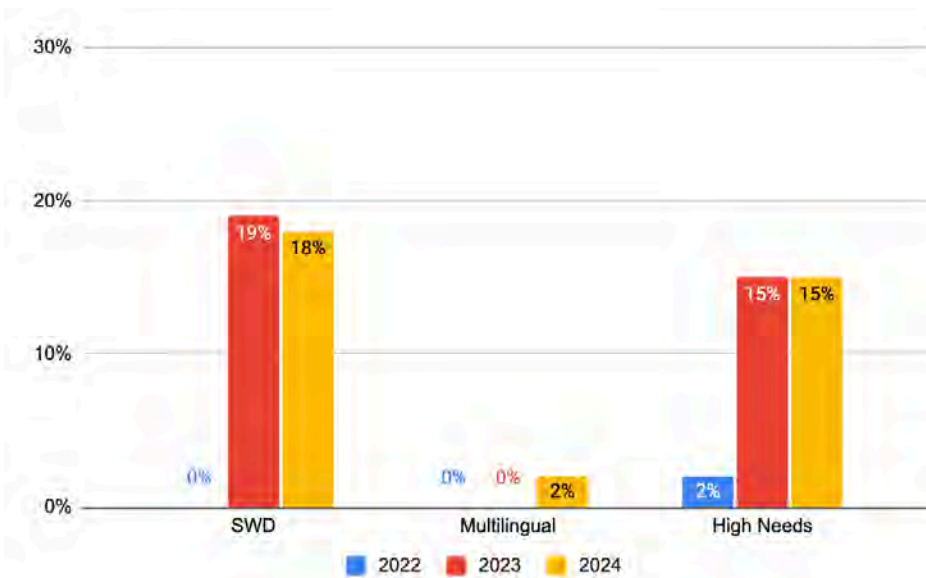
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



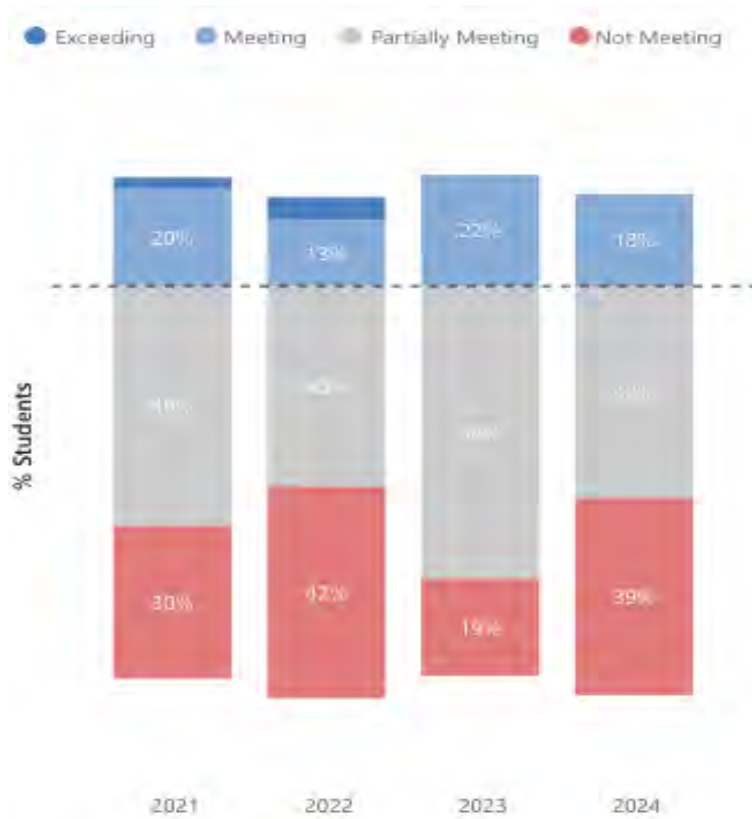
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	473	479	-6
Grade 4	484	467	+17
Grade 5	478	481	-3
Grade 3-5	478	476	+2

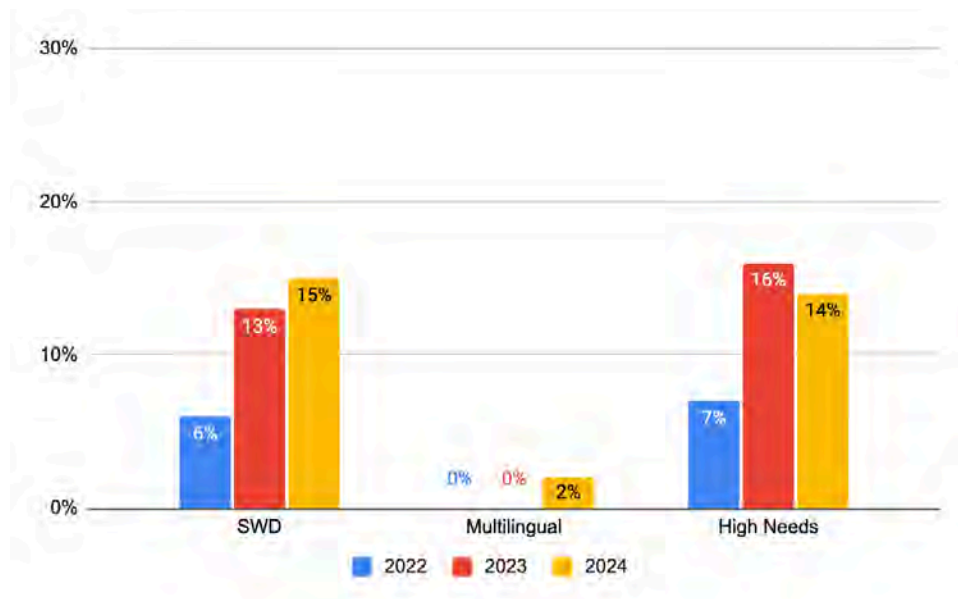
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	477	486	-9

Carlton Elementary School

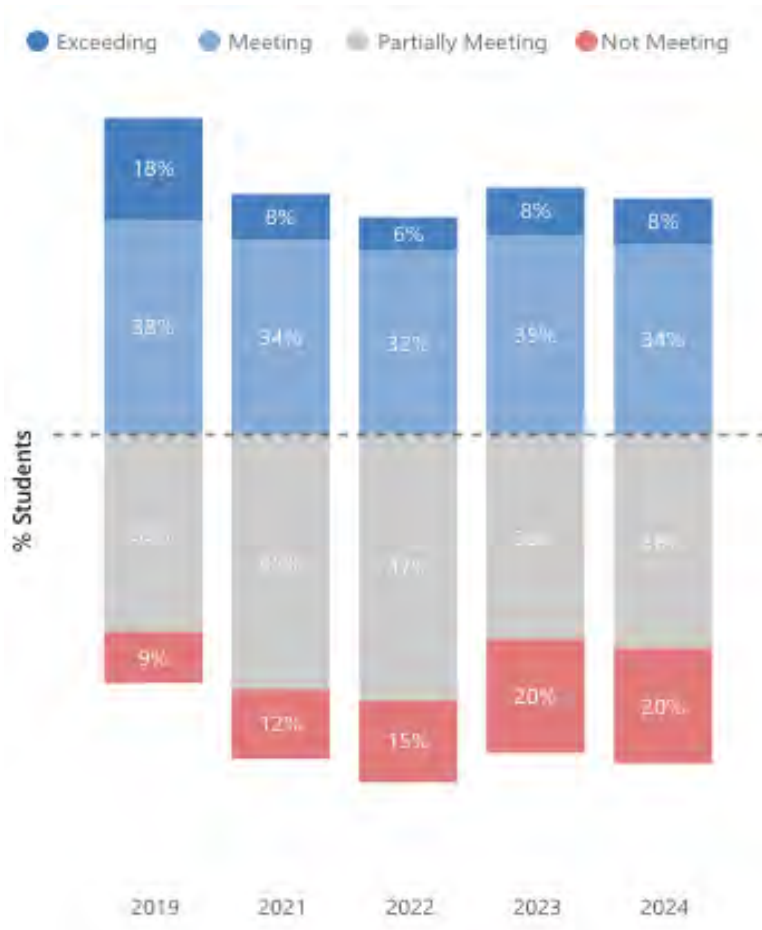
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	52%	40%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	45%	
	Moderate progress toward targets	

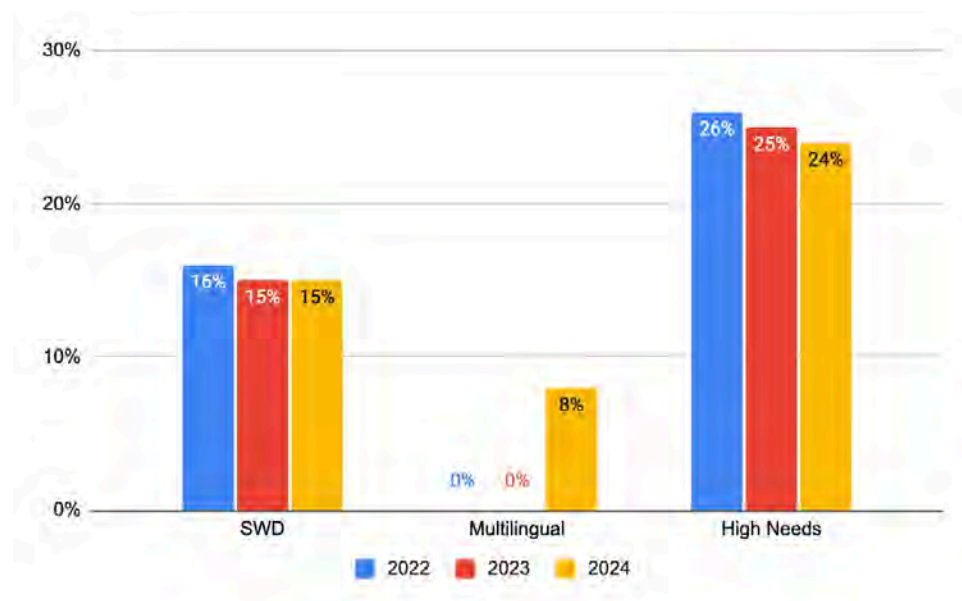
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



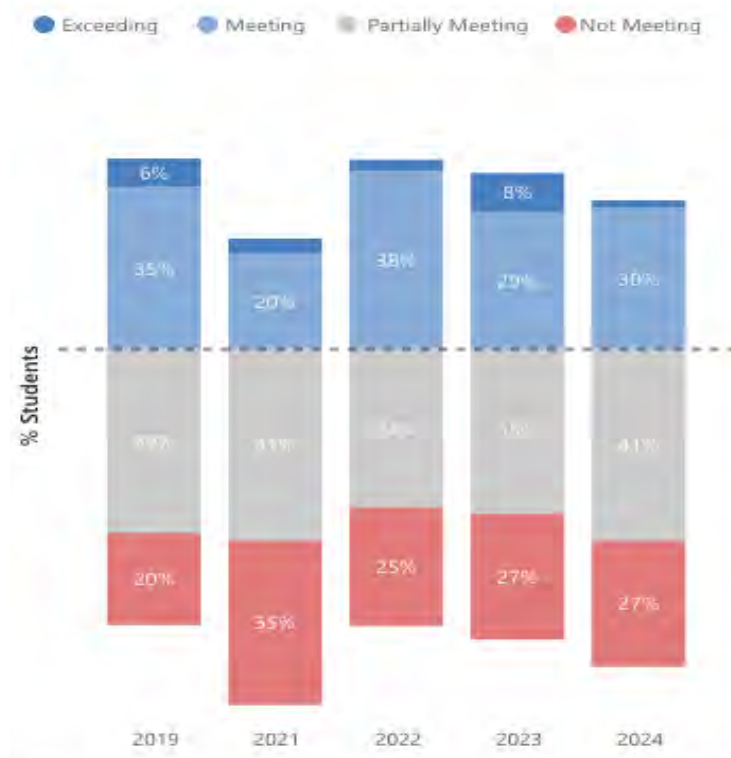
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 3	494	497	-3
Grade 4	494	493	+1
Grade 5	498	496	+2
Grade 3-5	495	495	-

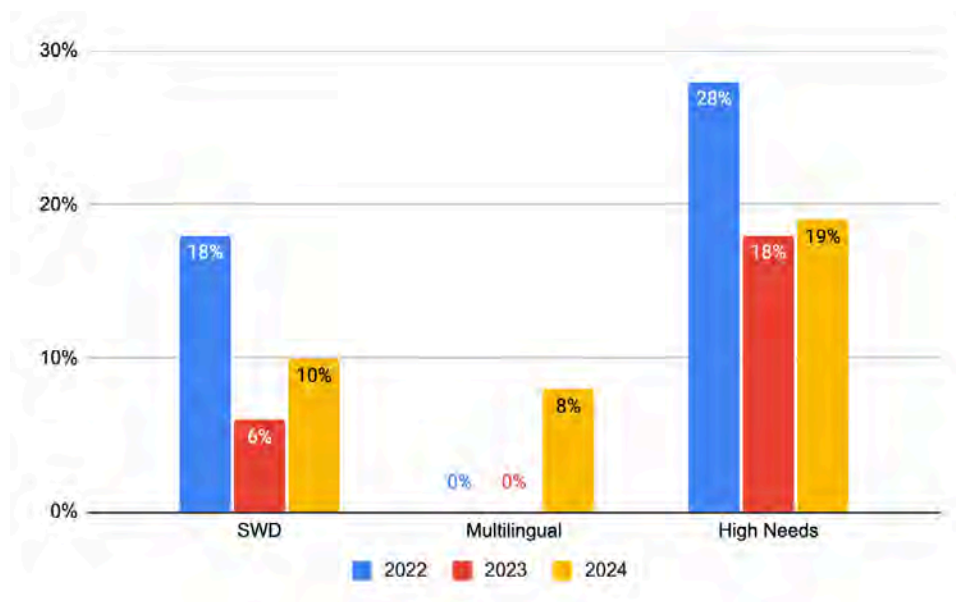
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



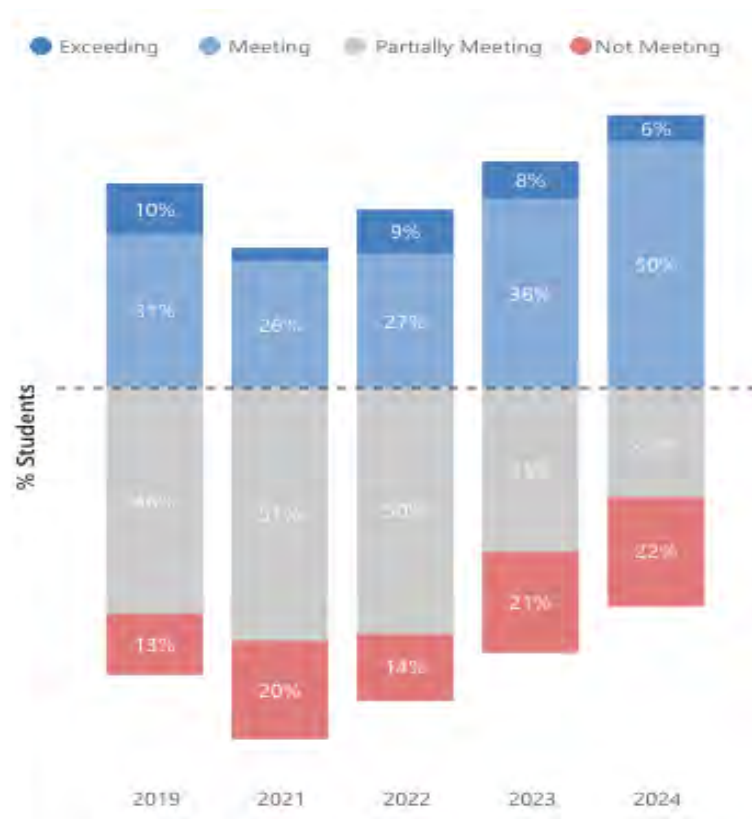
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	484	487	-3
Grade 4	489	493	-4
Grade 5	494	491	+3
Grade 3-5	489	490	-1

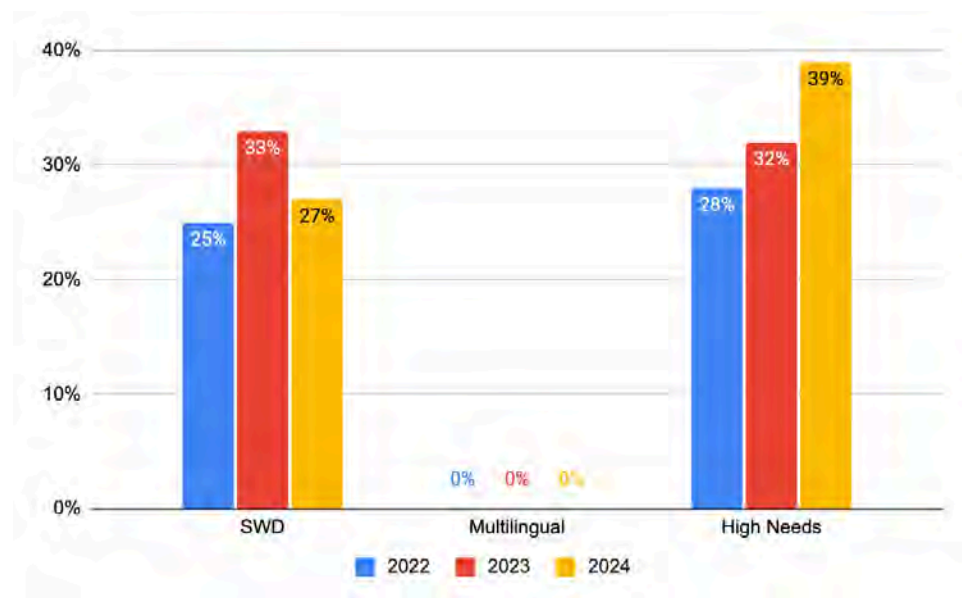
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Note: Carlton had a low number of multilingual students taking the science MCAS in the past three years.

Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	498	494	+4

Horace Mann Laboratory Elementary

Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	15%	92%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	61%	
	Substantial progress toward targets	

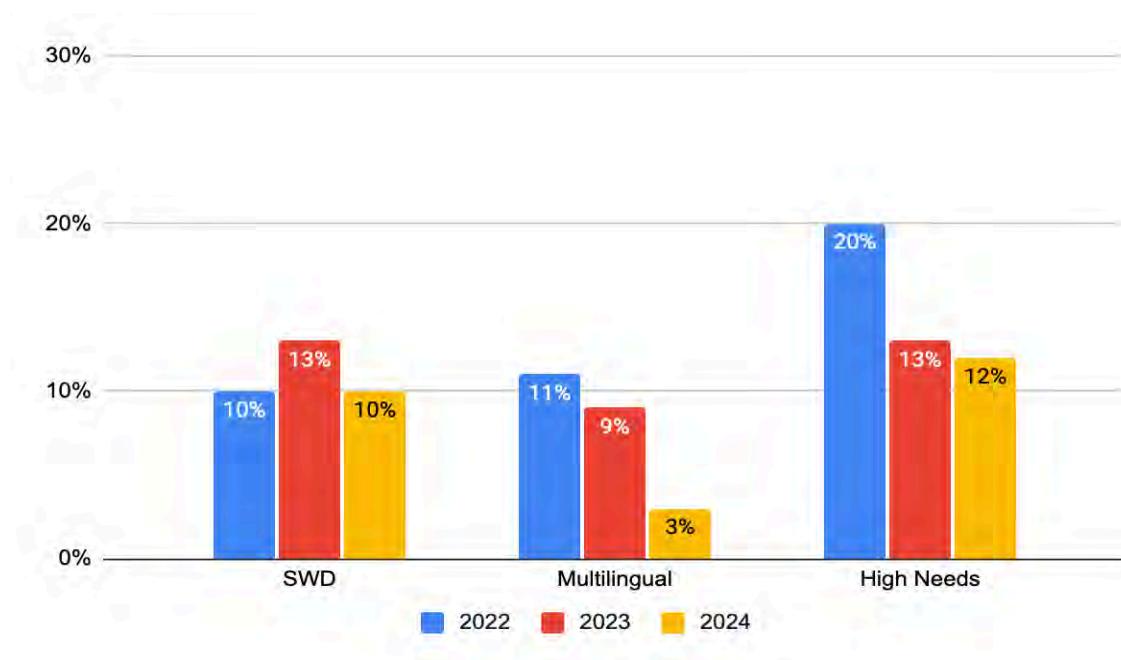
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



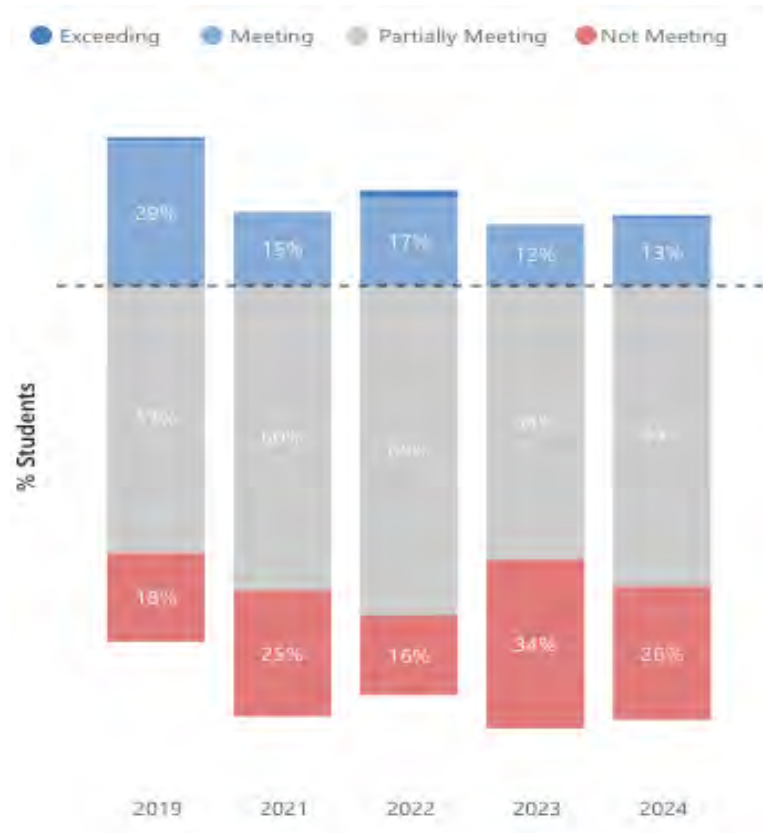
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 3	483	482	-1
Grade 4	481	479	+2
Grade 5	487	483	+4
Grade 3-5	484	481	+3

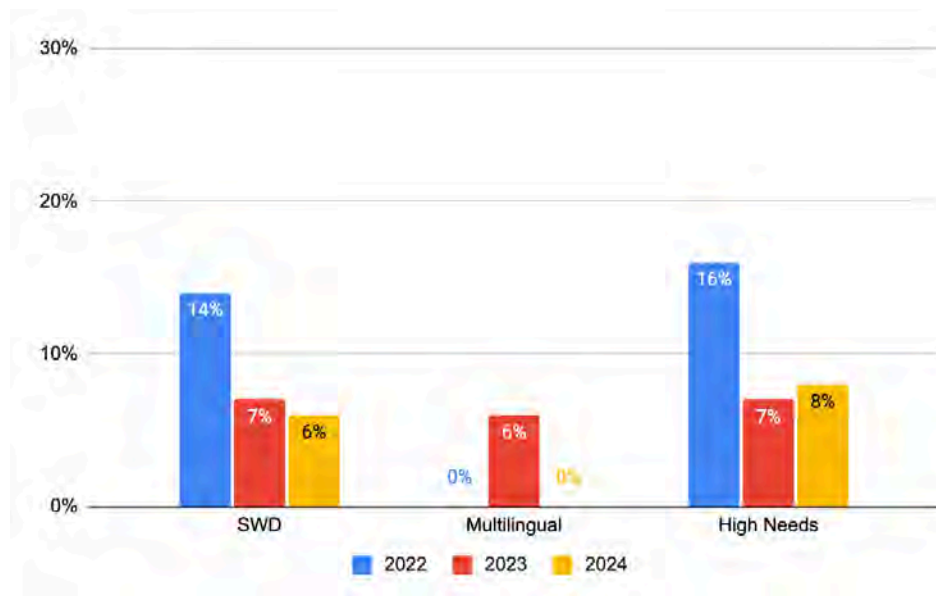
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



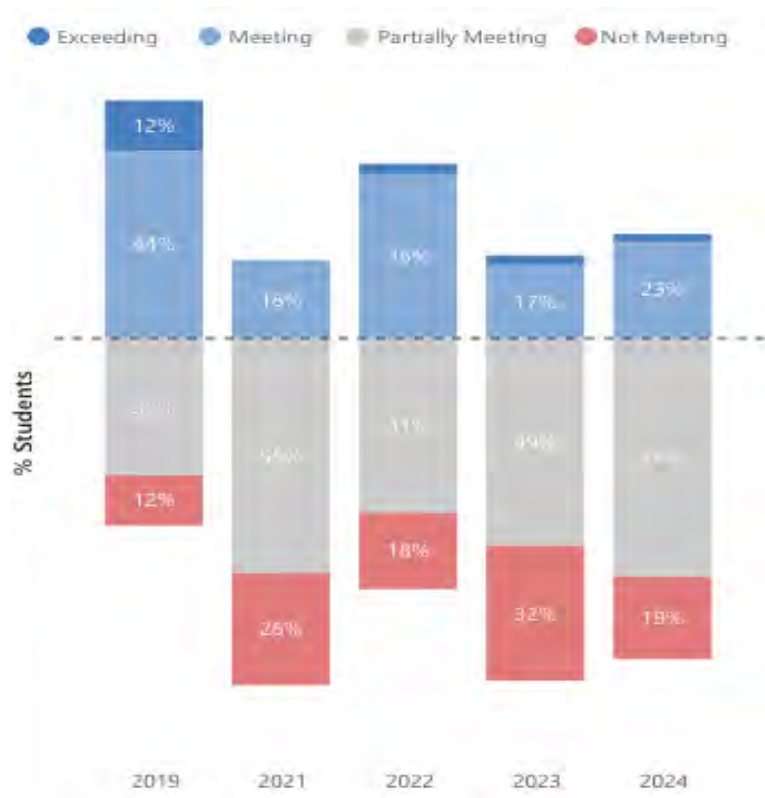
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	480	478	+2
Grade 4	481	479	+3
Grade 5	483	479	+4
Grade 3-5	482	479	+3

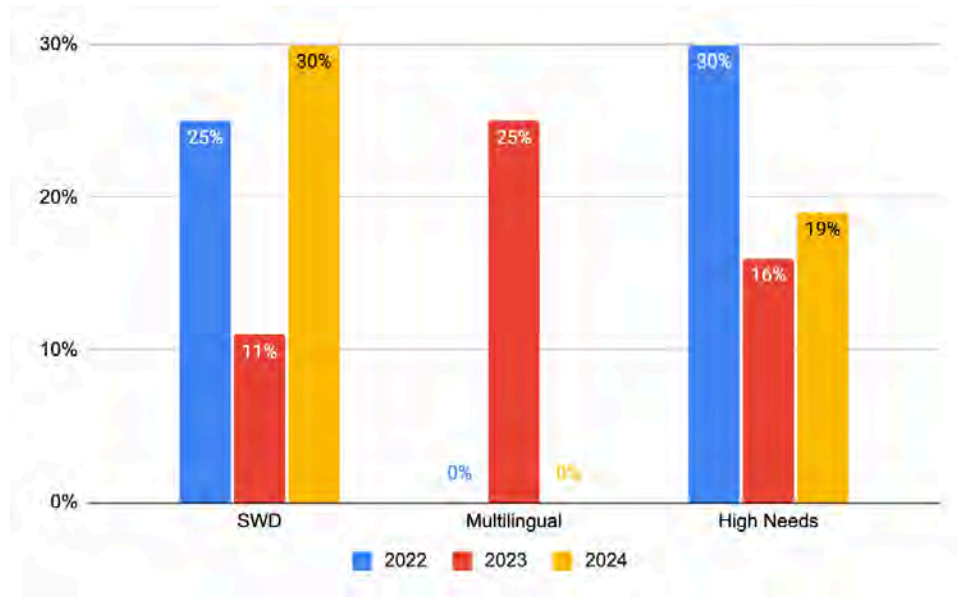
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	487	480	+7

Saltonstall School

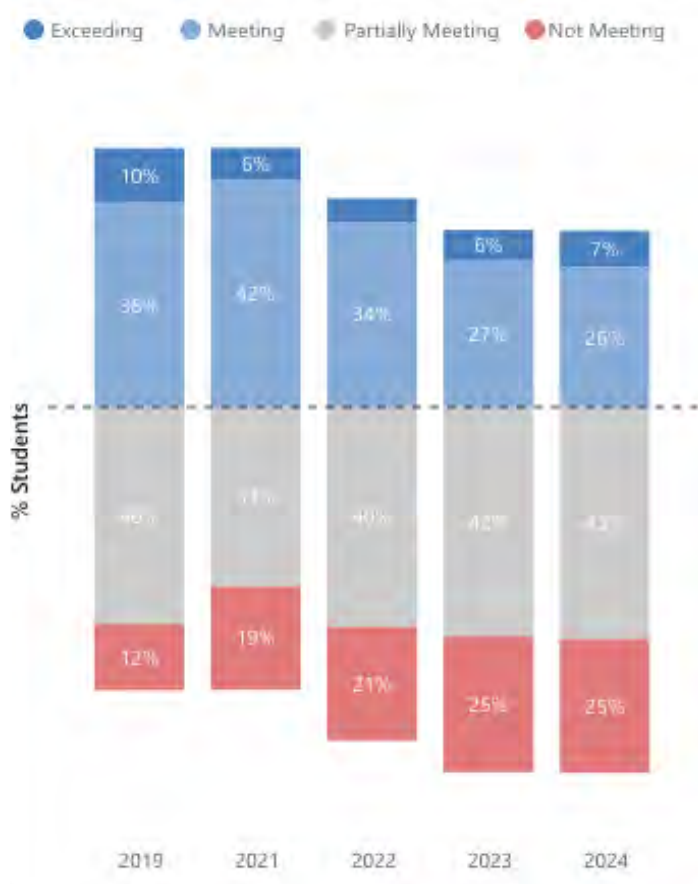
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	19%	80%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	56%	
	Substantial progress toward targets	

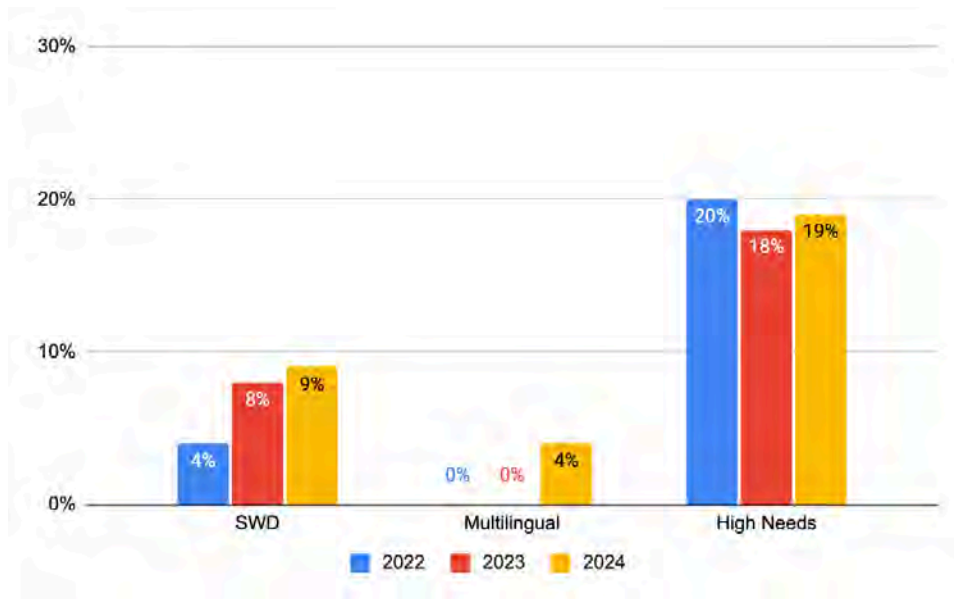
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



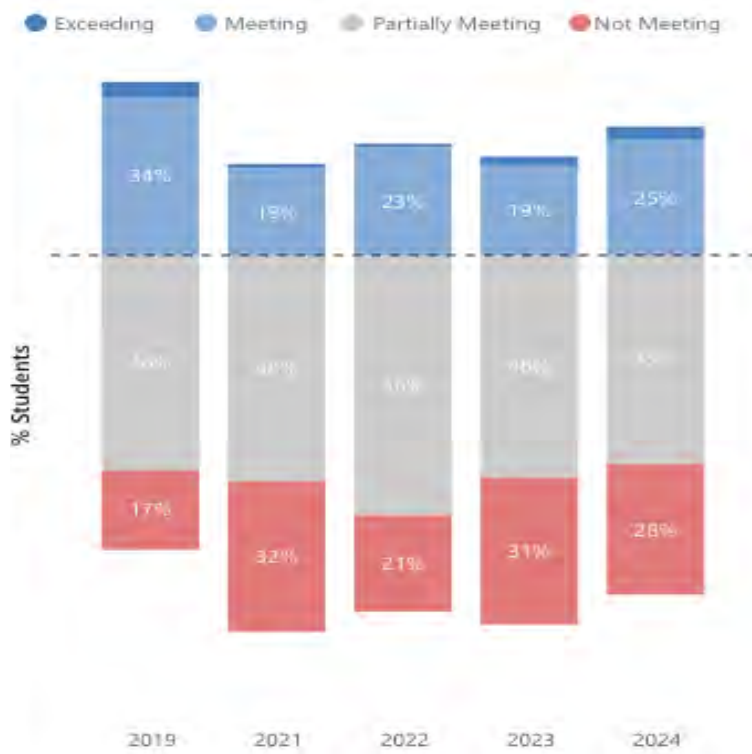
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 3	492	500	-8
Grade 4	500	493	+7
Grade 5	498	487	+11
Grade 6	470	479	-9
Grade 7	483	487	-4
Grade 8	489	489	-
Grade 3-8	489	489	-

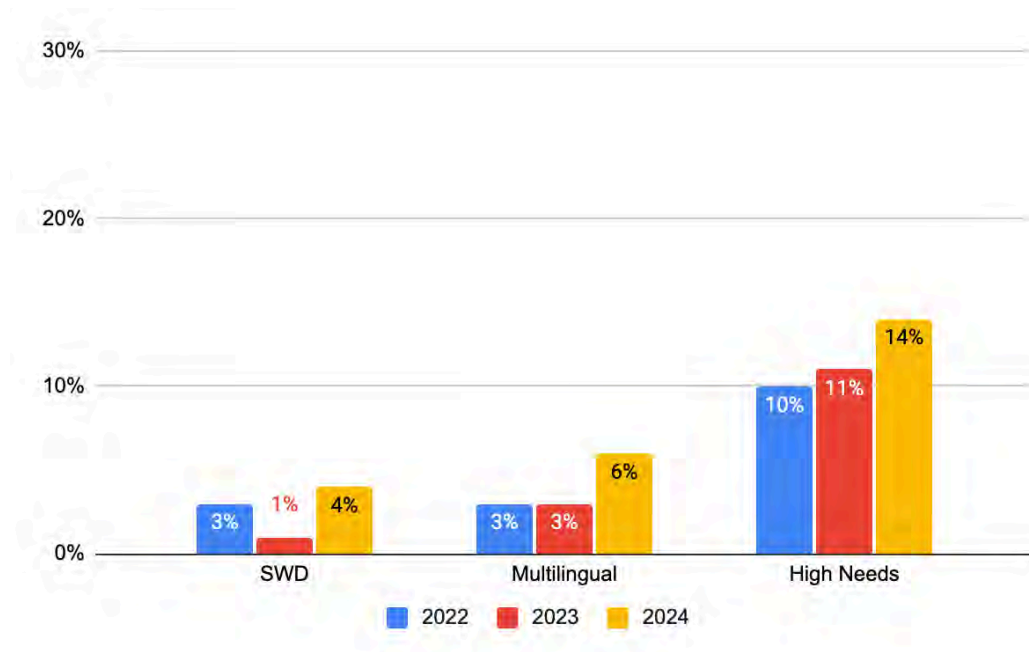
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



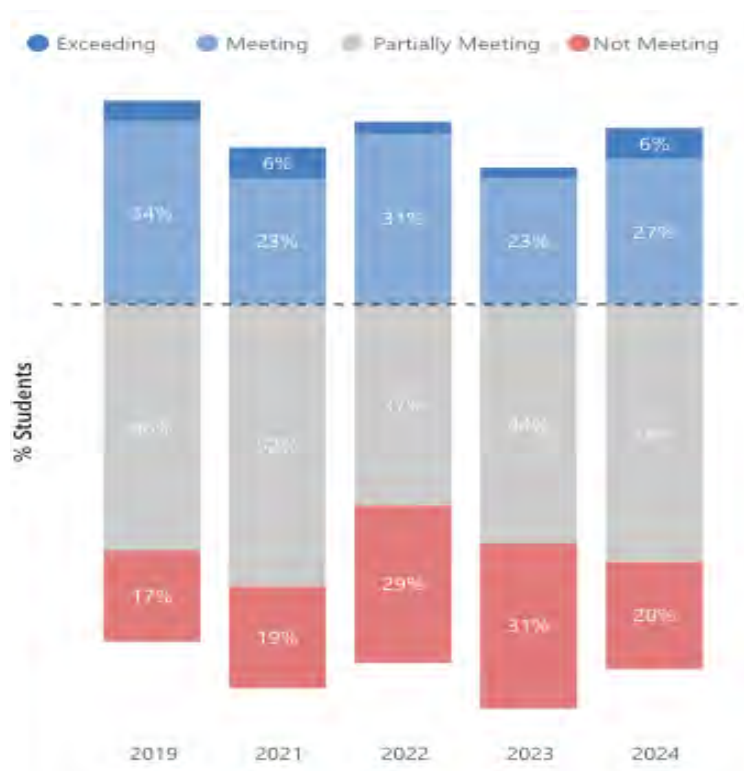
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	490	493	-3
Grade 4	496	490	+6
Grade 5	490	478	+12
Grade 6	471	475	-4
Grade 7	476	482	-6
Grade 8	486	483	+3
Grade 3-8	485	483	+2

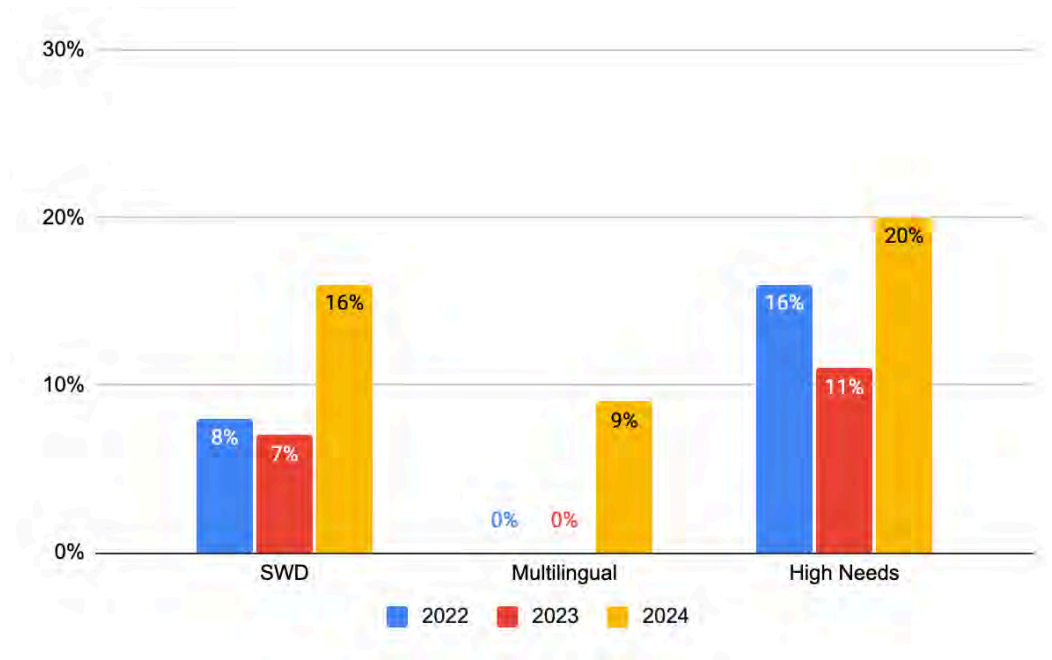
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	497	484	+13
Grade 8	482	483	-1
Grades 5 & 8	490	484	+5

Witchcraft Heights Elementary School

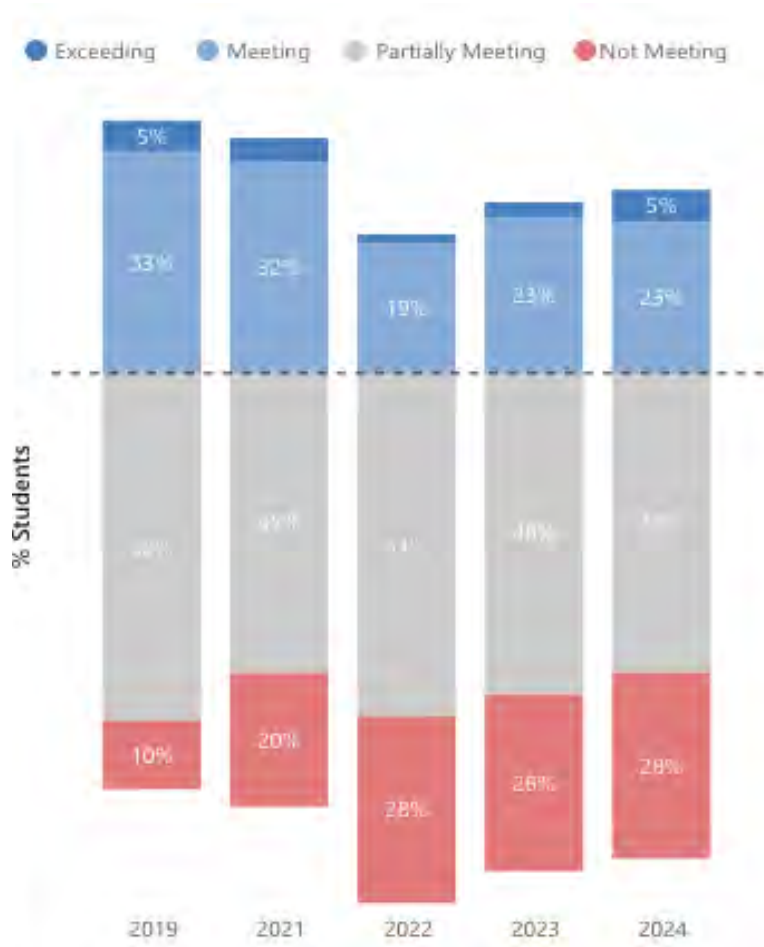
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	82%	62%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	70%	
	Substantial progress toward targets	

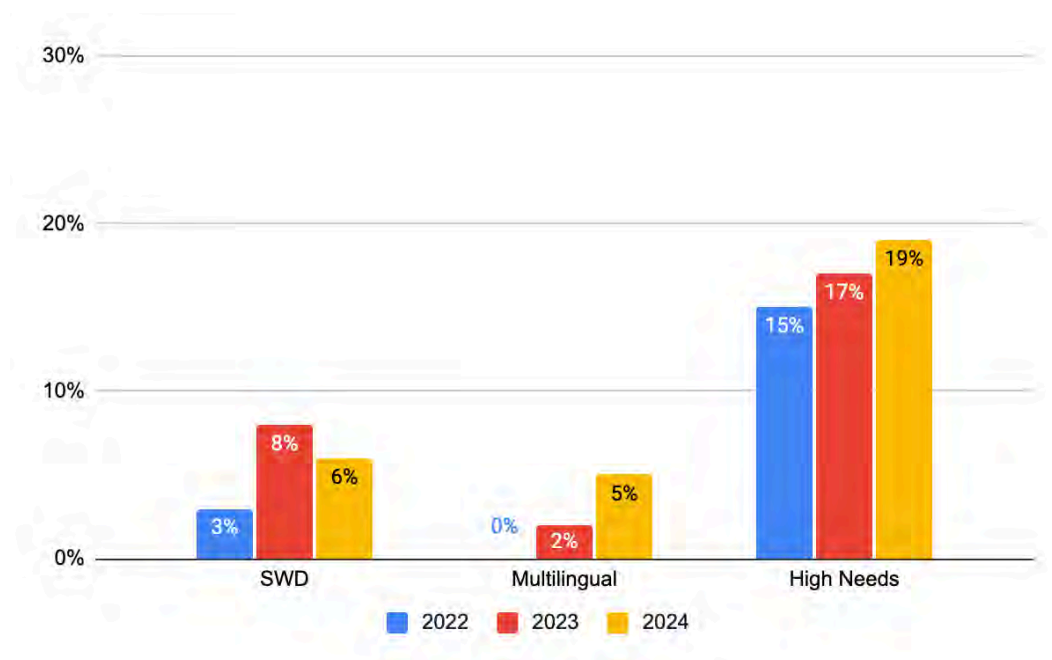
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



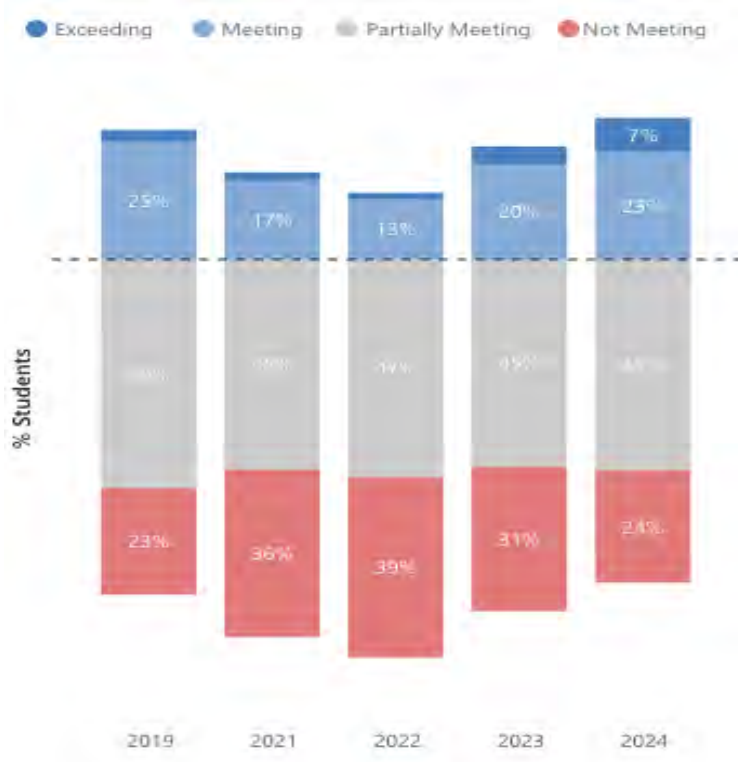
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 3	490	483	+7
Grade 4	481	483	-2
Grade 5	489	490	-1
Grade 3-5	486	485	+1

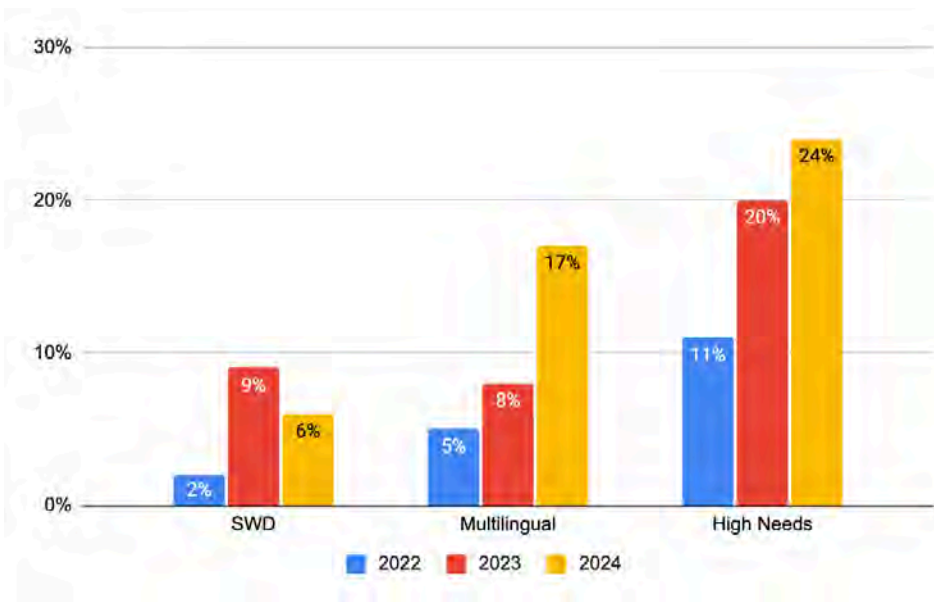
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



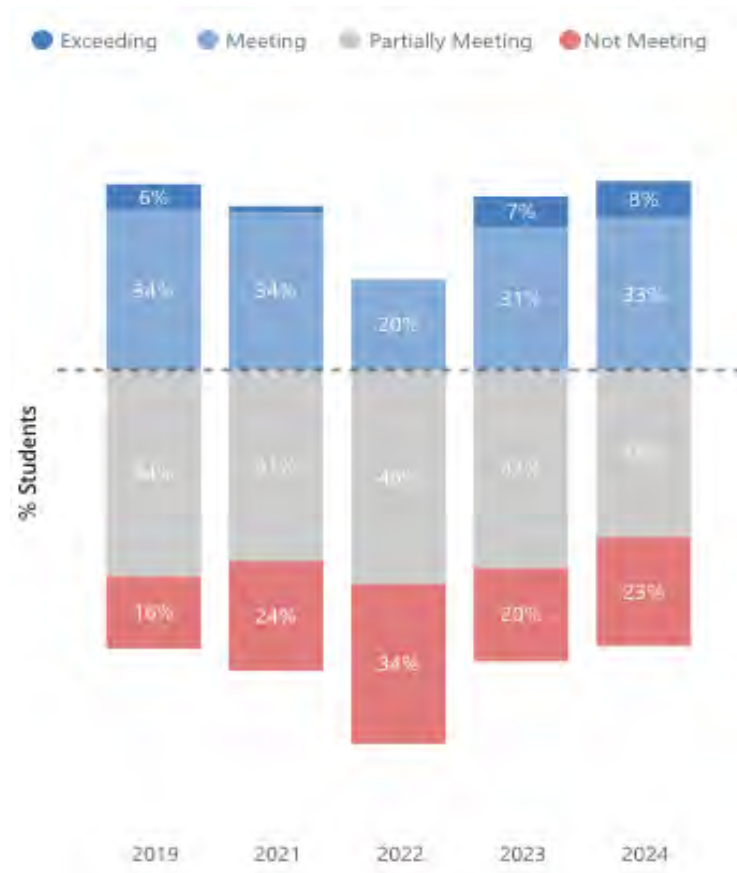
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 3	494	481	+13
Grade 4	488	484	+4
Grade 5	489	490	-1
Grade 3-5	490	485	+5

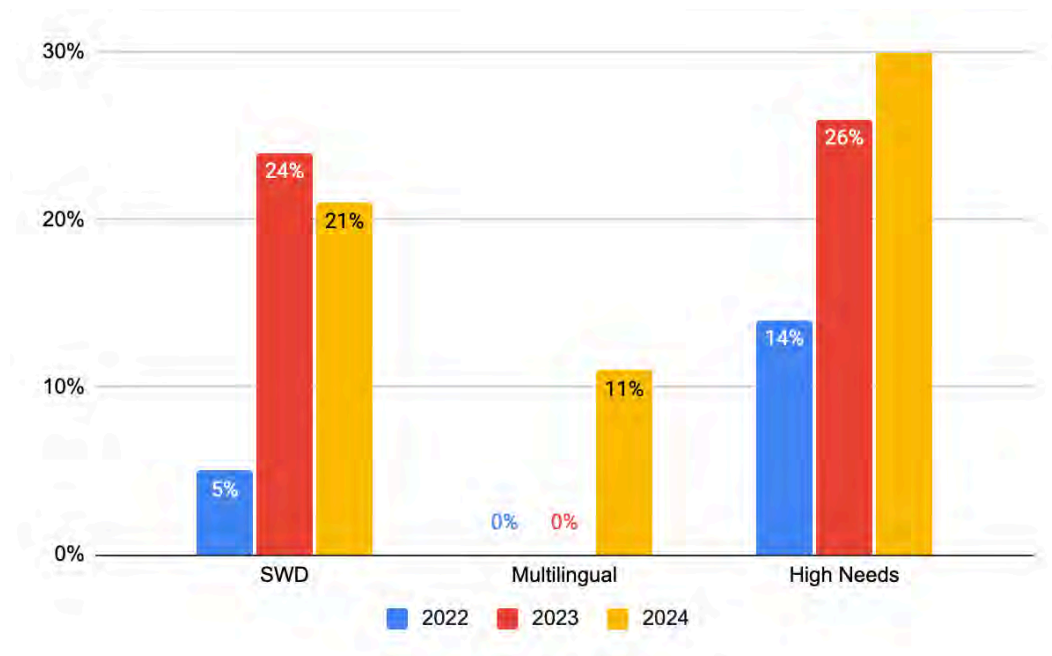
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 5	492	495	-2

Upper-Grade MCAS Results

Collins Middle School

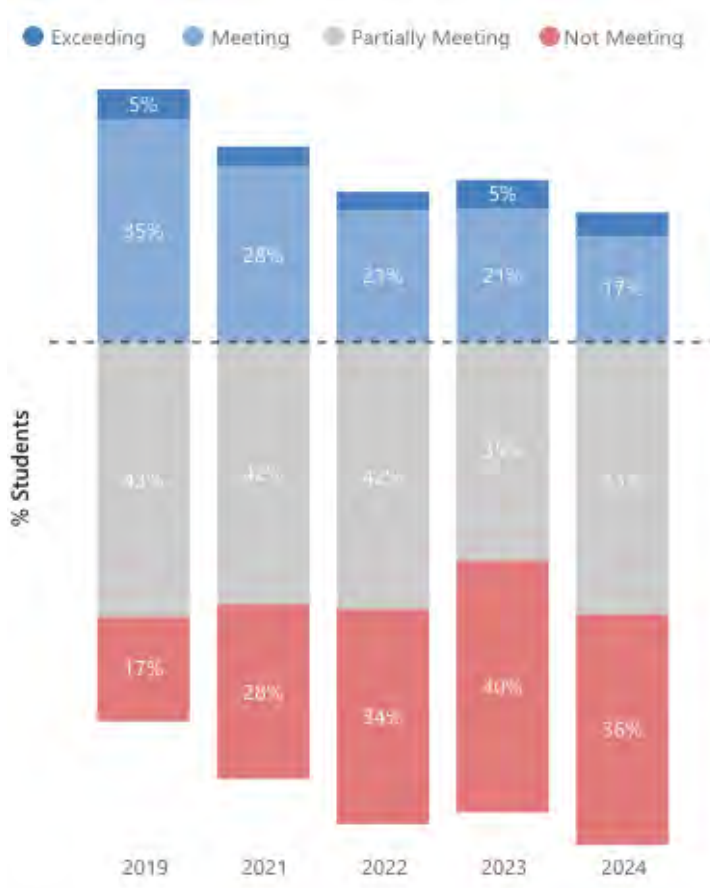
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	33%	59%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	48%	
	Moderate progress toward targets	

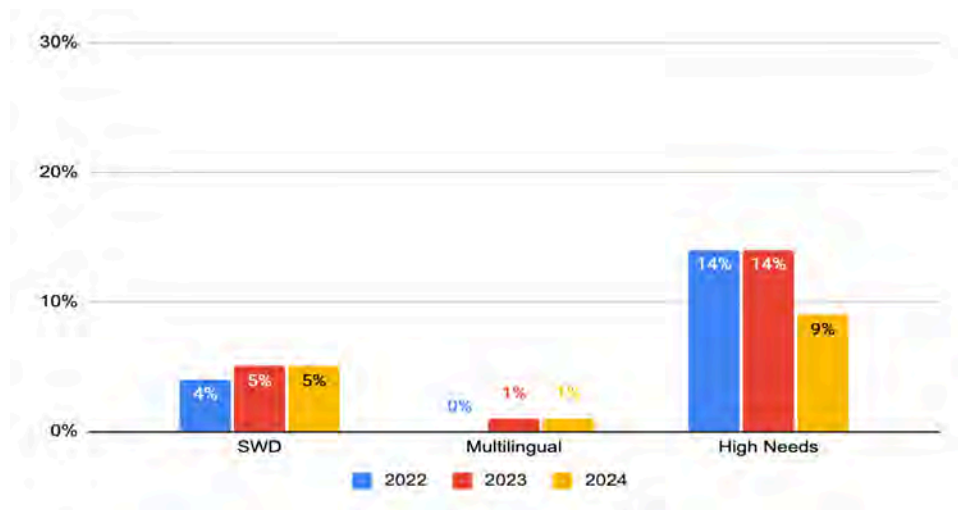
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



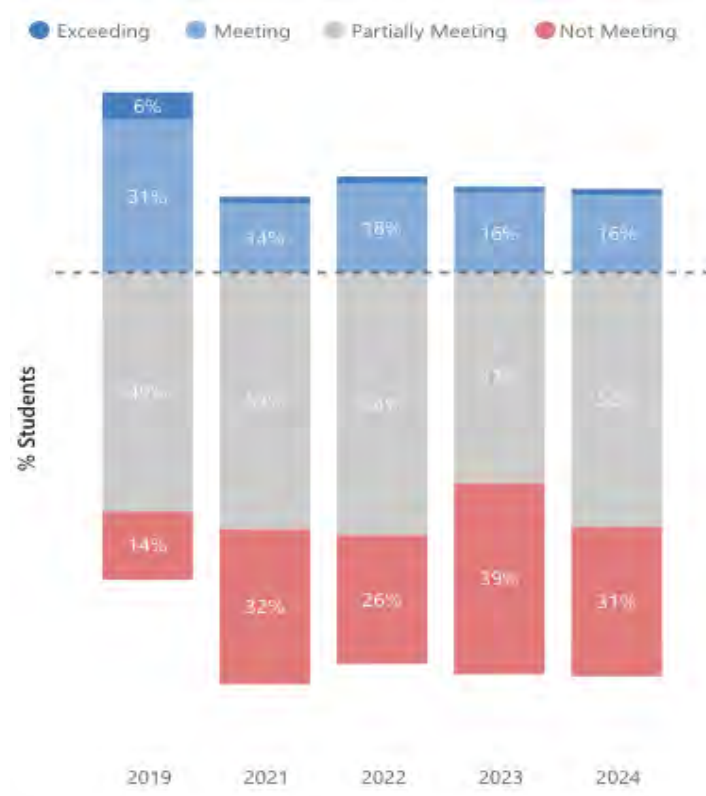
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 6	478	480	-2
Grade 7	483	481	+2
Grade 8	481	479	+2
Grade 6-8	481	480	+1

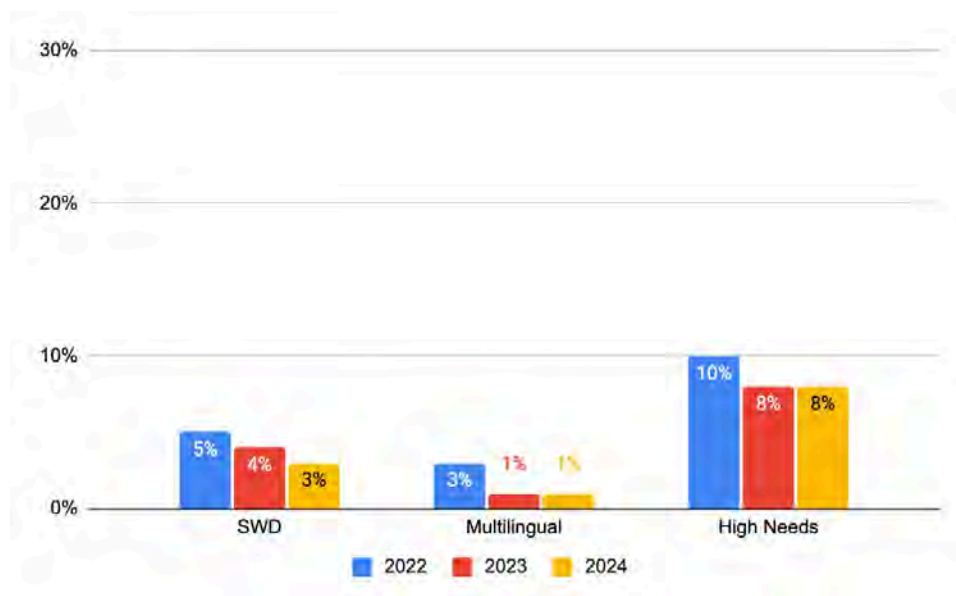
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



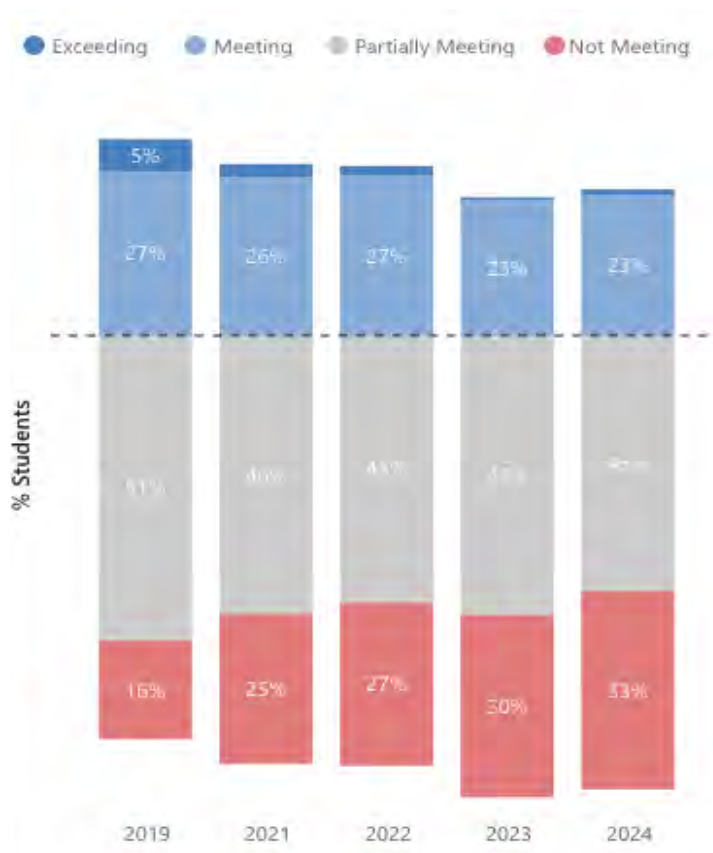
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 6	484	481	+3
Grade 7	481	475	+6
Grade 8	480	482	-2
Grade 6-8	482	479	+3

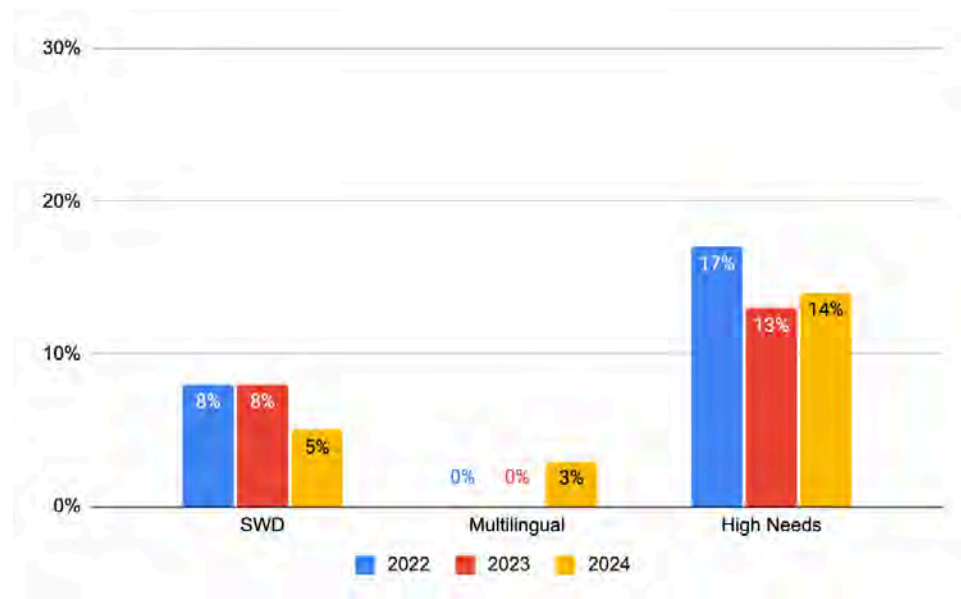
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 8	482	483	-1

Salem High School

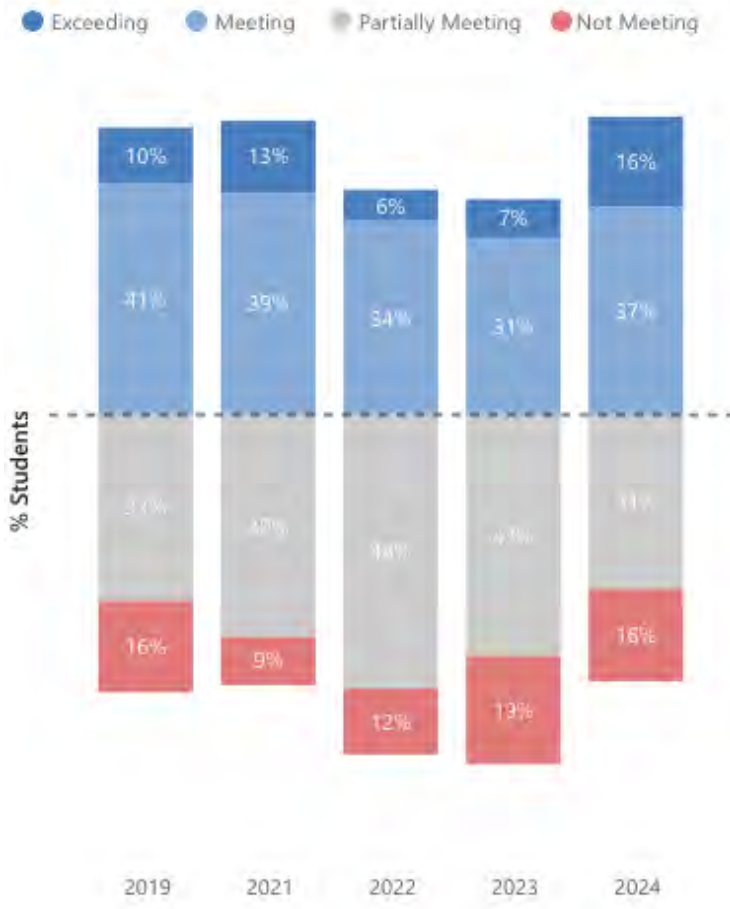
Accountability

Table: Overall progress toward improvement targets

	2023	2024
Annual criterion-referenced target percentage	30%	78%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	59%	
	Substantial progress toward targets	

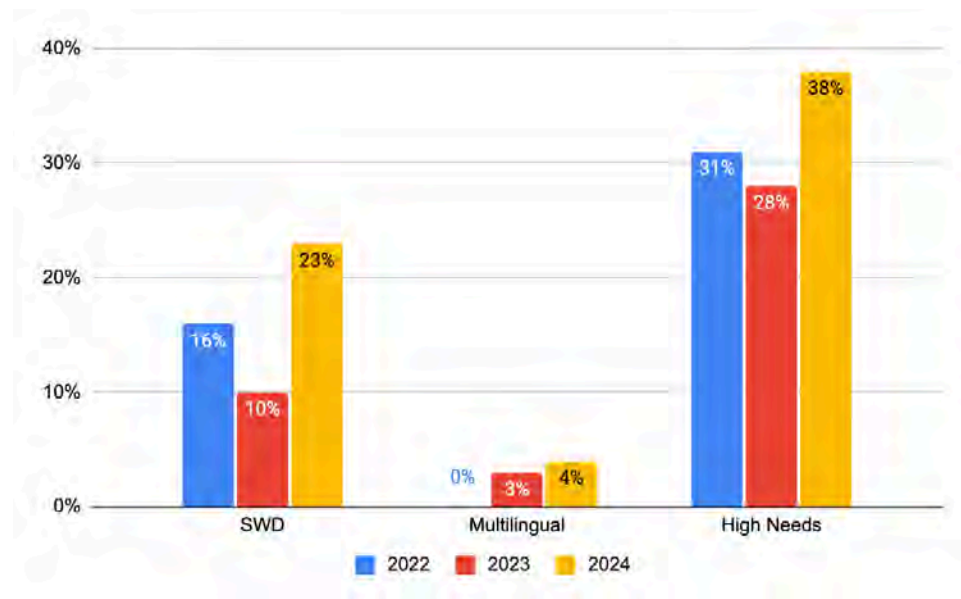
English Language Arts

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



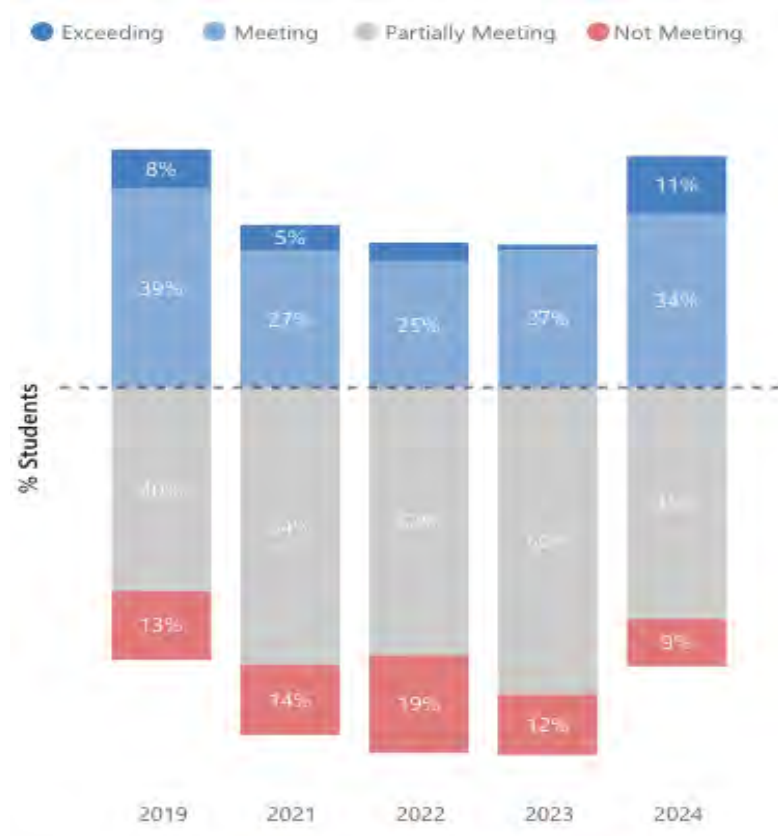
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	ELA SS	ELA SS	
Grade 10	503	493	+10

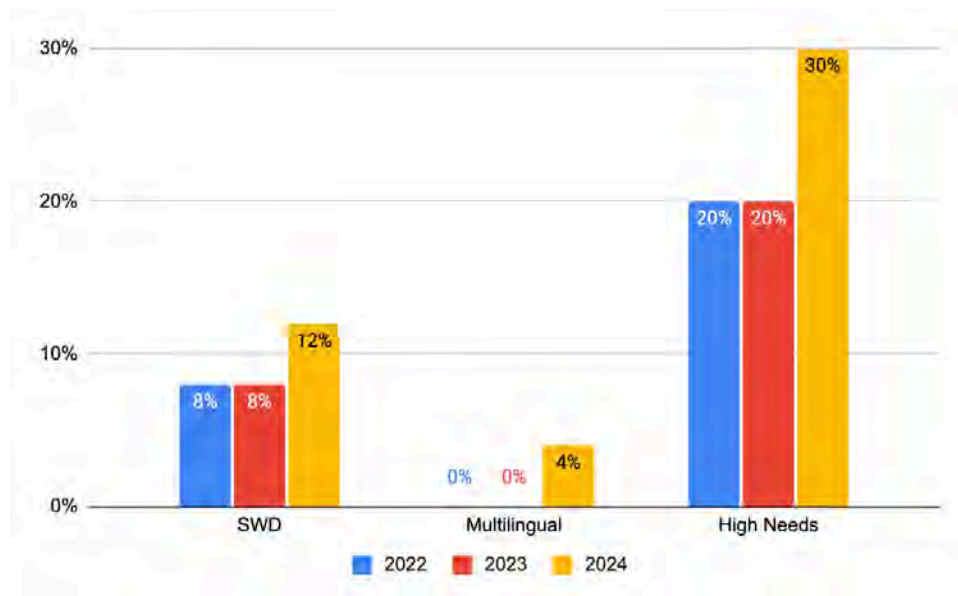
Mathematics

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



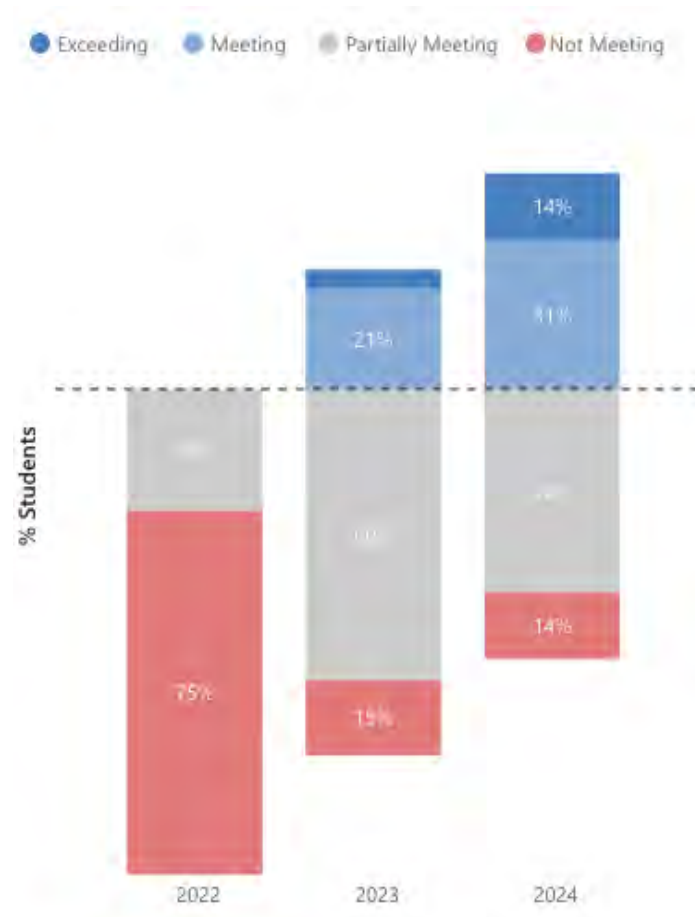
Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Math SS	Math SS	
Grade 10	500	489	+11

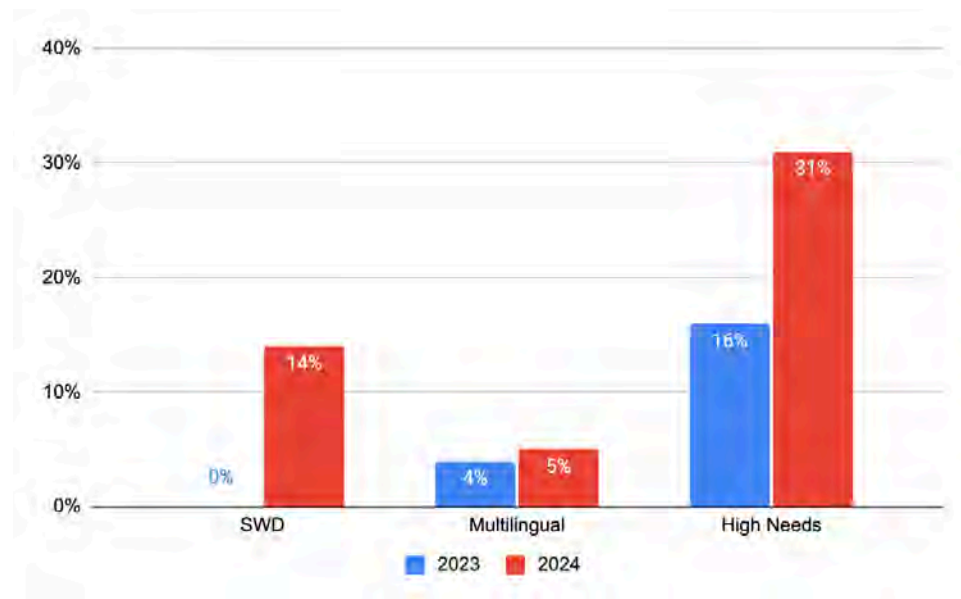
Science

Table: Student Performance by Year



Special Populations

Table: Percentage of students in our special populations meeting or exceeding expectations



Scaled Scores

Table: Average Scaled Score by Grade Level

	2024	2023	Scaled Score Change
Grade	Science SS	Science SS	
Grade 10	498	488	+10



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between the Salem School Committee ("Employer") and the Teacher Chapter of the Salem Teachers Union, Local 1258 American Federation of Teachers, AFT Massachusetts, AFL-CIO ("Union").

RECITALS

1. The Employer and the Union are parties to a Collective Bargaining Agreement for the period of September 1, 2021 through and including August 31, 2024.
2. The duly-authorized representatives of the Employer and the duly authorized representatives of the Union have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement.
3. Said representatives of the Employer and the Union have, subject to ratification by the membership of the Employer and the Union, a successor Collective Bargaining Agreement for the periods of September 1, 2024 through August 31, 2027.
4. The Parties agree to integrate the changes set forth herein into a single merged Collective Bargaining Agreement.

AGREEMENT

In consideration of mutual promises and covenants set forth herein, the Parties, subject to ratification, hereto agree as follows:

1. **PRIOR AGREEMENT AND DURATION:**
 - a. The Collective Bargaining Agreement in effect for the period September 1, 2021 through and including August 31, 2024, shall be in full force and effect for the period September 1, 2024 through and including August 31, 2027, except as modified by this MEMORANDUM OF AGREEMENT.
 - b. The changes set forth herein are effective September 1, 2024 unless otherwise specified.
2. **HOUSEKEEPING UPDATE:** Fix any typographical errors discovered during the proofreading of the new collective agreement by mutual consent. Fix any formatting inconsistencies by mutual consent. Remove any anachronistic language by mutual consent. Incorporate, or include as appendices, any relevant agreements by mutual consent.



3. SIDE LETTER RE: STATEMENTS OF SHARED INTEREST. Appendix A

The parties have developed the joint statements of interest found in the side letter of agreement in Appendix A. These provisions are not incorporated into the collective bargaining agreements. The parties will meet regularly to discuss progress being made to achieve the provisions.

4. WAGES (Teachers). Appendix B.

Employees shall receive a 4.25% General Wage Increase for the 2024-2025 school year. Effective the 2025-2026 school year, the pay scale shall be restructured and adjusted for the standardized work day. Wages for the 2025-2026 school year and the 2026-2027 school year are outlined in the tables found in Appendix B.

5. EXTENDED SCHOOL DAY COMPENSATION. New Provision.

The differentials for extended time at BAIS, CMS, and Saltonstall will end in FY26 upon the implementation of a standard work day. For teachers at BAIS, CMS, and Saltonstall whose salary will increase by \$1,000 or less in FY26 because of the loss of the ELT differential, their FY26 salary will be created by the following formula: adding 1% onto their FY25 total compensation (base salary for FY 25 plus ELT differential). For FY 27: If this new FY26 compensation (FY25 salary + ELT differential+1%) results in the FY27 salary increase being \$1,000 or less than the FY26 revised salary, the same formula: FY26 salary + 1% will be used for those staff. This provision is only available for FY 26 and FY27. In Both FY26 and FY27, no employee will receive a salary increase of less than \$1,000 in either year.

6. CTE CREDENTIALS. New Provision.

Column 1 = C

Column 2 = C+15: “C15” vocational or technical teachers may achieve this level by submitting proof of 15 credits beyond certification and towards a proposed Baccalaureate Degree, or they may take technical courses approved by the Superintendent or designee.

Column 3 = C+30: “C30” vocational or technical teachers may achieve this level by submitting proof of 30 credits beyond certification and towards a proposed Baccalaureate Degree, or they may take technical courses approved by the Superintendent or designee



Column 4 = C+45: “C45” vocational or technical teachers may achieve this level by submitting proof of 45 credits beyond certification and toward a proposed Baccalaureate Degree, or they may take technical courses approved by the Superintendent or designee.

Column 5 = C+60: “C60” vocational and technical teachers may achieve this level by submitting proof of 60 credits beyond certification and towards a proposed Baccalaureate Degree, or they may take technical courses approved by the Superintendent or designee.

Column 6 = C+75: “C75” vocational and technical teachers may achieve this level by submitting proof of 75 credits beyond certification and towards a proposed Baccalaureate Degree, or they may take technical courses approved by the Superintendent or designee.

Column 7 = C+90: “C90” vocational and technical teachers may achieve this level by submitting proof of 90 credits beyond certification and towards a proposed Baccalaureate Degree, or they may take technical courses approved by the Superintendent or designee.

Column 8 = VM/CAGS: “VM/CAGS” vocational and technical teachers may achieve this level by submitting proof of 30 credits beyond an accredited Baccalaureate Degree and certification. “CAGS” may be achieved with a Certificate of Advanced Graduate Studies.

This scale shall apply to CTE educators for whom a bachelor’s degree is not required for vocational certification.

CTE educators for whom a bachelor’s degree is required for vocational certification may also move along the pay scale columns based on technical courses if such courses are approved by the Superintendent, or designee.

7. SPECIAL EDUCATION CLASS SIZES & STAFFING. New Provision.

Special Education class sizes, caseloads, and staffing ratios shall be maintained within applicable state regulations found at 603 CMR 28.06(6-7).

8. EQUITABLE CLASS SIZES. New Provision.

The Committee will make best efforts to have equitable class sizes within grade level, section and/or courses across the district.



9. CTE CLASS SIZES. New Provision

Class sizes within Career and Technical Education classes shall be limited to the number of student work stations available in the respective class.

10. SERVICE PROVIDER & SPECIAL EDUCATION VERTICAL TEAM. New Provision.

Related Service Provider Vertical Team: Special Education and Program Administrators will schedule quarterly meetings that the following members may attend: Psychologists, Speech and Language Pathologists, Occupational Therapists, Physical Therapists, BCBA's, school adjustment counselors and special educators. The purpose of these meetings is to review related service caseloads, evaluation numbers, and any program or related service issues that arise, including, but not limited to determining when a member requires assistance with evaluations or assistance with an inequitable workload.

11. SERVICE PROVIDER PREPARATION TIME. New Provision.

For the 2024-2025 school year, administration will make best efforts to provide Service Providers (OT, PT, SLP, etc.) with at least two hundred (200) minutes of preparation time per week with at least thirty (30) minutes a day. Starting with the 2025-2026 school year, Service Providers shall be provided with at least two hundred (200) minutes of preparation time per week, with at least thirty (30) minutes per day.

12. EARLY CHILDHOOD CENTER DISCRETIONARY TIME. New Provision.

Members at the ECC will be provided with a minimum of 160 minutes of prep time per week. Effective for the 2025-2026 school year: there are two hundred and fifty (250) minutes of discretionary time available over the course of week after the student day. The Parties agree that approximately fifteen (15) minutes each day staff will assist with bus dismissal and/or safety issues at the end of the day, and of the remaining 175 minutes, members may use that time for the following school specific purposes: report writing, tasks specific to testing, report cards, planning, parent communication or any other school-related task.

13. CLASSROOM SETUP TIME. New Provision.



All employees shall be provided with three (3) consecutive hours, during the professional development work days prior to the start of the school year, to set up their classrooms, shops and workspaces prior to the start of the student year. Principals shall arrange for the scheduling of these hours.

14. PARENTAL LEAVE. New Provision.

~~**16. Parental Leave of Absence:** Effective April 7, 2015, Parental leave allows full-time employees who have been employed for at least three (3) consecutive months up to eight (8) weeks of leave after the birth or adoption of a child, and the placement of a child up to the age of 18 pursuant to a court order. If both parents are employed by the Salem Public Schools, the employees are entitled to a total of eight (8) weeks in the aggregate. Appropriate supporting documentation may be required. Parental leave is unpaid, but employees may use their accrued paid sick, vacation, or personal time in order receive pay during this leave, if they wish to do so, excepting that if the birth occurs during a period of time that school is not in session, then it shall commence with the first work day that school is in session. After an employee has used all eligible leave time, any remaining time of parental leave shall be unpaid. Parental leave will run concurrently with FMLA leave if the employee is eligible for such leave. During this period of leave, no vacation leave is accrued.~~

Parental Leave. All members who have been employed by the school district for at least three (3) months are eligible for parental leave for the birth or adoption of a child. Massachusetts law requires employers with six or more employees to provide eight weeks of unpaid leave for the purpose of giving birth or for the placement of a child under the age of 18 (or under the age of 23 if the child is mentally or physically disabled) for adoption. All members are eligible for parental leave and members who are eligible for time under FMLA may receive a total of twelve weeks. Below outlines how members may be paid for some or all of this leave time.

1. For calculation of the paid benefit and use of sick time as outlined below, the twelve-week period shall commence upon the arrival of the child or birth of the child and shall run consecutively from the arrival or birth of the child.
2. All eligible members shall receive up to four (4) consecutive weeks of paid Parental Leave, not deducted from sick time.
3. All eligible members may take up to four (4) additional consecutive weeks of paid Parental Leave paid at 50% of their base wages on regular hours worked. Members may use accrued sick and/or personal leave to supplement the above compensation up to 100% of pay.
4. Members may use up to four (4) additional weeks of consecutive accrued personal sick leave without providing medical documentation of continuing disability.



5. If both parents are employees of the Salem Public Schools, both members will be entitled to the full parental leave per this article.
6. When calculating the twelve-week period under this section of the contract, the full December, February, and April vacation weeks and the summer vacation period will not count towards the twelve weeks and the clock will toll during those periods. This does not include weeks where there is a weekday holiday (i.e. Thanksgiving week, Veteran's Day, Memorial Day, etc.). Those weeks shall count as full weeks per this policy. This provision mirrors the federal FMLA process.
7. The provision is prorated for less than full time employees according to their FTE.
8. Members on parental leave do not accrue any additional sick or personal days during the leave period.

The City of Salem does not currently participate in the Paid Family and Medical Leave (PFML) coverage offered by the state. Should the City of Salem vote to approve M.G.L. c. 175M (Paid Family Leave); the parties agree that this provision shall be null and void and agree to negotiate this section of the contract consistent with the benefits available under the paid parental leave law.

Parental leave will run concurrently with FMLA leave if the employee is eligible for such leave.

15. CHAPERONING COMPENSATION. New Provision.

Employees accompanying students on School Committee approved overnight curricular field trips shall receive additional compensation in the amount of \$100 dollars for each overnight spent for domestic trips only and for a maximum of five (5) nights per teacher per trip upon the submission of a signed overnight trip form. This provision does not apply to club and extracurricular overnight field trips.

16. PROFESSIONAL DEVELOPMENT PLAN. New Provision.

The Employer shall create a Professional development plan and distribute to employees prior to the start of the school year.

17. TEACHER-THERAPIST PLANNING TIME. New Provision.

Teachers, related service providers, and paraprofessionals shall be provided with up to two (2) hours, during the professional development work days prior to the start of the school year, to meet to discuss students on their respective caseloads



for the upcoming year. Principals shall arrange for the scheduling of these hours.

18. JOB DESCRIPTIONS. New Provision.

The Employer shall maintain updated job and role descriptions for all bargaining unit positions. Such descriptions will be provided to the Union on request, when new positions are created, or amended. The Employer shall provide the Union with copies of new or amended job descriptions prior to implementation.

19. ONBOARDING. New Provision.

The Committee will provide the opportunity for the Union to meet with newly-hired employees, without charge to the pay or leave time of such an employee, for not less than 30 minutes either during the new member orientation prior to the start of the school year, or on a faculty meeting day within one (1) month of hire if the member is hired after the start of school. On the teacher orientation days just prior to the opening of the student year, the Union shall be provided one thirty-minute period before or after general faculty orientation meeting(s) in order to meet with all teachers to discuss Union activities.

20. TESTING/MEETING SPACE. New Provision.

Each school shall provide confidential space for student testing, evaluation of students, and for virtual meetings.

21. SAFETY TEAM. New Provision.

One Union designee shall be included on the district-wide Safety Team.

22. RECESS STAFFING. New Provision.

At the elementary level, there shall be a 1:35 ratio of employees: students during recess at all times.

23. CONFERENCES. New Provision.



During the 2024-2025 school year, each building shall form a joint labor-management committee in collaboration with the school site council to discuss and issue guidance related to student-led parent conferences.

Each school may be expected, during contractual time, to conduct student-led parent conferences during the 2025-2026 school year. The parties shall meet to negotiate over the continuation of these conferences prior to the conclusion of the 2025-2026 school year.

24. SICK LEAVE INCENTIVE. New Provision.

Should all STU members achieve an STU-wide overall attendance rating of 95% in a given year, the work year for all STU members shall be reduced from 185 to 184 for the following year, without loss of pay. If the STU membership achieves the same attendance rating of 95% in subsequent school years, the work year shall remain at 184. If the STU membership does not maintain the same attendance rating of 95% in a subsequent year, the work year shall return to 185 days.

The 95% overall rating shall be calculated as follows:

STU bargaining unit members will achieve an attendance rating by reviewing their attendance from their date of hire (i.e., first day of work) in a given year through the last day in the teacher work year (i.e., total number of days in attendance divided by total number of possible days worked). All individual employee attendance ratings, for employees who are employed as of the last day in the educator work year, shall be averaged to arrive at the unit-wide overall attendance rating. The incentive must be earned as an entire group.

An absence shall be defined as a day that is a scheduled workday where an employee does not report to work or perform working duties from another approved working location.

The following types of absences will not count in the total tallied absences:

- Religious Holiday Observances
- Jury or Military Duty
- Bereavement
- Parental leave
- FMLA leave



- Approved extended contractual leave
- Sick days as a result of a personal injury caused by an accident or an assault occurring within the scope of the educator's employment

An employee will be considered absent when using paid sick leave, personal leave, and/or unpaid leave

25. HIGH SCHOOL LOADS. New Provision.

The Parties shall form a Joint Labor-Management Committee to begin in the fall of 2024 for the 2024-2025 school year regarding the High School schedule, to address inequities that exist within the current schedule, and to discuss the maximum number of preparations to be assigned to various groups of High School Teachers. The Parties agree to bring the recommendations of the JLMC back to the negotiating teams for further negotiations.

26. BEREAVEMENT LEAVE. New Provision.

Bereavement Leave shall be amended to include five (5) days following a miscarriage.

27. ATHLETIC COACHES. New Provision.

Effective the 2024-2025 school year, the stipends for all athletic coaches shall be incorporated into the Collective Bargaining Agreement. The parties shall form a Joint Labor-Management Committee during the 2024-2025 school year to review such stipends, and submit recommendations to the parties for negotiations.

28. ACADEMIC CREDENTIALS. New Provision.

Employees with an Educational Specialist Degree shall be placed on Column 7 of the pay scale.

Credits earned for the initial Master's degree beyond the initial thirty (30) credits may be used for further advancement along the pay scale.

The National Board of Certification for School Nurses certification, or the Pediatric Certification shall be counted as a Masters' degree for School Nurses, or thirty (30) graduate credits if the nurse already possesses a Master's degree. If



a nurse has both certifications and a Master’s degree, the nurse will be limited to a total of 30 additional credits.

29. ILT STIPENDS. Amended Provision.

Article III(I)

I. ~~Differential for department heads shall be \$3361 per year.~~

I. Differential for Instructional Leadership Team Members

The differential for Instructional Leadership Team Members shall be as follows: Members will be paid a differential of no less than \$150 annually and no more than \$2000 annually based on the needs of the individual schools. This provision does not apply to High School Head Teachers who may be expected to serve on the Instructional Leadership Team.

30. COORDINATOR DIFFERENTIAL. Amended Provision.

Article III(J)

1. Compensation

The differential for the following counselors, coordinators and nurses shall be **three thousand five hundred dollars (\$3500)** ~~three thousand dollars (\$3,000.00)~~ per year.

- School Adjustment Counselor
- Guidance Counselor
- Music Coordinator
- School Nurse
- Instructional Coach
- Digital Learning Coach
- Coaches of Multilingual Learning
- City Connects Coordinator
- Coordinator of Multilingual Learning
- Library Coordinator
- STEAM/Standards-based coordinator
- Early Learning Coordinator
- **School Psychologist**



2. **Schedule:** The hours of these positions include working seven (7) additional work days that will be mutually scheduled between the Coordinators and their District Supervisor. **Such mutual scheduling** ~~and~~ may occur during school vacation weeks, in two-hour increments after school, and/or during the summer. The work day for these days is 6 hours.

By May 1, each District supervisor, in collaboration with the Coordinators, will determine when the 7 additional days will be completed and which projects the Coordinators will work over the course of the upcoming fiscal year.

31. BILINGUAL STIPEND. Amended Provision.

Article III(N)(3)

All Active employees and new employees who are certified or deemed to be bilingual/biliterate via employer approved certification process and/or test shall receive an annual stipend of one thousand **five hundred** dollars **(\$1,500.00)** ~~(\$1,000.00)~~. The expectation is that employees that receive this stipend will support building-based and district wide multilingual communication needs. **The stipend will be prorated if the member earns their certification after the 91st school day to \$750.**

32. SICK BANK. Amended Provision.

Article V(A)(4)

Sick-Leave Bank: There is hereby established a Sick Leave Bank for the employees covered by the Collective Bargaining Agreement under the following rules and regulations.

- a. The Sick Leave Bank is a benefit available to support teachers who, due to a prolonged serious illness have exhausted their accumulated sick, personal, or other leave time and may require additional time to recover from their illness. The purpose of Sick Leave Bank is to provide support bargaining unit members who are experiencing the devastating effects of a serious, long-term illness or injury. It is not designed to replace or extend accrued sick time for individual employees and it should not be used for purposes for which it was not intended.
- b. The Sick Leave Bank shall be administered by the Office of Human Resources under the direction of the **Sick Leave Bank Committee. Sick Leave Bank Committee that shall be comprised of two (2) voting members from the STU and three (3) voting members from administration.** Superintendent. When



new members of the Bargaining Unit are initially employed, the Administration shall provide such members with an enrollment form. Any employee, who so desires, may assign one sick leave day to the general Sick Leave Bank within thirty (30) days from the date of employment **or within the first two (2) weeks of any school year.**

- c. At any such time that the total number of days in the Sick Leave Bank is reduced to one hundred (100), any employee wishing to continue membership shall contribute one additional day. In the event that an employee has no sick leave credit from which to contribute and said absence of sick leave credit is the sole result of earlier participation within the bank during that school year or current participation within the bank, then that employee shall continue to be a member, but must contribute a sick day as soon as they receive creditable sick leave.
- d. When the sick leave bank is reduced to 100 days, the District will provide members of the Bargaining Unit with the following notice:

“The Sick Bank has been reduced to one hundred (100) Days. If you wish to remain a member, one (1) additional day will be deducted from your sick time and automatically deposited to the Sick Bank and your membership will continue. If you wish to be removed from the Sick Bank, please notify the payroll office, in writing, at least fifteen (15) days from the date of notification. Failure to notify, in writing, will automatically continue your membership in the Sick Bank.”

- e. Any employee, who is a member of the Sick Leave Bank, has exhausted his or her leave time, and who requires additional time to recover from a serious illness or injury may, after five (5) consecutive no-pay absences, starting on the sixth (6th) working day, draw upon the bank for no more than thirty (30) working days, provided that adequate medical certification has been submitted along with a Sick Bank Withdrawal Application. Documentation from a medical professional must be submitted verifying the nature of the serious illness or injury requiring the employee to remain absent for a prolonged period of time. Medical documentation must also provide an indication of an expected return date and/or date upon which the employee is to be re-evaluated.
- f. The School Committee retains the right to require employees seeking withdrawals from the Sick Bank to obtain a second opinion by visiting a physician selected by the School Committee and paid for by the School Committee.
- g. Upon the expiration of the thirty (30) working days of Sick Bank time, the employee shall either return to work or submit a Sick Bank Extension Application



to Human Resources not less than five (5) calendar days prior to the expiration of the initial thirty (30) working days. The Sick Bank Extension Application shall include additional medical certification stating the nature of the illness, the reason the illness is preventing the employee from returning to work and the expected duration of leave. Unless the employee is hospitalized or otherwise incapacitated, employees who wish to extend their time on the sick bank must complete a medical evaluation by a physician selected by the School Committee prior to withdrawing additional time (beyond the initial thirty (30) working days) from the sick bank.

- h. Sick Bank Extension Applications shall be reviewed and approved or denied by the **Sick Leave Bank Committee Superintendent**. An approved extension shall be granted for not more than sixty (60) working days, which amounts to ninety (90) working days of accrued time on the sick bank.
- i. Upon the expiration of the ninety (90) working day interval, the employee shall either return to work or submit a second Sick Bank Continuing Extension Application to Human Resources not less than five (5) calendar days prior to the expiration of the initial ninety (90) working days. The Sick Bank Continuing Extension Application shall include additional medical certification stating the nature of the illness, the reason the illness is preventing the employee from returning to work and the expected duration of leave. Unless the employee is hospitalized or otherwise incapacitated, employees who wish to extend their time on the sick bank must complete a medical evaluation by a physician selected by the School Committee prior to withdrawing additional time (beyond the initial ninety (90) working days) from the sick bank.
- j. Sick Bank Continuing Extension Application shall be reviewed and approved or denied by the **Sick Leave Bank Committee Superintendent**. An approved continuing extension shall be granted for not more than ninety (90) working days, which amounts to a total of one hundred eighty (180) working days of accrued time on the sick bank.
- k. In no event shall any employee be entitled to draw more than one hundred eighty (180) consecutive working days from the sick bank.
- l. ~~The Superintendent shall authorize her/his staff in Human Resources to approve or deny all sick leave bank applications on the basis of the information submitted and in alignment with the purpose of the sick leave bank should any application for sick leave withdrawal raise any issues of concern, the Superintendent or his/her designee shall consult with the Union prior to taking any action.~~
- m. **Employees may apply for the withdrawal of up to twenty (20) sick days from the sick leave bank for the care of eligible family members, as defined by the FMLA**



- n. The decisions of the Sick Leave Bank Committee regarding twenty (20) day withdrawals to care for family members are final and not subject to the grievance and arbitrations procedures under the Contract.
- o. Retiring employees may donate up to twenty (20) sick days from their unused accrual to the sick bank.

33. PERSONAL DAYS. Amended Provision.

Article V(B)(1)

- a. Teachers will be allowed to utilize three (3) days per year for unrestricted personal business not taken before or after a holiday or vacation period. Three (3) school days written notice shall be given to the School Principal, or in the case of teachers assigned to multiple schools, to the building principal(s) Superintendent of Schools (or designee). The three-day notice may be waived in extraordinary circumstances. Administration reserves the right to deny personal leave requests if the amount of personal day notifications requests on one day is in excess of 10% of the teaching staff in schools with greater than 30 Teachers; 15% in schools with 15-30 Teachers and 20% in schools with less than 15 teachers. This provision shall not apply to staff who work in multiple buildings and those staff members shall not be used in computing the building percentages. In those instances, personal days will be granted on order of receipt. Should a staff member require request a personal day and be denied due to this provision, the day may be allowed for that Teacher by the building principal if the need for the personal day cannot be changed or rescheduled.
- b. Unused personal days shall be converted to sick days and added to the employee’s sick leave accrual at the beginning of the subsequent school year.
- e. ~~Personal leave shall not be granted for successive days nor on the school day before or after a holiday or vacation period except with the prior approval of the building principal. Superintendent~~
- d. Principals shall send a building-wide email to STU staff in their building, cc’ing the STU President, whenever their building reaches the maximum number of personal day notifications for a given day.

34. PAID FAMILY ILLNESS. Amended Provision.

Article V(B)(11)



Paid Family Illness Leave: Any member of the STU's bargaining unit who is required to provide care for an immediate family member with a serious health condition as defined by FMLA ~~qualifies under the FMLA for leave in order to care for a spouse, child, or parent who has a serious health condition, or to care for a covered service member of the Armed Forces of the United States, as defined and described in the FMLA,~~ **and** who has sufficient accumulated paid sick leave available to them for the purpose, and who satisfies the procedures required by the FMLA for taking such leave, may use not more than twenty (20) days of their accumulated paid sick leave in a 12-month period for what shall hereafter be called "family illness leave."

35. PREPARATION TIME. Amended Provision.

Article VI(4)(f)

For the 2024-2025 school year, administration will make best efforts to provide to provide Middle School Teachers with two hundred and sixty (260) minutes per week of preparation time. Starting in the 2025-2026 school year, Preparation Periods and Administrative Periods for Middle School Teachers shall be provided with ~~two hundred fifty (250)~~ **two hundred sixty (260)** minutes preparation time per week and shall be assigned one hundred fifty (150) minutes of administrative time per week

Article VI(5)

For the 2024-2025 school year, administration will make best efforts to provide PreK-5 teachers with at least two hundred (200) minutes of preparation time per week with at least thirty (30) minutes per day. Starting in the 2025-2026 school year, Elementary: Pre K-5: Every elementary teacher (Pre K-5) shall be provided with at least **two hundred (200)** ~~+60~~ minutes preparation time per week, **with at least thirty (30) minutes per day.** Teachers shall be present during demonstration lessons given by Supervisors. To the end of enriching curriculum, improving teaching service and providing preparation periods, the School Committee shall add needed teaching specialists as it deems necessary.

36. PART-TIME TEACHERS. Amended Provision.

Article VI(B)(2)(c)



All part-time teaching positions require that the teacher attend, without additional compensation, **a prorated amount of all** faculty meetings, District sponsored Professional Development and parent- teacher nights, ~~and be scheduled for a “day baek” per week for students.~~

37. LICENSURE LANGUAGE. Removed Provision.

Article VI(B)(4)

- ~~a. applicants for the teaching position of Mathematics and for the teaching position of Science within the seventh (7th) and eighth (8th) grades must be certified in the subject matter of the position and must have earned twelve (12) units of credit in any second, specific area of certification. Alternatively, applicants must possess an elementary or general certification.~~
- ~~b. Applicants for the teaching position of Social Studies within the seventh (7th) and eighth (8th) grade must be certified in the said subject matter and have earned twelve (12) units of credit in English or Reading. Alternatively, applicants must possess an elementary or general certification.~~
- ~~c. Applicants for the teaching position of English within the seventh (7th) and eighth (8th) grade must be certified in the said subject matter and have earned twelve (12) units of credit in Reading or Social Studies. Alternatively, applicants must possess an elementary or general certification.~~
- ~~d. Applicants for the teaching position of Reading within the seventh (7th) and eighth (8th) grade must be certified in the said subject matter and have earned twelve (12) units of credit in English or Social Studies. Alternatively, applicants must possess an elementary or general certification.~~
- ~~e. Applicants for teaching positions within the sixth grade must possess an elementary or general certification.~~

38. START OF SCHOOL YEAR & HOLIDAYS. Amended Provision.

Article VI(E)(1-2)

- 1. The regular term of all day schools shall constitute 180 school days. Starting in the 2025-2026 school year, **the work year for employees may begin no earlier than the Monday prior to Labor Day.** ~~In any year when Labor Day occurs after September 4th, in all schools unless otherwise negotiated prior to or after the execution of this agreement, the school year for students shall begin the Tuesday before Labor Day. In those years, the work year for all teachers would begin with~~



~~Professional Development Days two Tuesdays before Labor Day. Schools shall be closed the Friday of both weeks and on Labor Day.~~

2. The school district is responsible for timely communication in regards to the start of the year. The Salem Teachers Union president must receive written confirmation of upcoming start date by May 1st of the previous school year if possible, and no later than May 15th, unless otherwise negotiated. However, 185 school days shall be scheduled in the School Calendar; such 5 additional days may be utilized by the Committee to insure the attainment of the required 180 days aforementioned. School sessions shall be suspended on Saturdays, Sundays and the following holidays and vacations: ~~Columbus~~ Indigenous Peoples’ Day; Veteran’s Day; Thanksgiving Recess (from an early release on the Wednesday prior to Thanksgiving following the district’s posted early release schedule until the following Monday); ~~Christmas~~ December Recess (beginning no later than the close of school on December 23 and ending no sooner than January 2); Martin Luther King Day; Winter Recess (the week of Washington’s Birthday); ~~Good Friday~~; Spring Recess (the week of Patriots’ Day); Memorial Day, and Juneteenth (when school is in session). Whenever any of the aforesaid holidays falls on a Sunday, schools shall not be in session on the following Monday.

39. START & END TIMES. Amended Provision.

Article VI(F)(1-3)

The standard student day and work day shall be amended to the following, effective the 2025-2026 school year.

Early Childhood Center

Student Day: 6 hours, 5 minutes

Work Day: 6 hours, 55 minutes

Elementary Schools

Student Day: 6 hours, 35 minutes

Work Day: 6 hours, 55 minutes

Middle Schools



Student Day: 6 hours, 45 minutes

Work Day: 6 hours, 55 minutes

High Schools

Student Day: 6 hours, 50 minutes

Work Day: 6 hours, 55 minutes

Middle School & High School teachers may be required to work beyond the 6-hour, 55 minute work day in order to assist with dismissal for a period of 90 school days. The average length of an employee’s work day, throughout the year shall not exceed 6 hours, 55 minutes.

40. SCHOOL SUPPLIES STOCK. Amended Provision.

Article VII(B)(6)

The Employer shall provide bargaining unit employees with supplies to educate the students of Salem. **Basic supplies (paper, pencils, pens, etc.) shall be kept on hand, at each worksite, at all times.**

41. CURRICULUM CONSULTATION. Amended Provision.

Article VII(C)(3-4)

Teachers and department heads shall receive notice when a curriculum committee is to be established. Teachers will be solicited to submit recommendations in their area of education. Proposed major revisions in curriculum shall be sent to **all impacted** teachers for comment before they are adopted.

The parties agree to continue consultation with a view to **choose materials to reflect the demographics of the district, the district’s priorities, and the district’s strategic plan** ~~initiating a more intensive and effective program for the academically talented in the elementary schools.~~

42. SCHEDULE NOTIFICATION. Amended Provision.

Article VII(F)(3)

Teachers’ schedules shall be sent to the Union President and the individual teacher by **August 1st preceding August 15** ~~of each school year.~~ **Employees who will be**



expected to teach a new course and/or grade level shall be sent their schedule no later than June 30th to the extent possible and subject to change based on unforeseen circumstances, enrollment changes and budgetary needs.

43. SENIORITY. Amended Provision.

Article VII(H)

The School Department shall **annually prepare and supply the union with a seniority list which indicates the member's start date in the Salem School Department and current assignment.** ~~the date on which all members of the Bargaining Unit were hired, the areas of certification assigned and the certificates held. The Union shall be supplied with this list that shall be kept current.~~

Seniority shall be defined as the length of service in the Salem School Department. **Time on an unpaid leave of absence (except for union business and military leave under Article V (C)(2) and (3)) shall not count toward seniority. Employees who move into an administrative position for a period of less than one (1) year, and then return to the bargaining unit, shall maintain their seniority as of when they left the bargaining unit.** ~~Except a Teacher who is certified as an administrator, and who accepts a temporary administrative position in a building other than his/her own for a period of not more than one (1) year, and except for former Chapter I/Title I and present Chapter I/Title I Teachers, periods of service divided by a break due to resignation, termination or employment outside of the Bargaining Unit shall not be added together to determine seniority. As concerning Chapter I/Title I Teachers, in determining seniority, service in Chapter I, which is continuous to subsequent service in the Bargaining Unit, is to be added to present service in the Teachers Unit. However, such Chapter I/Title I service shall not be allowed to bridge previous teacher service which has been breached by Chapter I/Title I service.~~

~~Effective September 1, 1985 Any unpaid leaves of absence will not accrue toward seniority except as provided in Article V, C 2 and 3. However, employees who left the Bargaining Unit before September 1, 1978, but continued to be employed by the Salem School Committee, may return to the unit with the seniority accrued prior to leaving the unit.~~

All Summer School teaching assignments will be rotated annually according to seniority, certification and current assignment in the Salem School System.

44. SUBSTITUTES. Amended Provision.

Article VII (M)(2)



In situations where substitutes are not provided, teachers assigned to perform the duties of the absent teacher shall be compensated at the contract hourly rate as set forth in Article III, Paragraph D. **At the beginning of each school year, principals and employees shall collaborate on a method for the equitable assignment of substitute teaching assignments.**

Regularly-assigned Teachers are expected to maintain lesson plans and to have alternate lesson plans available for any substitute to implement when providing coverage for their class(es).

45. GRADE REPORTING. Amended Provision.

Article VII(P)(3)

3. The parties acknowledge the educational benefit to regular and timely feedback. Teachers shall be responsible for entering grades into the online grading system within **seven (7) ten (10)** school days of submission. **Sufficient additional time shall be allowed for the grading of written assignments such as reports and papers.**

46. TUITION REIMBURSEMENT. Amended Provision.

Article VII(U)

All teachers are eligible for course reimbursement for courses taken at an accredited college or university. Total reimbursement allowed for tuition and fees per course shall be **the equivalent of in-state tuition and fees for a three credit course at Salem State University** ~~six hundred dollars (\$600).~~

~~Effective September 1, 2016, the maximum amount to be expended shall be **eighty thousand dollars (\$80,000)** sixty thousand dollars (\$60,000). This amount shall cover regular tuition reimbursement as well as incentive payments~~

47. INFORMATION TO THE UNION. Amended Provision.

Article X(D)

The Committee shall make available to the Federation, upon its reasonable and specific request in writing, available information, statistics, and records relevant to negotiations, or necessary for the proper enforcement of the terms of this Agreement. The Committee agrees to provide the Union President or his/her designee with the following information, in writing, on all members of the bargaining unit no later than October 1st of each school year, and for newly hired employees within ten (10) work



days of their date of hire: name, job title, department, current work location/building assignment, home telephone number, cell phone number, home address, and personal (non-work) e-mail, if on file. **The Committee shall also inform the Union of any resignations within the bargaining unit within ten (10) days of receiving the resignation.**

48. EVALUATION RUBRIC. Amended Provision.

Update Appendix F Section E to include the new DESE Educator Evaluation Rubric.



Signatures

For the Union

DocuSigned by:

Ann Berman

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Ann Berman, STU President

9/19/2024

Date

For the Employer

DocuSigned by:

Dominick Pangallo

F630DDAED39147D...

Dominick Pangallo, Mayor of Salem

9/20/2024

Date



APPENDIX A: STATEMENTS OF SHARED INTEREST

The parties have developed the joint statements of interest found in this side letter of agreement. These provisions are not incorporated into the collective bargaining agreements. The parties will meet regularly to discuss progress being made to achieve the provisions.

1. **Substitutes:** The Parties share an interest in sufficient classroom coverage to ensure that our students are receiving their education by qualified staff. The district will post the rate of pay for retired Salem Public School educators to serve as substitute teachers on the district website as well as in the job descriptions.
2. **Bilingual Service Providers:** The parties recognize the importance of bilingual service providers in education settings and will seek to place these valuable employees in the programs where they will provide students the highest benefit.
3. **Paraprofessional Coach:** The parties will work together to develop a job description for a Paraprofessional Coach position which would provide mentorship to early career paraprofessionals.
4. **Parking:** The Committee agrees to provide guidance to the STU on approaching the Salem City Council regarding the need for increased parking for Salem Teachers Union members in the vicinity of select worksites.
5. **Recess & Lunch:** The parties will work together to determine the appropriate durations of recess and lunch for each grade level and will discuss opportunities within the schedule to implement necessary changes.



APPENDIX B: WAGE SCALES

2024-2025								
	B	B+15	M	M+15	M+30	M45	M+60 /Cags/EdS	DR
1	\$53,826.99	\$55,269.64	\$56,927.95	\$58,379.54	\$59,831.11	\$61,281.58	\$62,936.54	\$64,652.97
2	\$56,127.84	\$57,574.96	\$59,229.92	\$60,677.03	\$62,736.51	\$63,574.61	\$65,232.93	\$66,951.57
3	\$58,417.53	\$59,866.88	\$61,531.89	\$62,980.13	\$64,311.01	\$65,870.99	\$67,533.78	\$69,254.67
4	\$60,723.97	\$62,168.84	\$63,823.81	\$65,282.10	\$66,726.97	\$68,175.20	\$69,839.10	\$71,554.41
5	\$63,022.59	\$64,469.70	\$66,119.07	\$67,577.36	\$69,028.94	\$70,480.52	\$72,138.83	\$73,854.13
6	\$65,321.21	\$66,770.55	\$68,434.45	\$69,877.09	\$71,329.80	\$72,780.26	\$74,438.57	\$76,153.87
7	\$67,619.83	\$69,072.52	\$70,729.72	\$72,176.83	\$73,627.29	\$75,082.23	\$76,739.42	\$78,455.84
8	\$70,493.93	\$72,013.68	\$73,749.10	\$75,263.26	\$76,781.88	\$78,302.75	\$80,038.17	\$81,753.47
9	\$73,365.81	\$74,953.72	\$76,767.36	\$78,350.80	\$79,935.36	\$81,524.40	\$83,335.80	\$85,051.10
10	\$76,238.80	\$77,894.88	\$79,785.62	\$81,436.12	\$83,088.84	\$84,746.04	\$86,634.54	\$88,348.72
11	\$79,111.80	\$80,834.92	\$82,803.88	\$84,523.66	\$86,242.32	\$87,966.56	\$89,932.17	\$91,646.36
12	\$81,983.67	\$83,777.20	\$85,821.03	\$87,608.96	\$89,396.91	\$91,188.20	\$93,230.92	\$94,945.10
13	\$85,041.48	\$86,899.95	\$89,023.58	\$90,876.30	\$92,729.01	\$94,588.63	\$96,706.51	\$98,486.91



2025-2026								
	B	B+15	M	M+15	M+30	M45	M+60 /Cags/EdS	DR
1	\$56,773.44	\$58,153.68	\$60,665.34	\$61,735.15	\$64,013.78	\$65,152.80	\$68,569.29	\$68,879.96
2	\$59,266.77	\$60,654.77	\$63,351.18	\$64,412.41	\$66,970.89	\$67,878.11	\$71,223.77	\$71,833.74
3	\$61,754.52	\$63,149.16	\$66,037.01	\$67,092.48	\$69,262.55	\$70,605.10	\$73,880.48	\$74,789.76
4	\$64,250.65	\$65,648.57	\$68,717.82	\$69,771.99	\$71,974.93	\$73,336.00	\$76,539.43	\$77,744.11
5	\$66,742.87	\$68,147.44	\$71,400.30	\$72,448.14	\$74,630.32	\$76,067.45	\$79,195.58	\$80,698.46
6	\$69,235.09	\$70,646.29	\$74,092.84	\$75,126.52	\$77,285.15	\$78,796.12	\$81,851.74	\$83,652.80
7	\$71,727.31	\$73,145.71	\$76,775.33	\$77,804.91	\$79,938.30	\$81,525.90	\$84,508.44	\$86,608.27
8	\$74,507.27	\$75,964.72	\$79,819.87	\$80,876.64	\$83,020.01	\$84,714.96	\$87,664.11	\$90,061.56
9	\$77,286.12	\$78,783.17	\$82,863.84	\$83,948.94	\$86,101.15	\$87,904.57	\$90,819.21	\$93,514.86
10	\$80,065.52	\$81,602.18	\$85,907.82	\$87,020.11	\$89,182.29	\$91,094.19	\$93,974.87	\$96,968.14
11	\$82,844.93	\$84,420.63	\$88,951.80	\$90,092.40	\$92,263.44	\$94,283.25	\$97,129.97	\$100,421.44
12	\$85,623.77	\$87,240.20	\$91,995.23	\$93,163.58	\$95,345.13	\$97,472.86	\$100,285.62	\$103,875.29
13	\$88,495.59	\$90,150.00	\$95,131.35	\$96,325.77	\$98,515.59	\$100,751.87	\$103,529.71	\$107,450.68



2026-2027								
	B	B+15	M	M+15	M+30	M45	M+60 /Cags/EdS	DR
1	\$59,719.88	\$61,037.73	\$64,402.73	\$65,090.76	\$68,196.46	\$69,024.02	\$74,202.04	\$73,106.95
2	\$62,405.70	\$63,734.59	\$67,472.43	\$68,147.79	\$71,205.26	\$72,181.61	\$77,214.61	\$76,715.90
3	\$65,091.52	\$66,431.45	\$70,542.13	\$71,204.83	\$74,214.08	\$75,339.20	\$80,227.18	\$80,324.86
4	\$67,777.34	\$69,128.31	\$73,611.83	\$74,261.88	\$77,222.89	\$78,496.80	\$83,239.76	\$83,933.82
5	\$70,463.15	\$71,825.17	\$76,681.53	\$77,318.92	\$80,231.70	\$81,654.38	\$86,252.33	\$87,542.78
6	\$73,148.97	\$74,522.03	\$79,751.23	\$80,375.95	\$83,240.51	\$84,811.97	\$89,264.90	\$91,151.73
7	\$75,834.79	\$77,218.90	\$82,820.93	\$83,432.99	\$86,249.31	\$87,969.57	\$92,277.47	\$94,760.70
8	\$78,520.61	\$79,915.75	\$85,890.63	\$86,490.03	\$89,258.13	\$91,127.16	\$95,290.05	\$98,369.65
9	\$81,206.42	\$82,612.62	\$88,960.32	\$89,547.08	\$92,266.93	\$94,284.75	\$98,302.61	\$101,978.61
10	\$83,892.24	\$85,309.48	\$92,030.02	\$92,604.11	\$95,275.75	\$97,442.34	\$101,315.19	\$105,587.57
11	\$86,578.06	\$88,006.34	\$95,099.73	\$95,661.15	\$98,284.55	\$100,599.94	\$104,327.76	\$109,196.53
12	\$89,263.88	\$90,703.20	\$98,169.43	\$98,718.19	\$101,293.36	\$103,757.52	\$107,340.33	\$112,805.48
13	\$91,949.69	\$93,400.06	\$101,239.13	\$101,775.23	\$104,302.18	\$106,915.12	\$110,352.90	\$116,414.45



Wage Scales for BAIS & SALTONSTALL teachers

STU members in the Teacher unit who are employed at BAIS & SALTONSTALL for the 2024-25 School year and who would either see a decrease in salary or a raise that is less than \$1,000 once the standard length of day is in place (FY26). Impacted teachers will be paid according to this salary table in 2025-2026 & 2026-2027 as a way of sunsetting the differential. After FY27, teachers at BAIS & SALTONSTALL will be paid on the same salary table as all other STU teacher unit members.

2025-2026								
	B	B+15	M	M+15	M+30	M45	M+60 /Cags/EdS	DR
1	\$56,773.44	\$58,153.68	\$60,665.34	\$61,735.14	\$64,013.79	\$65,152.80	\$68,569.29	\$68,879.95
2	\$59,266.77	\$62,802.77	\$63,351.17	\$64,412.41	\$66,970.89	\$67,878.11	\$71,223.77	\$71,833.74
3	\$61,754.52	\$65,302.79	\$66,037.01	\$67,092.48	\$69,262.55	\$70,605.10	\$73,880.48	\$74,789.76
4	\$64,250.65	\$67,813.77	\$68,717.81	\$69,771.98	\$71,974.92	\$73,335.99	\$76,539.43	\$77,744.11
5	\$66,742.87	\$68,147.44	\$71,400.30	\$72,448.13	\$74,630.32	\$76,067.45	\$79,195.58	\$80,698.46
6	\$69,235.09	\$70,646.29	\$74,092.84	\$75,126.53	\$77,285.15	\$78,796.12	\$81,851.73	\$83,652.81
7	\$71,727.31	\$73,145.71	\$76,775.32	\$77,804.91	\$79,938.30	\$81,525.90	\$84,508.45	\$86,608.27
8	\$74,507.27	\$75,964.72	\$79,819.86	\$80,876.64	\$83,020.01	\$84,714.95	\$87,664.10	\$90,061.56
9	\$77,286.11	\$78,783.17	\$82,863.84	\$83,948.93	\$86,101.15	\$87,904.57	\$90,819.20	\$93,514.86
10	\$83,161.28	\$84,967.74	\$85,907.82	\$87,020.11	\$89,182.29	\$91,094.19	\$93,974.87	\$96,968.15
11	\$86,295.14	\$88,174.73	\$88,951.81	\$90,092.40	\$92,263.43	\$94,283.24	\$97,129.96	\$100,421.44
12	\$89,542.79	\$91,384.17	\$91,995.23	\$93,163.58	\$95,345.14	\$97,472.86	\$100,285.63	\$103,875.30
13	\$92,844.80	\$94,851.95	\$97,145.47	\$99,146.40	\$101,148.81	\$103,177.27	\$105,487.46	\$107,450.68



BAIS & SALTONSTALL teachers

2026-2027								
	B	B+15	M	M+15	M+30	M45	M+60 /Cags/EdS	DR
1	\$59,719.88	\$61,037.73	\$64,402.73	\$65,090.76	\$68,196.46	\$69,024.02	\$74,202.04	\$73,106.95
2	\$62,405.70	\$63,734.59	\$67,472.43	\$68,147.80	\$71,205.27	\$72,181.61	\$77,214.61	\$76,715.90
3	\$65,091.52	\$66,431.45	\$70,542.13	\$71,204.84	\$74,214.08	\$75,339.20	\$80,227.18	\$80,324.86
4	\$67,777.34	\$69,128.31	\$73,611.83	\$74,261.87	\$77,222.89	\$78,496.79	\$83,239.75	\$83,933.82
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12	\$89,263.88	\$90,703.20	\$98,169.43	\$98,718.19	\$101,293.36	\$103,757.52	\$107,340.33	\$112,805.49
13	\$93,844.80	\$95,851.95	\$101,239.13	\$101,775.23	\$104,302.17	\$106,915.12	\$110,352.90	\$116,414.45



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into by and between the Salem School Committee ("Employer") and the PSRP Chapter of the Salem Teachers Union, Local 1258 American Federation of Teachers, AFT Massachusetts, AFL-CIO ("Union").

RECITALS

1. The Employer and the Union are parties to a Collective Bargaining Agreement for the period of September 1, 2021 through and including August 31, 2024.
2. The duly-authorized representatives of the Employer and the duly authorized representatives of the Union have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement.
3. Said representatives of the Employer and the Union have, subject to ratification by the membership of the Employer and the Union, a successor Collective Bargaining Agreement for the periods of September 1, 2024 through August 31, 2027.
4. The Parties agree to integrate the changes set forth herein into a single merged Collective Bargaining Agreement.

AGREEMENT

In consideration of mutual promises and covenants set forth herein, the Parties, subject to ratification, hereto agree as follows:

1. **PRIOR AGREEMENT AND DURATION:**
 - a. The Collective Bargaining Agreement in effect for the period September 1, 2021 through and including August 31, 2024, shall be in full force and effect for the period September 1, 2024 through and including August 31, 2027, except as modified by this MEMORANDUM OF AGREEMENT.
 - b. The changes set forth herein are effective September 1, 2024 unless otherwise specified.
2. **HOUSEKEEPING UPDATE:** Fix any typographical errors discovered during the proofreading of the new collective agreement by mutual consent. Fix any formatting inconsistencies by mutual consent. Remove any anachronistic language by mutual consent. Incorporate, or include as appendices, any relevant agreements by mutual consent.



3. SIDE LETTER RE: STATEMENTS OF SHARED INTEREST. Appendix A

The parties have developed the joint statements of interest found in the side letter of agreement in Appendix A. These provisions are not incorporated into the collective bargaining agreements. The parties will meet regularly to discuss progress being made to achieve the provisions.

4. WAGES. Appendix B.

Effective the 2024-2025 school year, employees in Tiers 1-3 shall receive a 7.00% General Wage Increase, and employees in Tiers 4-7 shall receive a 4.25% General Wage Increase.

Effective the 2025-2026 school year, employees shall move to a new pay structure outlined in appendix B, which includes a 3 step pay scale for Tier 2 and Tier 3 employees, on which employees would remain on step 1 for 2 years and then advance annually thereafter.

Wages are further outlined in the tables found in Appendix B.

5. Longevity. Amended Provision.

Article 3(3.3)

Effective the 2025-2026 school year, eligible employees shall receive longevity payments of the following amounts.

Years	Amounts
5	\$100 \$600
10	\$500 \$1,000
15	\$600 \$1,100
20	\$1,250 \$1,750
25	\$1,350 \$1,850

6. SPECIAL EDUCATION CLASS SIZES & STAFFING. New Provision.



Special Education class sizes, caseloads, and staffing ratios shall be maintained within applicable state regulations found at 603 CMR 28.06(6-7).

7. THERAPY ASSISTANT PREPARATION TIME. New Provision.

Each SLPA, COTA, PTA, and Behavior Specialist/Student Support Advisor will be entitled to at least 90 minutes over the course of a week for preparation time.

8. CHAPERONING COMPENSATION. New Provision.

Employees accompanying students on School Committee approved overnight curricular field trips shall earn their contractual day rate plus additional compensation in the amount of \$100 dollars for each overnight spent for domestic trips only and for a maximum of five (5) nights per employee per trip upon the submission of a signed overnight trip form. This provision does not apply to club and extracurricular overnight field trips.

PSRPs chaperoning non-overnight, day field trips which extend past the end of the contractual work day shall receive their hourly rate of pay.

9. PROFESSIONAL DEVELOPMENT PLAN. New Provision.

The Employer shall create a Professional development plan and distribute to employees prior to the start of the school year.

10. TEACHER-THERAPIST PLANNING TIME. New Provision.

Teachers, related service providers, and paraprofessionals shall be provided with up to two (2) hours, during the professional development work days prior to the start of the school year, to meet to discuss students on their respective caseloads for the upcoming year. Principals shall arrange for the scheduling of these hours.

11. JOB DESCRIPTIONS. New Provision.

The Employer shall maintain updated job and role descriptions for all bargaining unit positions. Such descriptions will be provided to the Union on request, when new positions are created, or amended. The Employer shall



provide the Union with copies of new or amended job descriptions prior to implementation.

12. ONBOARDING. New Provision.

The Committee will provide the opportunity for the Union to meet with newly-hired employees, without charge to the pay or leave time of such an employee, for not less than 30 minutes either during the new member orientation prior to the start of the school year, or on a faculty meeting day within one (1) month of hire if the member is hired after the start of school. On the teacher orientation days just prior to the opening of the student year, the Union shall be provided one thirty-minute period before or after general faculty orientation meeting(s) in order to meet with all teachers to discuss Union activities.

13. TESTING/MEETING SPACE. New Provision.

Each school shall provide confidential space for student testing, evaluation of students, and for virtual meetings.

14. SAFETY TEAM. New Provision.

One Union designee shall be included on the district-wide Safety Team.

15. RECESS STAFFING. New Provision.

At the elementary level, there shall be a 1:35 ratio of employees: students during recess at all times.

16. INFORMATION TO THE UNION. New Provision.

The Committee shall make available to the Federation, upon its reasonable and specific request in writing, available information, statistics, and records relevant to negotiations, or necessary for the proper enforcement of the terms of this Agreement. The Committee agrees to provide the Union President or his/her designee with the following information, in writing, on all members of the bargaining unit no later than October 1st of each school year, and for newly hired employees within ten (10) work days of their date of hire: name, job title, department, current work location/building assignment, home telephone number, cell phone number, home address, and personal (non-work) e-mail, if on



file. The Committee shall also inform the Union of any resignations within the bargaining unit within ten (10) days of receiving the resignation.

17. ATTENDANCE INCENTIVE. New Provision.

Should all STU members achieve an STU-wide overall attendance rating of 95% in a given year, the work year for all STU members shall be reduced from 185 to 184 for the following year, without loss of pay. If the STU membership achieves the same attendance rating of 95% in subsequent school years, the work year shall remain at 184. If the STU membership does not maintain the same attendance rating of 95% in a subsequent year, the work year shall return to 185 days. All PSRP employees shall be paid for 185 work days.

The 95% overall rating shall be calculated as follows:

STU bargaining unit members will achieve an attendance rating by reviewing their attendance from their date of hire (i.e., first day of work) in a given year through the last day in the teacher work year (i.e., total number of days in attendance divided by total number of possible days worked). All individual employee attendance ratings, for employees who are employed as of the last day in the educator work year, shall be averaged to arrive at the unit-wide overall attendance rating. The incentive must be earned as an entire group.

An absence shall be defined as a day that is a scheduled workday where an employee does not report to work or perform working duties from another approved working location.

The following types of absences will not count in the total tallied absences:

- **Religious Holiday Observances**
- **Jury or Military Duty**
- **Bereavement**
- **Parental leave**
- **FMLA leave**
- **Approve extended contractual leave**
- **Sick days as a result of a personal injury caused by an accident or an assault occurring within the scope of the educator's employment**

An employee will be considered absent when using paid sick leave, personal leave, and/or unpaid leave



18. ANNUALIZED WAGES. New Provision.

At the beginning of each school year, members shall be given the option of receiving either twenty-one (21) or twenty-six (26) paychecks over the subsequent twelve months starting in September. Their selection shall remain binding for that period of time. They shall be given the option of changing their number of paychecks each year. Additional hours worked beyond regularly scheduled hours shall be paid in accordance with Massachusetts wage and hour laws.

19. BEREAVEMENT LEAVE. New Provision.

Bereavement Leave shall be amended to include five (5) days following a miscarriage.

20. ATHLETIC COACHES. New Provision.

Effective the 2024-2025 school year, the stipends for all athletic coaches shall be incorporated into the Collective Bargaining Agreement. The parties shall form a Joint Labor-Management Committee during the 2024-2025 school year to review such stipends, and submit recommendations to the parties for negotiations.

21. VOLUNTARY RECOGNITION. New Provision.

The parties shall form a Joint Labor-Management Committee during the 2024-2025 school year to discuss the voluntary recognition of additional job titles to be effective retroactively to the beginning of the 2024-2025 school year.

22. BILINGUAL STIPEND. Amended Provision.

Article 3(3.1)

All active employees and new employees who are certified or deemed to be bilingual/biliterate via employer approved certification process and/or test shall receive an annual stipend of one thousand **five hundred** dollars (**\$1,500.00**) (~~\$1,000.00~~). The expectation is that employees that receive this stipend will support building-based and district wide multilingual communication needs. **The stipend will be prorated if the member earns their certification after the 91st school day to \$750.**



23. SUBSTITUTE DIFFERENTIAL. Amended Provision.

Article 3(3.4)

Paraprofessionals who work as a substitute teacher for an absent classroom teacher shall be compensated at their regular hourly rate pursuant to Article III of this Agreement. Notwithstanding the foregoing, paraprofessionals who work as a substitute for an absent classroom teacher for more than three hours per day shall be compensated an additional **\$45.00** ~~\$35.00~~ per day over and above the regular hourly rate of pay. Paraprofessionals who work ~~more than one hour and~~ up to three hours as a substitute for an absent classroom teacher shall be paid an additional **\$30.00** ~~\$20.00~~ per day over and above the individual's regular hourly rate.

Paraprofessionals in tiers 1-3 who substitute for an absent school-based clerk, shall be compensated at the clerk's hourly rate if that is higher than the Employee's current hourly rate of pay.

Principals will make best efforts to equitably schedule coverage of clerks among staff.

24. TUITION REIMBURSEMENT. Amended Provision.

Article 5(5.2)

For undergraduate or graduate work **which are applicable to an paraprofessional's role, or another role in the district which they are seeking to pursue** in the field of education, paraprofessionals attending university/college classes will receive **tuition reimbursement equivalent to the cost of in-state tuition and fees for a a three (3) credit course at Salem State University** ~~\$100 in tuition reimbursement~~. Requests for reimbursement shall be submitted to the Office of Human Capital for approval, prior to taking the course. Such requests shall be submitted upon a form provided by the District. Paraprofessionals are responsible for submitting all of the information on the tuition reimbursement form before the course is approved.

~~Effective September 1, 2016,~~ the maximum amount to be expended shall be **twenty thousand dollars (\$20,000)** ~~five thousand dollars (\$5,000)~~ per fiscal year. This amount shall cover regular tuition reimbursement. The district shall develop procedures aligned to this agreement to govern the tuition reimbursement process. The procedures will align to those followed by the **teacher bargaining unit Salem Teachers Union**, to the extent possible.



25. LENGTH OF DAY & PAID LUNCH. Amended Provision.

Article 5(5.1) (A)

The length of the workday for ~~employees~~ ~~Paraprofessionals~~ shall follow the daily schedule for the students they serve in the school to which the employee is assigned in a given year, including schools that have extended learning time hours.

Employees at the Early Childhood Center shall work an additional fifteen (15) minutes before the student day and ten (10) minutes after the student day. The workday may be up to 8 hours.

The length of the workday for School Aides may vary, depending on their specific job assignment.

In all cases, the workday for ~~employees~~ ~~Paraprofessionals~~ shall be no less than two (2) hours and no more than eight (8) consecutive hours in length. On occasion, ~~employees~~ ~~Paraprofessionals~~ may be asked by their supervisor to work additional hours with notice, compensation, and right to refuse.

Employees ~~Paraprofessionals~~ shall receive a duty free, unpaid 30-minute lunch break each day, to be taken at a time other than the start of the school day or at the end of the school day. Effective the 2025-2026 school year, employees shall receive a duty-free, paid 30-minute lunch break.

26. SICK DAYS. Amended Provision.

Article 7(7.1)

Each employee shall be granted **one and one half (1.5)** ~~one and one quarter (1 1/4)~~ days of sick leave for each month worked. There shall be a maximum of **fifteen (15)** ~~twelve and one-half (12 1/2)~~ days per school year for 10- month employees (~~Paraprofessionals~~) and **sixteen and one half (16.5)** ~~thirteen and three quarter (13.75)~~ days per school year for 11-month employees (Family Engagement Facilitators). Sick leave may be accumulated from one school year to another up to a maximum of one hundred (100) days.

27. SICK BANK. Amended Provision.



Article 7(7.3)

- a. There is hereby established a Sick Leave Bank for the employees covered by the Collective Bargaining Agreement under the following rules and regulations:
- i. The Sick Leave Bank is a benefit available to support paraprofessionals who, due to a prolonged serious illness, have exhausted their accumulated sick, personal, or other leave time and may require additional time to recover from their illness. The purpose of Sick Leave Bank is to provide support for STU members who are experiencing the devastating effects of a serious, long- term illness or injury. It is not designed to replace or extend accrued sick time for individual employees and it should not be used for purposes for which it was not intended.
 - ii. The Sick Leave Bank shall be administered by the Office of Human Capital, under the direction of the **Sick Leave Bank Committee. Sick Leave Bank Committee that shall be comprised of two (2) voting members from the STU and three (3) voting members from administration Superintendent.** When new members of the Bargaining Unit are initially employed, the Administration shall provide such members with an enrollment form. Any employee, who so desires, may assign one sick leave day to the general Sick Leave Bank within thirty (30) days from the date of employment, **or within the first two (2) weeks of any school year.**
 - iii. At any such time that the total number of days in the Sick Leave Bank is reduced to one hundred (100), any employee wishing to continue membership shall contribute one additional day. In the event that an employee has no sick leave credit from which to contribute and said absence of sick leave credit is the sole result of earlier participation within the bank during that school year or current participation within the bank, then that employee shall continue to be a member, but must contribute a sick day as soon as he or she receives creditable sick leave.
 - iv. When the sick leave bank is reduced to 100 days, the District will provide members of the Bargaining Unit with the following notice: The Sick Bank has been reduced to one hundred (100) Days. If you wish to remain a member, one (1) additional day will be deducted from your sick time and automatically deposited to the Sick Bank and your membership will continue. If you wish to be removed from the Sick Bank, please notify the payroll office, in writing, at least fifteen (15) days from the date of



notification. Failure to notify, in writing, will automatically continue your membership in the Sick Bank.

- v. Any employee, who is a member of the Sick Leave Bank, has exhausted his or her leave time, and who requires additional time to recover from a serious illness or injury may, after five (5) consecutive no-pay absences, starting on the sixth (6th) working day, draw upon the bank for no more than thirty (30) working days, provided that adequate medical certification has been submitted along with a Sick Bank Withdrawal Application. Documentation from a medical professional must be submitted verifying the nature of the serious illness or injury requiring the employee to remain absent for a prolonged period of time. Medical documentation must also provide an indication of an expected return date and/or date upon which the employee is to be re-evaluated.
- vi. The School Committee retains the right to require employees seeking withdrawals from the Sick Bank to obtain a second opinion by visiting a physician selected by the School Committee and paid for by the School Committee.
- vii. Upon the expiration of the thirty (30) working days of Sick Bank time, the employee shall either return to work or submit a Sick Bank Extension Application to Human Resources not less than five (5) calendar days prior to the expiration of the initial thirty (30) working days. The Sick Bank Extension Application shall include additional medical certification stating the nature of the illness, the reason the illness is preventing the employee from returning to work and the expected duration of leave. Unless the employee is hospitalized or otherwise incapacitated, employees who wish to extend their time on the sick bank must complete a medical evaluation by a physician selected by the School Committee prior to withdrawing additional time (beyond the initial thirty (30) working days) from the sick bank.
- viii. Sick Bank Extension Applications shall be reviewed and approved or denied by the **Sick Leave Bank Committee Superintendent**. An approved extension shall be granted for not more than sixty (60) working days, which amounts to ninety (90) working days of accrued time on the sick bank.
- ix. Upon the expiration of the ninety (90) working day interval, the employee shall either return to work or submit a second Sick Bank Continuing Extension Application to Human Resources not less than five (5) calendar days prior to the expiration of the initial ninety (90) working days. The Sick Bank Continuing Extension Application shall include additional



medical certification stating the nature of the illness, the reason the illness is preventing the employee from returning to work and the expected duration of leave. Unless the employee is hospitalized or otherwise incapacitated, employees who wish to extend their time on the sick bank must complete a medical evaluation by a physician selected by the School Committee prior to withdrawing additional time (beyond the initial ninety (90) working days) from the sick bank.

- x. Sick Bank Continuing Extension Application shall be reviewed and approved or denied by the **Sick Leave Bank Committee Superintendent**. An approved continuing extension shall be granted for not more than ninety (90) working days, which amounts to a total of one hundred eighty (180) working days of accrued time on the sick bank.
- xi. In no event shall any employee be entitled to draw more than one hundred eighty (180) consecutive working days from the sick bank.
- xii. The **Sick Leave Bank Committee Superintendent** shall authorize her/his staff in Human Resources to approve or deny all sick leave bank applications on the basis of the information submitted and in alignment with the purpose of the sick leave bank should any application for sick leave withdrawal raise any issues of concern, the **Sick Leave Bank Committee Superintendent** or his/her designee shall consult with the Union prior to taking any action.
- xiii. **Employees may apply for the withdrawal of up to twenty (20) sick days from the sick leave bank for the care of eligible family members, as defined by the FMLA**
- xiv. **The decisions of the Sick Leave Bank Committee regarding twenty (20) day withdrawals to care for family members are final and not subject to the grievance and arbitrations procedures under the Contract.**
- xv. **Retiring employees may donate up to twenty (20) sick days from their unused accrual to the sick bank.**

28. PERSONAL DAYS. Amended Provision.

Article 7(7.4)

- A. **Three (3)** ~~Two (2)~~ personal days per school year may be used by each employee, without being charged to sick leave.
- B. Whenever possible, three school days written notice shall be given to the School Principal.



C. Unused personal days shall be converted to sick days and added to the employee's sick day accrual at the beginning of the subsequent school year.

29. PAID FAMILY ILLNESS. Amended Provision.

Article 7(7.7)

Paid Family Illness Leave: Any member of the STU's bargaining unit who **is required to provide care for an immediate family member with a serious health condition as defined by FMLA** ~~qualifies under the FMLA for leave in order to care for a spouse, child, or parent who has a serious health condition, or to care for a covered service member of the Armed Forces of the United States, as defined and described in the FMLA, **and** who has sufficient accumulated paid sick leave available to them for the purpose, and who satisfies the procedures required by the FMLA for taking such leave, may use not more than twenty (20) days of their accumulated paid sick leave in a 12-month period for what shall hereafter be called "family illness leave."~~

30. PARENTAL LEAVE. Amended Provision.

Replace Article 7(7.9) with the following:

Parental Leave. All members who have been employed by the school district for at least three (3) months are eligible for parental leave for the birth or adoption of a child. Massachusetts law requires employers with six or more employees to provide eight weeks of unpaid leave for the purpose of giving birth or for the placement of a child under the age of 18 (or under the age of 23 if the child is mentally or physically disabled) for adoption. All members are eligible for parental leave and members who are eligible for time under FMLA may receive a total of twelve weeks. Below outlines how members may be paid for some or all of this leave time.

1. For calculation of the paid benefit and use of sick time as outlined below, the twelve-week period shall commence upon the arrival of the child or birth of the child and shall run consecutively from the arrival or birth of the child.
2. All eligible members shall receive up to four (4) consecutive weeks of paid Parental Leave, not deducted from sick time.



3. All eligible members may take up to four (4) additional consecutive weeks of paid Parental Leave paid at 50% of their base wages on regular hours worked. Members may use accrued sick and/or personal leave to supplement the above compensation up to 100% of pay.
4. Members may use up to four (4) additional weeks of consecutive accrued personal sick leave without providing medical documentation of continuing disability.
5. If both parents are employees of the Salem Public Schools, both members will be entitled to the full parental leave per this article.
6. When calculating the twelve-week period under this section of the contract, the full December, February, and April vacation weeks and the summer vacation period will not count towards the twelve weeks and the clock will toll during those periods. This does not include weeks where there is a weekday holiday (i.e. Thanksgiving week, Veteran's Day, Memorial Day, etc.). Those weeks shall count as full weeks per this policy. This provision mirrors the federal FMLA process.
7. The provision is prorated for less than full time employees according to their FTE.
8. Members on parental leave do not accrue any additional sick or personal days during the leave period.

The City of Salem does not currently participate in the Paid Family and Medical Leave (PFML) coverage offered by the state. Should the City of Salem vote to approve M.G.L. c. 175M (Paid Family Leave); the parties agree that this provision shall be null and void and agree to negotiate this section of the contract consistent with the benefits available under the paid parental leave law.

Parental leave will run concurrently with FMLA leave if the employee is eligible for such leave.

31. RELIGIOUS HOLIDAYS. Amended Provision.

Article 8(8.2)

Time off, without loss of pay, will be granted for the observance of a required holiday of any religious sect or belief, but not to exceed three (3) ~~one (1)~~ days in any school year.

32. SCHOOL SUPPLIES STOCK. Amended Provision.

Article 21(21.1)



The Employer shall provide bargaining unit employees with supplies to educate the students of Salem. **Basic supplies (paper, pencils, pens, etc.) shall be kept on hand, at each worksite, at all times.**



Signatures

For the Union

DocuSigned by:

Ann Berman

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Ann Berman, STU President

9/19/2024

Date

For the Employer

DocuSigned by:

Dominick Pangallo

F830DDAED39147D...

Dominick Pangallo, Mayor of Salem

9/20/2024

Date



APPENDIX A: STATEMENTS OF SHARED INTEREST

The parties have developed the joint statements of interest found in this side letter of agreement. These provisions are not incorporated into the collective bargaining agreements. The parties will meet regularly to discuss progress being made to achieve the provisions.

1. **Substitutes:** The Parties share an interest in sufficient classroom coverage to ensure that our students are receiving their education by qualified staff. The district will post the rate of pay for retired Salem Public School educators to serve as substitute teachers on the district website as well as in the job descriptions.
2. **Bilingual Service Providers:** The parties recognize the importance of bilingual service providers in education settings and will seek to place these valuable employees in the programs where they will provide students the highest benefit.
3. **Paraprofessional Coach:** The parties will work together to develop a job description for a Paraprofessional Coach position which would provide mentorship to early career paraprofessionals.
4. **Parking:** The Committee agrees to provide guidance to the STU on approaching the Salem City Council regarding the need for increased parking for Salem Teachers Union members in the vicinity of select worksites.
5. **Recess & Lunch:** The parties will work together to determine the appropriate durations of recess and lunch for each grade level and will discuss opportunities within the schedule to implement necessary changes.



APPENDIX B: WAGE SCALES

School Year 2024-2025

Tier 1 (Building Substitutes)

Step	Hourly Wage
1 (Years 1-5)	\$20.24
2 (Years 6+)	\$20.75

Tier 2 (Instructional Paraprofessionals)

Step	Hourly Wage
1 (Years 1-5)	\$22.84
2 (Years 6+)	\$23.41

Tier 3 (Intensive Paraprofessionals)

Step	Hourly Wage
1 (Years 1-5)	\$25.12
2 (Years 6+)	\$25.75

Tier 4 (Full-Time Tutors)

Step	No BA	BA
1	\$26.57	\$27.66
2	\$27.27	\$28.36
3	\$28.13	\$28.93



Tier 4.5 (Family Engagement Facilitators)

Step	Hourly Wage
1	\$28.75
2	\$30.59
3	\$31.17

Tier 5 (Behavior Specialists/Restorative Justice Specialists)

Step	No BA	BA
1	\$27.16	\$28.00
2	\$29.47	\$30.39
3	\$31.79	\$32.76
4	\$35.31	\$36.40
5	\$38.83	\$40.08

Tier 6 (Certified Occupational Therapy Assistants)

Step	No BA	BA
1	\$35.11	\$36.96
2	\$38.07	\$41.07
3	\$39.78	\$41.88

Grandfathered: \$43.00



Tier 7 (Speech Language Pathology Assistants)

Step	No BA	BA
1	\$41.17	\$43.34
2	\$42.41	\$44.64
3	\$44.10	\$46.41

Grandfathered: \$51.40



School Year 2025-2026

Tier 1 (Building Substitutes)

Step	Hourly Wage
1	\$22.47

Tier 2 (Instructional Paraprofessionals)

Step	Hourly Wage
1 (Years 1-2)	\$23.47
2 (Years 3)	\$24.47
3 (Year 4+)	\$25.47

Tier 3 (Intensive Paraprofessionals)

Step	Hourly Wage
1 (Years 1-2)	\$26.47
2 (Years 3)	\$27.47
3 (Year 4+)	\$28.47

Tier 4 (Full-Time Tutors)

Step	No BA	BA
1	\$29.58	\$30.67
2	\$30.28	\$31.37
3	\$31.14	\$31.94



Tier 4.5 (Family Engagement Facilitators)

Step	Hourly Wage
1	\$30.58
2	\$31.58
3	\$32.58

Tier 5 (Behavior Specialists/Restorative Justice Specialists)

Step	No BA	BA
1	\$28.11	\$28.98
2	\$30.50	\$31.45
3	\$32.90	\$33.90
4	\$36.55	\$37.68
5	\$40.19	\$41.48

Tier 6 (Certified Occupational Therapy Assistants)

Step	No BA	BA
1	\$36.11	\$37.40
2	\$38.49	\$41.44
3	\$40.20	\$42.23

Grandfathered: \$43.25



Tier 7 (Speech Language Pathology Assistants)

Step	No BA	BA
1	\$42.40	\$45.15
2	\$43.40	\$46.15
3	\$45.07	\$47.15

Grandfathered: \$51.65

School Year 2026-2027

Tier 1 (Building Substitutes)

Step	Hourly Wage
1	\$28.08

Tier 2 (Instructional Paraprofessionals)

Step	Hourly Wage
1 (Years 1-2)	\$29.08
2 (Years 3)	\$30.08
3 (Year 4+)	\$31.08

Tier 3 (Intensive Paraprofessionals)

Step	Hourly Wage
1 (Years 1-2)	\$32.08
2 (Years 3)	\$33.08
3 (Year 4+)	\$34.08



Tier 4 (Full-Time Tutors)

Step	No BA	BA
1	\$31.08	\$34.08
2	\$32.08	\$35.08
3	\$33.08	\$36.08

Tier 4.5 (Family Engagement Facilitators)

Step	Hourly Wage
1	\$34.58
2	\$35.58
3	\$36.58

Tier 5 (Behavior Specialists/Restorative Justice Specialists)

Step	No BA	BA
1	\$30.58	\$35.58
2	\$31.58	\$36.58
3	\$34.00	\$37.58
4	\$37.79	\$38.58
5	\$41.55	\$42.88



Tier 6 (Certified Occupational Therapy Assistants)

Step	No BA	BA
1	\$37.11	\$37.84
2	\$38.91	\$41.80
3	\$40.56	\$42.57

Grandfathered: \$43.50

Tier 7 (Speech Language Pathology Assistants)

Step	No BA	BA
1	\$43.27	\$45.31
2	\$44.44	\$46.54
3	\$46.03	\$48.20

Grandfathered: \$52.00

FISCAL MANAGEMENT & NON-INSTRUCTIONAL OPERATIONS	3000
<u>TRANSPORTATION</u>	<u>Annual Review</u>
	3600
STUDENT TRANSPORTATION SERVICES	3601

1. Statement of Purpose & Scope of Policy

A. The purpose of school transportation is to get pupils who live an unreasonable walking distance from home to school and back in an efficient, safe, and economical manner. Other purposes consistent with this definition include the provision of transportation for academic field trips in direct support of the curriculum and transportation for the support of the co-curricular program (e.g., music, drama, athletics).

B. It is the intention of the School Committee to comply with the letter and spirit of the Massachusetts General Laws Chapter 71, Section 68 and other laws pertinent to the transportation of pupils, and these shall govern any questions not covered by specific declaration of policy herein.

MGL Ch. 71, section 68 states that “if the distance between a child’s residence and the school they/their is entitled to attend exceeds two (2) miles and the nearest school bus stop is more than one mile from such residence ..., the school committee (city) is responsible for providing transportation to students in grades K-6. Further, the school district is required to provide transportation for students with disabilities who have transportation included as part of their Individualized Education Plan (IEP) and 504 Plans.

2. Mileage Limits for Entitlement to District-Provided Transportation

A. The Salem School Committee has determined that student bus transportation shall be provided at no cost for students in grades K-6 in accordance with MGL CH. 71, section 68. In addition to what is required by MGL, the Salem Public Schools provides transportation to students as per the following:

- Pre-K: Not eligible
- Grades K-2: Students who live 1 mile or more from school
- Grades 3-5: Students who live 1.5 miles or more from school
- Grade 6: Students who live 2 miles or more from school (students in grade 6 are required to be transported 2 miles or above per MGL)
- Grade 7-12: Students who live 2 miles or more from school

****These students are considered mandatory riders**

B. The School Committee, at its discretion and to the extent permitted by Massachusetts' law, shall authorize transportation to students who are not entitled to District-provided transportation to and from school as stated above. **Such students shall be classified as non-mandatory riders.**

Student bus transportation shall only be provided to non-mandatory riders if there is excess capacity on buses being used to service mandatory riders. Additional seats shall be assigned on a priority basis to non-mandatory students using the following criteria:

- Economic status
- Walkable route access
- Younger sibling ridership

Providing seats are available, the SPS Transportation Director will assess the above criteria for non-mandatory ridership requests using the following tiered assignment process:

- Tier One: applicants meet all three of the non-mandatory rider request criteria.
- Tier Two: applicants meet two of the three non-mandatory rider request criteria.
- Tier Three: applicants meet one of the three non-mandatory rider request criteria.

In the event that more students apply for non-mandatory ridership than are seats available and above tiered criteria are met equally by the remaining students, the Transportation Director will give priority to students who live at the greatest distance.

Consideration of the above will only be provided to:

- Grades 3-6: Students who live between 1 and 1.5 miles from school
- Grade 7-12: Students who live over 1.5 but less than 2 miles from school

NOTE: Students in grades k-6 who live under 1 mile from school and students in grades 7-12 who live under 1.5 miles from school can seek a special exemption from the Superintendent if the student does not have access to a designated walkable route to school. In approved cases, the student will be placed into tier three for ridership consideration. See Section 3 below.

C. No mileage restrictions shall apply to the transportation of a student whose individualized education program (IEP) or Section 504 plan includes entitlement to school transportation. In addition, multilingual learners who arrived in the United States within the last 12 months shall be eligible for bus transportation with no mileage restrictions for the remainder of the school year that they arrive at SPS. Students who are homeless or in foster care will be transported at no cost

and in conformance with the requirements of the McKinney Vento Homeless Education Assistance Act.

D. Schools that identify transportation as a contributing factor to a student's chronic absenteeism will be referred to the Superintendent (or designee) to proactively identify options for reducing transportation as a barrier to attendance.

E. A bus pass shall be required for each student who is transported by the Salem Public School District and will be issued to each eligible student. The bus pass is a valuable document and must be retained in order for students to ride the bus.

F. Neither rerouting an established bus route when said bus is at capacity ridership, nor the addition of a bus to create a new route, shall be required to accommodate a request for a non-mandatory rider. When either rerouting or adding a bus is the only way to accommodate a request for a non-mandatory rider, that request will be denied. The last non-mandatory student rider who was provided transportation on a given route would be the first student to be denied transportation if that route should exceed capacity.

G. A non-mandatory student rider may be denied transportation due to a violation of the district's code of conduct or a violation of the SPS transportation code of conduct.

H. Eligibility for Transportation and Controlled Choice. Under the Salem School Committee's student assignment policy, parents have the opportunity to select a school other than their neighborhood school. Busing will be provided for those children who enroll in a school other than their neighborhood school only if they meet the distance eligibility requirements detailed above and are consistent with the objectives of policy 5103 "Controlled Choice Student Assignment Policy." For all others, transportation is the responsibility of the parent. Additionally, school choice students are not entitled to transportation services.

I. Late Bus Transportation. "Late bus" transportation is for those students who stay past the normal dismissal times for school-related purposes at the middle school and high school. On occasion, when funds allow, "late bus" service will be provided to students at the elementary school level in conjunction with academic support programs.

J. Rider Eligibility. Any persons who are not employees and/or Salem students are not entitled to District transportation and are prohibited from Salem School District buses.

3. Superintendent Exception and Annual Review

In special circumstances, and in a limited number of cases, the Superintendent shall have the authority to make exceptions to this policy when a student's or family's circumstances may require additional support. These circumstances include but are not limited to economic hardship, sibling transportation status, or lack of access to a walkable route to school.

The School Committee shall review this policy annually.

Legal Reference: Policy 5103, “Student Assignment”
M.G.L. c. 71 §§ 7A, 68
29 U.S.C. §794 (Sec. 504 of the Rehabilitation Act of 1973)
34 C.F.R. Part 104

Approved: 5/2/2022