

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 November 18, 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/86398558899?pwd=XDdqFR4z67gUFnafQEAfALGZDroPbz.1>

Passcode: 428094


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**.

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 November 4, 2024
 2. Approval of Minutes of Special School Committee meeting held on November 4, 2024
 3. Approval of FY25 Warrants:
 1. 11/07/2024 - \$526,034.24
 2. 11/14/2024 - \$1,093,884.48

5. **Superintendent's Report**
 1. Technology Plan Update
 2. Mid-course Budget Update
 2. Massachusetts School Building Authority (MSBA) Update
 3. Finance and Operations Report
 4. Saltonstall Middle School Grades Recommendation

6. **Student Representative Report**

7. **Subcommittee Reports**
 1. Finance Subcommittee
 2. Personnel Subcommittee
 3. Building & Grounds Subcommittee
 4. Curriculum Subcommittee
 5. Policy Subcommittee

8. **Motions and Resolutions**
 1. Saltonstall Middle School Grades
 2. Open Meeting Law Complaint filed by B. Keaney

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, Vicepresidente*



*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 18 de noviembre 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/86398558899?pwd=XDdqFR4z67gUFnafQEAFALGZDroPbz.1>

Passcode:428094


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**.

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 4 de noviembre de 2024
2. Aprobación del Acta de la reunión extraordinaria del Comité Escolar celebrada el 4 de noviembre de 2024
3. Aprobación de FY25 órdenes de pago:
 1. 7-nov-2024 - \$526,034.24
 2. 14-nov-2024 - \$1,093,884.48

5. Informe del Superintendente

1. Actualización del Plan Tecnológico
2. Actualización del presupuesto de mitad de año
2. Actualización de la Autoridad de Construcción de Escuelas de Massachusetts (MSBA)
3. Informe de Finanzas y Operaciones
4. Recomendación sobre los grados de la Escuela Media Saltonstall

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

8. Mociones y resoluciones

1. Grados de la Escuela Media Saltonstall
2. Queja sobre la Ley de Reuniones Abiertas presentada por B. Keane

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, November 4, 2024
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

Members Present: Mayor Dominick Pangallo, Vice Chair 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 Cambell made a motion to approve the agenda. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

Public Comment

There were no public comments.

Approval of Consent Agenda

1. Approval of Minutes of Regular School Committee meeting held on October 21, 2024
2. Approval of Warrants:
 1. FY25:
 - a. 10/24/2024 - \$325,259.09
 - b. 10/31/2024 - \$734,568.12

Member Manning made a motion to approve the consent agenda. Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Superintendent's Report

Superintendent Zrike provided a brief update on the smoke situation caused by brush fires. An official from the Salem Health Department of Health visited the Salem High School (SHS) and Horace Mann earlier in the day. The official did not see the need to adjust the school day but the schools had all their activities indoors during the school day.

Superintendent Zrike added that last week when SHS was dismissed early and Horace Mann students were relocated, it was because of the proximity of the fires and the higher level of smoke in the buildings. School staff were on hand for any staff or students who were facing any difficulty with the situation due to any health issues. Mayor Pangallo said that the city monitors the wind forecast when considering the effects of the fires. The Mayor, City Fire Chief, state Fire Marshall, City Health Department and Superintendent regularly consult each other about the situation. Member Cornell suggested that based on some feedback from parents, it would be helpful if there were guidelines about the situation and what parents can do.

1. Equity Audit

Laura Assade, Director of Diversity, Equity, Inclusion (DEI) & Engagement introduced Ms. Cyndi Weekes-Bradley, Founder of The Equity Process who spoke about the work that is on-going in Salem Public Schools. Ms. Assade continued with the presentation about the equity work.

In response to Member Cornell's question, Ms. Assade said that the complete equity report which will ready soon will address whether the School Committee policies are equitable and also provide recommendations. Ms. Weekes-Bradley commented that the School Committee policies look great but the focus is on the implementation and alignment from an equitable aspect. Ms. Weekes-Bradley also mentioned the four stages of psychological safety which are research based: inclusion safety; learner safety; contributor safety; and challenger safety.

In response to Vice Chair Cruz's question about engagement in the budgetary process, Ms. Weekes-Bradley said that the messaging needs to be clear that the budget will be done through an equitable process. Ms. Weakes-Bradley provided an example for the need for transparency around the reasons why one department receives more money than another department. This will prevent folks from creating their own narratives as to why this happened. Ms. Weakes-Bradley continued that the executive team would need to review the budget and address the areas of concern.

Vice Chair Cruz asked about the Human Resource function and equity. Superintendent Zrike said that Assistant Superintendent Pauley is working on equitable resource allocation. Superintendent Zrike said that the HR department is overloaded with a lot of transactional work and there is not enough staff or resources to focus on hiring, retention and moving staff through a career pipeline.

Member Manning mentioned that there is a challenge in going back to each of the 19 groups that contribute to the budgetary process to inform them why a certain decision was made. In response to Member Manning about the absence policy, Ms. Assade said that for families, the excused and unexcused absences need to be clarified so that it is equitable. Ms. Weakes-Bradley added the point about what the Department of Elementary and Secondary Education (DESE) expects and the flexibility within the school system, for example, to accommodate families that might want to travel to go back to visit family during the winter months.

In response to Member Cornell, Ms. Weakes-Bradley said that one way that the voices of staff of color can be elevated is through affinity groups. Ms. Assade provided examples of how this was done and identified the pain point which is that there is no right time to have these groups meet because everyone's schedules vary so much. Superintendent Zrike mentioned that there is a Race and Equity Task Force as well to help in this area. Superintendent Zrike added that there are teachers of color in the Superintendent's Teacher Advisory Group too. Superintendent Zrike mentioned topics such as evaluation and support for educators of color which staff have sometimes brought up to both Ms. Assade and himself. These conversations can be sometimes painful but Superintendent Zrike said that they are not offended because this will make the system better and improve the experience for staff.

Member Miranda asked about training for School Committee members on DEI as well as how restorative justice is practiced. Ms. Assade said that the kind of training that is needed can be examined. As for restorative justice, Ms. Assade said many educators and administrators have been trained on restorative justice and are implementing it in the schools. Vice Chair Cruz mentioned that hopefully there will be a new state law in place soon that would require every Committee to have an Educator Diversity Council. This would formalize the effort. Vice Chair Cruz said that the training would also be required.

Member Manning informed the School Committee about work previously done when the LGBTQ community was recognized. Member Manning suggested that the concept of allies utilized back then be researched so that it could be customized for this effort as well. Member Miranda highlighted that there needs to be more support for elected officials of color and especially from white elected officials in terms of resources or a hearing ear or encouraging them to run for office.

In conclusion, Ms. Weakes-Bradley provided her academic and professional background. Ms. Weakes-Bradley added that of all the School Committee meetings that she has attended, the Salem School Committee has had the most mindful School Committee meeting.

2. Salem Public Schools Family Survey

Ms. Assade spoke about the DEI work and how it is the responsibility of everyone in the organization. Ms. Assade spoke about the focus of the DEI Department as well as the survey and the responses received.

In response to Vice Chair Cruz's question about safety, Superintendent Zrike said the survey data showed that stakeholders were more concerned about lockdowns and violence compared to bullying. Superintendent Zrike added that a safety update can be presented to the School Committee at some point.

Ms. Assade said that they were expecting around 500 survey responses but that they only received over 300. Ms. Assade added that there were also other forms of outreach that were done. For many families, this is the first time that they have heard about this survey. Ms. Assade was hopeful that as families become more familiar, there would be greater participation and feedback.

Vice Chair Cruz indicated that by placing race and ethnicity together in one of the questions, it created a missed opportunity because participants could not clearly identify their background. Ellen Wingard, Executive Director of Student Support Services said that they could work with their representative from Panorama to see if that question can be customized. Superintendent Zrike said that the survey also showed that parents put a lot of emphasis on the relationship with their children's teachers. Superintendent added that this area needs to be reviewed to find a way to facilitate these relationships.

3. School Improvement Plans 2025

Superintendent Zrike requested a vote from the School Committee to accept the school improvement plans for 2025.

4. Massachusetts School Building Authority (MSBA) Update

Member Cornell said that three meetings on November 25th at SHS, December 3rd at Saltonstall School and December 5th via Zoom have been scheduled to introduce the building project goals, schedule and team to the larger community. Member Cornell added that there will be more opportunity for public input in the new year. member Cornell also said that the School Committee will be having a retreat on November 23rd to discuss grade configuration, whether it will be a middle/high school or high school. Superintendent Zrike said that he would be engaging staff in conversations about grade configuration as well. Superintendent Zrike added that he would be sending the data collected from the community meetings in the spring.

5. Finance and Operations Report

There was no report.

6. Saltonstall Middle School Grades Recommendation

Superintendent Zrike said that this topic was discussed at the earlier Special Meeting of the School Committee.

Student Representative Report

Student Representative Qualkenbush said that the Student Equity Group met earlier in the day and discussed safety issues such as a Hold In Place because students feel anxious not knowing what is happening. The lack of SAT prep for the junior and senior classes was also discussed. Some students highlighted the issue about phones not allowed during lunch and wanted to raise this matter with the school principal as well as faculty.

Subcommittee Reports

1. **Finance Subcommittee**
No report at this time.
2. **Personnel Subcommittee**
No report at this time.
3. **Building and Grounds Subcommittee**
No report at this time.
4. **Curriculum Subcommittee**
No report at this time.
5. **Policy Subcommittee**
No report at this time.

Motions and Resolutions

1. **School Improvement Plans 2025**
Vice Chair Cruz made the motion to approve the School Improvement Plans 2025.
Member Miranda seconded and it was so VOTED. Motion passed unanimously.

Announcements

Vice Chair Cruz reminded everyone that Tuesday, November 5th was Election Day and encouraged everyone to vote. Other than Carlton, all school buildings would be closed.

Adjournment

Member Miranda made a motion to adjourn at 9:05 pm. Member Cornell seconded and it was so VOTED. Motion passed unanimously.

Respectfully submitted by,

Shirley Dorai

Executive Assistant to the School Committee & Superintendent

**Minutes of the Special Session
of the Salem School Committee
Monday, November 4, 2024
Rm. 227, 29 Highland Ave.
Hybrid Meeting**

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

Others in Attendance: Superintendent Stephen Zrike and Deputy Superintendent Carbone

Members Absent: None

Call of Meeting to Order

Mayor Pangallo called the meeting to order at 5:00 pm.

Saltonstall Middle School Grades Discussion

Superintendent Zrike spoke about the results from surveys as well as emails received from community members. Superintendent Zrike believed that this is the right recommendation for middle grade classes at Saltonstall School to be transferred to Collins Middle School.

There was a discussion of whether the students from Saltonstall can be grouped together. Comments included that it might not be a good idea but that there was precedent based on circumstances. There were also comments that this might be best left to the administration and suggestions for the administration to report back to the School Committee.

In terms of transportation, Superintendent Zrike said that there is capacity in the middle school buses but that an analysis of how many of the Saltonstall students would qualify has not been done yet. There was a discussion about the pros and cons on whether transportation should be provided for a limited period.

The perception of families and students about Collins Middle School was also discussed as opposed to the real experiences of students at Collins. Comments were made that the transition should include informing families of all the programs, events and activities at the Collins Middle School. There was also a comment that the survey results showed that the teachers at Saltonstall were in favor of the transition. Superintendent Zrike said that it is much more difficult to replicate the middle school experience at Saltonstall School because of limited resources.

There were also comments about whether it would be better to move the rising grade 6-8 Saltonstall students at the same time or use a staggered approach. Other potential upcoming

changes such as the new high school configuration was also discussed but it was pointed out that this change is about 5- 7 years from now whereas the move from Saltonstall to Collins is going to benefit students immediately. One comment cautioned about the appearance of instability if changes are made frequently.

A question was raised about whether the 8th grade pilot program at the Collins Middle School would expand to other grades. Superintendent Zrike said the goal was to expand to the 7th and 6th grades. Superintendent Zrike said the data is compelling that students at Saltonstall feel more disengaged than Collins. Further discussion ensued about supports for the incoming 8th graders as they will have two transitions in a very short period. Alternative programs and pathways were also discussed.

Suggestions were made that feedback from Saltonstall students who would be affected would be helpful. Superintendent Zrike said that the Principals at both Saltonstall and Collins have enabled a lot of joint activities between the middle school students at both schools. Principal Jellison commented that one of the activities at the Saltonstall School is the mentorship where the middle schoolers would do activities with students in the lower grades.

More data by grade level was sought about the middle schoolers such as absenteeism, achievements, and disciplinary incidents. Principal Jellison said that the students who were most upset about the proposal were the 7th graders. Principal Jellison also said that lately there has been an increase of multilingual learners and students on IEPs enrolling in the middle school grades. Superintendent Zrike said that the enrollment is also probably affected by the proximity of homes to the school.

Discussions continued about what aspect the School Committee would vote on and what would be left to the administration to carry out. Superintendent Zrike suggested that a transition document could be created. One of the comments from members included having some of the aspects of a transition plan in place before voting on the matter.

Adjournment

Vice Chair Cruz made a motion to adjourn at 6:47 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

DRAFT



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Technology Plan Update 2024-2025

Department of Instructional Technology

Marc LeBlanc
Executive Director of Instructional Technology





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Salem Public Schools

Core Priorities of the Salem Public Schools 2023-2026 Strategic Plan

Priority 1: Elevate Learning

1.1
Accelerate academic achievement for all students



Priority 2: Empower Educators

2.2
Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students



Priority 3: Center Belonging

3.4
Elevate the voices of students, parents and families to tap into their funds of knowledge and encourage them to take action and lead.



Priority 4: Strengthen our Foundation

4.2
Fully integrate practices and guidelines district wide to build efficiencies and optimize impact.



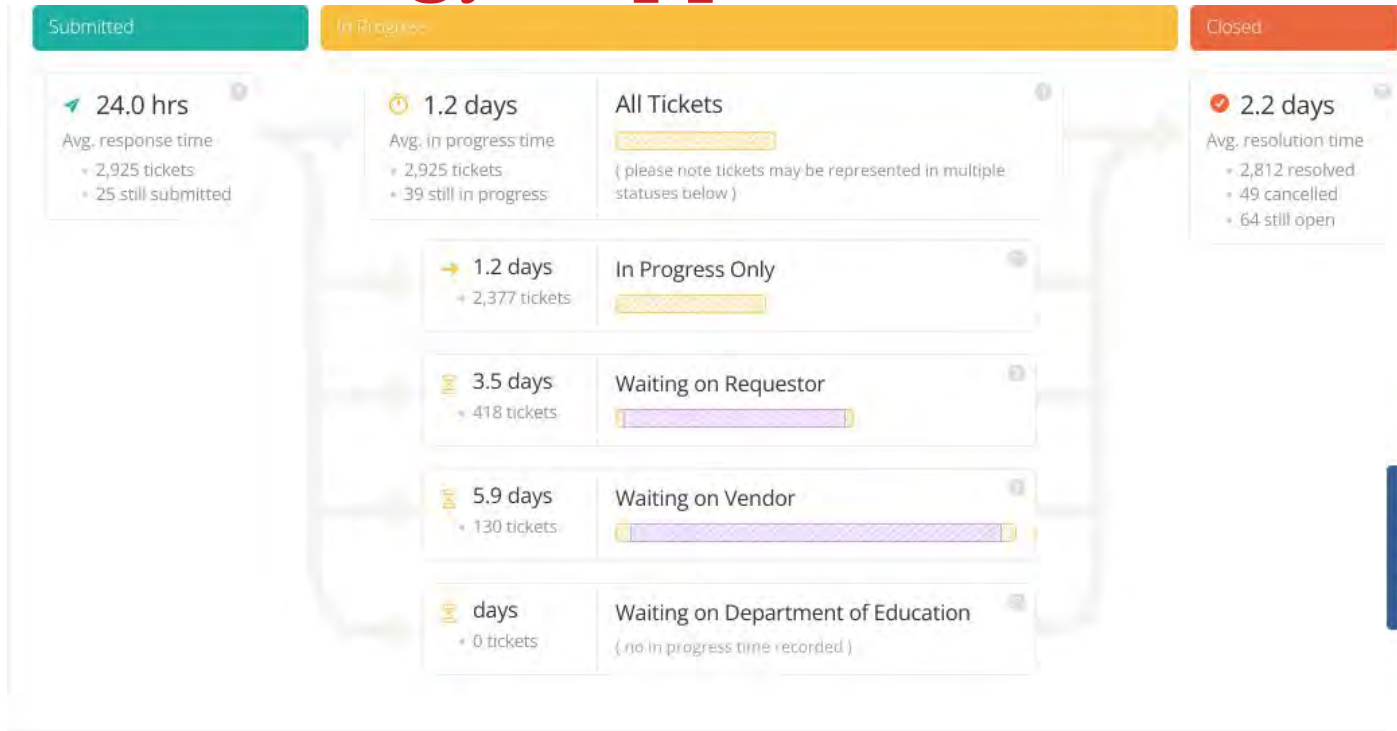


SPS IT Mission and Vision

*Salem Public School's Instructional Technology team believes in using technology to **foster independence** in learners as they access new knowledge and acquire the essential skills needed for life beyond the classroom. We believe that technology is an **essential tool** for enhancing teaching and learning through **engaging lesson design and data-informed practices**, and strive to support its use by educators and administrators as they **focus on our students' growth**. We believe that **families should have access to resources and communication tools** in support of their student's education.*



Technology Support Team



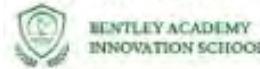
Digital Learning & Library Team



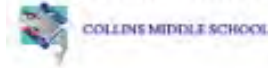
Beth Bright



Veronica Diaz



Mary Beth Smith



Ardis Francoeur



Ajlida Koci



Data & Applications Team

2025 Strategic Plan Monitoring Landing		October Target	Bates	BAIS	Carlton	HMLS	Salts	WHES	CMS	SHS	NLIS	Salem Prep	District	
Metric			Performance Towards Target											
Academics	% of class visits demonstrating implementation	50%											#DIV/0!	
	% of observed data meetings meeting criteria	75%											#DIV/0!	
	Grades 3-8 ELA % scoring above proficiency on STAR	37%											#DIV/0!	
	Grades 3-8 math % scoring above proficiency on STAR math	33%											#DIV/0!	
	Grade 10 ELA % scoring above proficiency on STAR	51%											#DIV/0!	
	Grade 10 math % scoring above proficiency on STAR	42%											#DIV/0!	
	Grades 3-8 ELA SGP on STAR	60%											#DIV/0!	
	Grades 3-8 math SGP on STAR	60%												#DIV/0!
	Grade 10 ELA SGP on STAR	60%												#DIV/0!
	Grade 10 math SGP on STAR	60%												#DIV/0!
Student Culture	% of classrooms and shared spaces implementing priority routines with accuracy	100%											#DIV/0!	
	% of students who are chronically absent	16.9%											#DIV/0!	
	% of students who need instruction in self management	57%											#DIV/0!	
	% of students who need instruction in self-awareness	61%											#DIV/0!	
	Risk ratio for students of color	2.0											#DIV/0!	
	Risk ratio for students with disabilities	4.0											#DIV/0!	
Staff Culture	% of educators that agree or strongly agree that PD is meeting their needs	70%											#DIV/0!	
	% of teachers and staff that report positively re: well-being	64%											#DIV/0!	
	% of teachers and staff that report positively re: belonging	69%											#DIV/0!	
	% of action steps that meet quality criteria	50%											#DIV/0!	
	% of NPTS educators that have received 2 observations	100%											#DIV/0!	
	% of math and ELA teachers that have received monthly coaching/feedback/observation	100%											#DIV/0!	

Error
 Evaluation of function
 AVERAGE caused a divide by
 zero error.



STUDENTS have the appropriate skills and independent, equitable access to the information they need for current and future success



EDUCATORS have clear pathways to the information and tools needed to create innovative high-rigor tasks for students

FAMILY AND COMMUNITY members have access to technology training and resources in support of their students' learning

DATA is accurate, accessible, comprehensible and can be utilized for transparency in decision making, all while maintaining appropriate confidentiality

Salem Public Schools Technology Plan 2023-2026

SPS IT Core Priorities



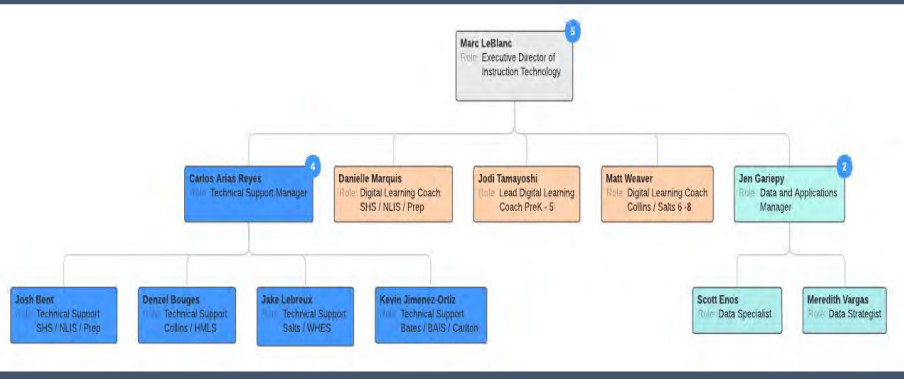
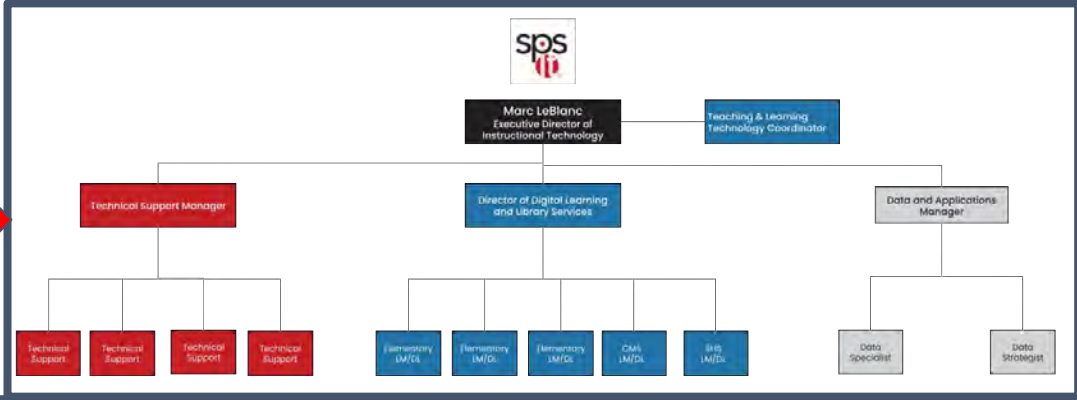
Priority 1: Elevate Learning

1.1
Accelerate academic achievement for all students



Students	
<p><i>Students have the appropriate skills and independent, equitable access to the information they need for current and future success</i></p> <p>1</p>	Develop and deploy a vertically aligned set of technology competencies which are embedded in the current content curriculum maps.
	Provide all students with well-functioning and up-to-date technology that allows access to curriculum materials and assessment platforms
	Ensure that all learning spaces have robust Internet access for instruction

Develop and deploy a vertically aligned set of technology competencies which are embedded in the current content curriculum maps





Provide all students with well-functioning and up-to-date technology that allows access to curriculum materials and assessment platforms

Year 1 - 2024-2025	Grade Bands	Approx Unit Total	Approx Cost
Elementary	4th / 5th	775 (31 classrooms x 25)	\$341,000 (440)
Middle	Specialists / Special Ed / ML	Used refurbished elementary devices	N/A
High	Incoming 9th graders	350	\$113,750 (325)

Year 2 - 2025-2026	Grade Bands	Approx Unit Total	Approx Cost
Elementary	ML / Special Ed	275 CBs (11 classrooms x 25) 1x Salem Prep 3x NLIS	\$84,861
Middle	8th Grade	320	\$104,000 (325)
High	Incoming 9th graders	350	\$113,750 (325)



Ensure that all learning spaces have robust Internet access for instruction

- Evaluation this Fall/Winter to identify areas in schools that do not have adequate Internet access
- Connect with the City IT Department on options to improve connectivity in these areas
- Budget for future updates



Priority 2: Empower Educators

2.2

Engage educators in high-quality professional learning designed to strengthen instruction and prepare them to meet the needs of all students



Administrators and Educators	
<i>Educators have clear pathways to the information and tools needed to create innovative, high-rigor tasks for students</i>	Provide a well-designed, dynamic collection of educator technology competencies and corresponding learning pathways for teachers and administrators to select from when setting the professional technology goals for their schools
2	Provide support and tools to educators and administrators in their learning via coaching, 1:1 and group training, and just-in-time (JIT) training

Provide a well-designed, dynamic collection of educator technology competencies and corresponding learning pathways for teachers and administrators to select from when setting their professional technology goal

Technical Support	Exists?	Update	Priority	Digital Learning	Exists?	Update	Data and Applications	Exists?	Update	Other	Exists?
Accessibility Settings	<input type="checkbox"/>	<input type="checkbox"/>		Drive: Mgmt of Shared Drives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aspen: Attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
PaperCut printing	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Drive: Shared Drives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aspen: Basics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Keyboard settings	<input type="checkbox"/>	<input type="checkbox"/>		GMail: Templates for Email Responses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aspen: Conduct Referral	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
SPS-Guest & re-enrollment	<input type="checkbox"/>	<input type="checkbox"/>		Google Classroom: Training Google Classroom Async Training 2024	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Aspen: Gradebook	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
alt++volume up restart	<input type="checkbox"/>	<input type="checkbox"/>		KWT: Startup and Use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Data Dashboard	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Eshare guide/TouchView	<input type="checkbox"/>	<input type="checkbox"/>		Leaving Salem: Aspen Download	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Family schedule requests	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
mirroring settings	<input type="checkbox"/>	<input type="checkbox"/>		Leaving Salem: Google Takeout	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		Leaving Salem: TeachPoint PDPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
iIQ: Technology Ticket	<input checked="" type="checkbox"/>	<input type="checkbox"/>		MathFactLab Startup and Use	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
cb screen rotation	<input type="checkbox"/>	<input type="checkbox"/>		Mote: Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
cb screenshots	<input type="checkbox"/>	<input type="checkbox"/>		Parent Square: Training	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		Pear: Assigning assessments / opening test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
*Trouble shooting guide Chromebook	<input type="checkbox"/>	<input type="checkbox"/>		DRAFT Pear Assessment...	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CB shelf & file management	<input type="checkbox"/>	<input type="checkbox"/>		Pear: Closing and grading test DRAFT Pear Assessment...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
On web same document with own	<input type="checkbox"/>	<input type="checkbox"/>		Pear: Create and access an admin account (include language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>



Provide support and tools to educators and administrators in their learning via coaching, 1:1 and group training, and just-in-time (JIT) training



284

In circulation



98

To deploy



Family and Community

Family and community members have access to technology training and resources in support of their students' learning 3

Provide multi-modal training and resources for families and community members to develop proficiency with technology platforms used by students

Work with existing community partners to co-develop a needs assessment and action plan to further strengthen quality technology outreach to families and community members

Priority 3: Center Belonging

3.4

Elevate the voices of students, parents and families to tap into their funds of knowledge and encourage them to take action and lead.



Provide multi-modal training and resources for families and community members to develop proficiency with technology platforms used by students

Work with existing community partners to co-develop a needs assessment and action plan to further strengthen quality technology outreach to families and community members

2025-2026



Priority 4: Strengthen our Foundation

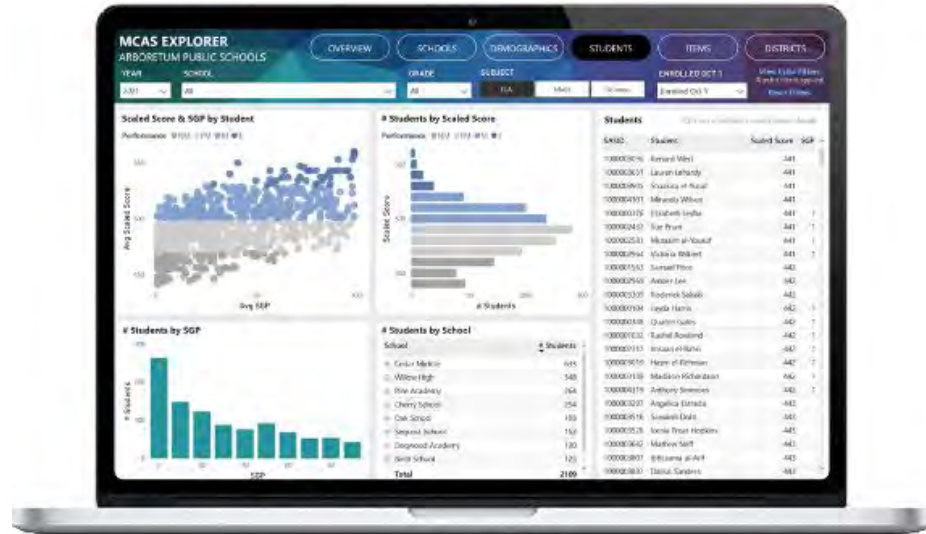
4.2 Fully integrate practices and guidelines district wide to build efficiencies and optimize impact.



Data Informed	
<p><i>Data is accurate, accessible, comprehensible, and can be utilized for transparency in decision making, all while maintaining appropriate confidentiality</i></p> <p style="font-size: 2em; font-weight: bold;">4</p>	Create a self-service data aggregate system for educators and leaders to access pertinent holistic student information
	Organize a clear and predictable data strategy that reports on district initiatives and provides analysis
	Establish a data governance protocol to improve data accuracy while maintaining appropriate confidentiality



Create a self-service data aggregate system for teachers and leaders to access pertinent holistic student information



Organize a clear and predictable data strategy that reports on district initiatives and provides analysis

The screenshot displays a project management interface for 'Yearly Project 2024.2025'. The top navigation bar includes 'Overview', 'List', 'Calendar', 'Board', 'Timeline', 'Dashboard', 'Workload', 'Workflow', 'Messages', and 'Files'. The main workspace is a Kanban board with five columns: 'Report Cards / Progre...' (25+ items), 'State Reports' (17 items), 'Scheduling' (14 items), 'Reports' (13 items), and 'Other' (8 items). Each column contains task cards with titles, due dates, and assignee initials (e.g., SE, JG, MV).

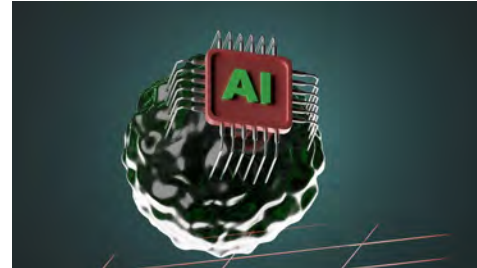
Column	Item	Assignee	Due Date
Report Cards / Progre...	Review Schedules in Build and commit	SE	Aug 2, 2025 - Aug 6, 2025
	Open Progress Window Q1	JG	
	Open Progress Window Q2	JG	
	Open Progress Window Q3	JG	
	Open Progress Window Q4	JG	
	Open Report Card Window T1	JG	
State Reports	finalize reports & rollover		Jul 24, 2025 - Jul 28, 2025
	Oct SIMS open	SE	Oct 1, 2025
	Oct SIMS deadline	SE	
	Oct EPIMS open	SE	Oct 1, 2025
	Oct EPIMS deadline	SE	
Scheduling	Schedule workbooks sent to schools	JG	
	Meetings set up to build schedules	JG	
	Build and commit Bates schedule	SE	
	Build and commit BAIS schedule	SE	
	Build and commit Cariton schedule	SE	
Reports	Strategic Plan Monitoring Hub update Oct	MV	
	Strategic Plan Monitoring Hub update Jan	MV	
	Strategic Plan Monitoring Hub update Mar	MV	
	MCAS	MV	
	Outstanding evaluations EOY	MV	
Other	Send EOY info to the clerks	JG	
	Upload Panorama data for Spring survey	MV	
	Send Panorama Fall files to OA	SE	



Establish a data governance protocol to improve data accuracy while maintaining appropriate confidentiality

 Data Governance Procedure		
Department	Instructional Technology	Revised Date:
Rationale:		
Completed By:	Marc LeBlanc	Reviewed By:
Approved By:		
<p>What is data governance?</p> <p>Data governance means setting internal standards—data policies—that apply to how data is gathered, stored, processed, and disposed of. It governs who can access what kinds of data and what kinds of data are under governance.</p> <p>What does FERPA say?</p> <p>The Family Educational Rights and Privacy Act 34 CFR Part 99 - Family Educational Rights and Privacy is a Federal law that protects the privacy of student education records.</p> <p>FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:</p> <ul style="list-style-type: none">• School officials with legitimate educational interest <p>What data are we talking about?</p> <p>The following data points are generally available to all educators via either Aspen, the data dashboards, or other systems:</p> <p>Achievement data</p> <ul style="list-style-type: none">• Grades• State test scores (MCAS, ACCESS)• SPS Assessments (DCA, Star, WIDA MODEL)		

How does AI change this procedure? What new guidelines do we need to address AI?



Metric	EOY 2024	EOY 2025	EOY 2026
<p>At least 70% of families report confidence that their child is continuing to learn and succeed in school. <i>(Panorama parent survey - to be developed)</i></p>	50%	60%	70%
<p>Increase annual teacher well being and belonging composites to 68% for well-being and 75% for belonging. <i>(Panorama staff survey)</i></p>	60% / 70%	64% / 73%	68% / 75%
<p>Reduce district-wide chronic absenteeism to 18% and reduce dropout rate to 2% (Attendance data)</p>	20% / 3%	19% / 2.5%	18% / 2%
<p>60% of staff report that they have adequate access to the materials and information they need to be effective in their jobs. (To be added to Panorama)</p>	50%	55%	60%



SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity

FY25 Budget Update

Year-to-Date spending
November, 2024



About the FY25 Budget:

Expenses exceed appropriation

FY25
approved
budget:
\$74,592,616

(+4.83%)

FY25
Personnel:
\$59,536,728.74

(74%)

FY25
Non-
Personnel:
\$20,648,18.74

(26%)



Year to Date: *Expended, Encumbered, Available*

FY25

■ YTD EXPENDED ■ ENCUMBRANCE/ REQ ■ AVAILABLE BUDGET

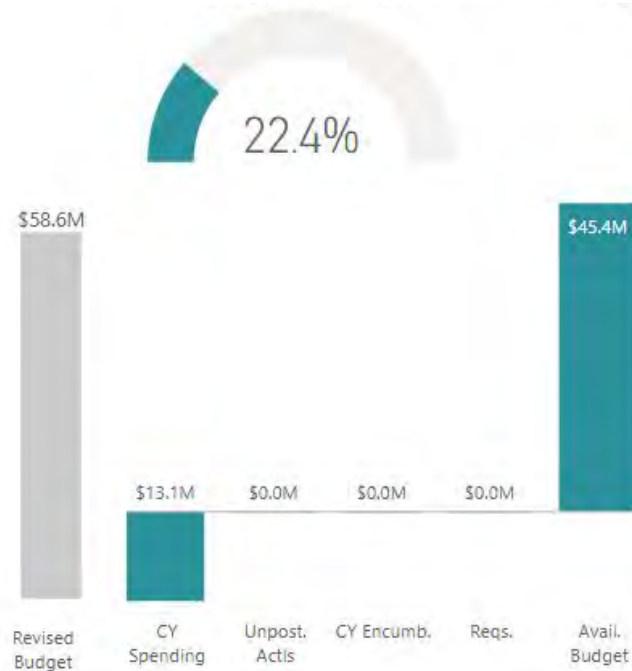


	FY25
■ AVAILABLE BUDGET	\$50,053,611.83
■ ENCUMBRANCE/ REQ	\$7,086,441.44
■ YTD EXPENDED	\$17,452,562.73

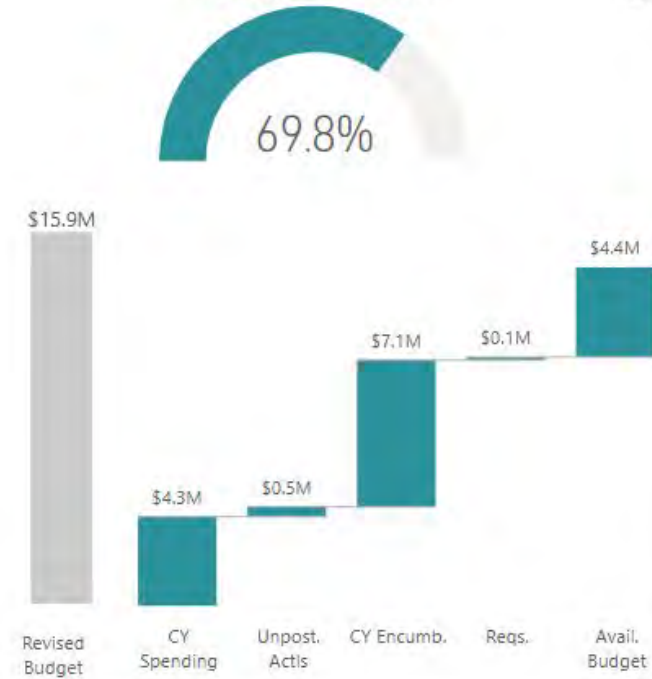
- ❑ FY25 general fund is 33% used
- ❑ FY23 & FY24= 35% by the end of November
- ❑ Planning for January transfers & adjustments



Districtwide: Personnel



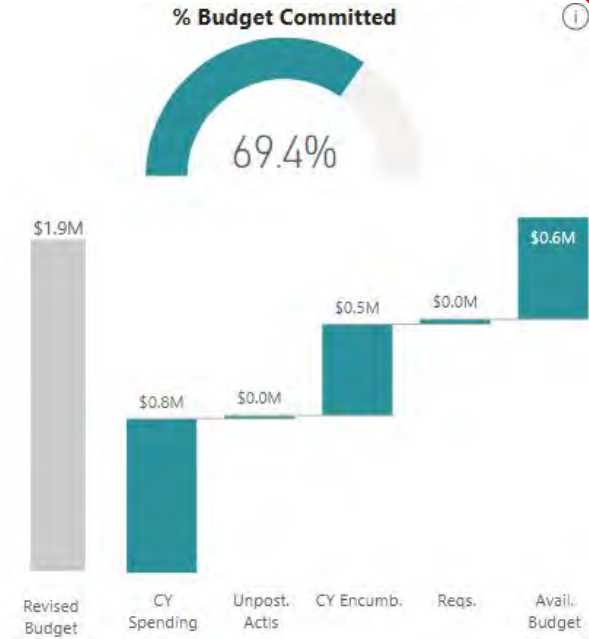
Non Personnel



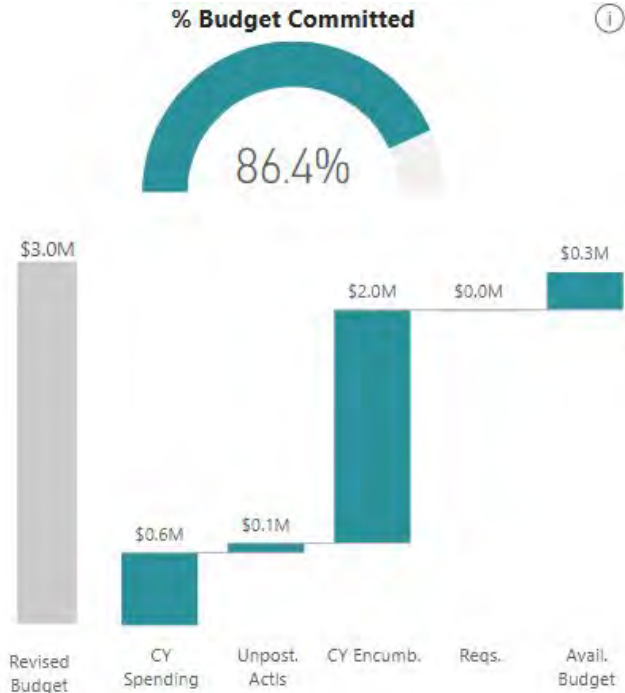
Schools: Personnel



Non



Snapshot: *Special Education Tuition*

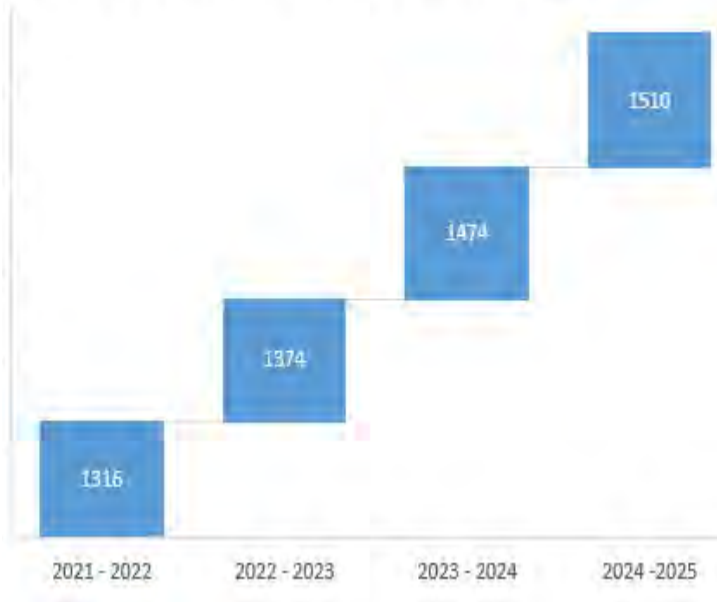


- ❑ \$5,900,901.99 budgeted in GF & Circuit Breaker
- ❑ 46 students OOD; 7 students awaiting placement
- ❑ \$1,2M charged to ESSER (prepaid tuition, transportation & summer costs)
- ❑ ~\$600,000 available in Circuit Breaker



Snapshot: *Transportation*

INCREASING RIDERSHIP FOR REGULAR DAY



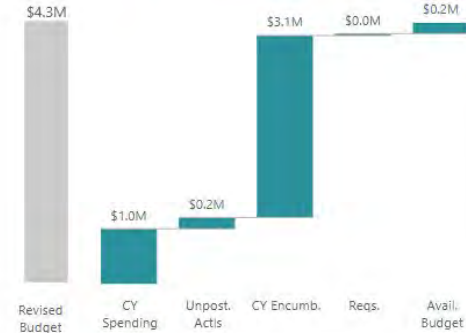
CY Budget
\$4,301,263

CY Open POs
31

Available Budget
\$186,491

CY Requisitions
2

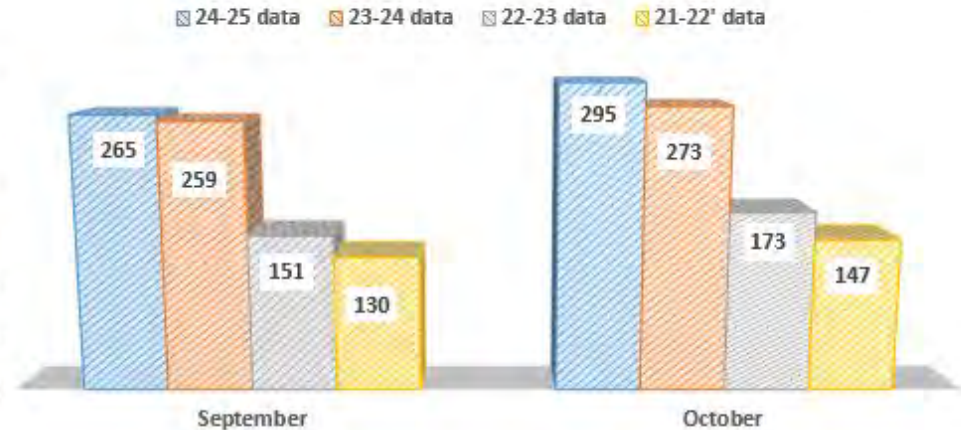
% Budget Committed



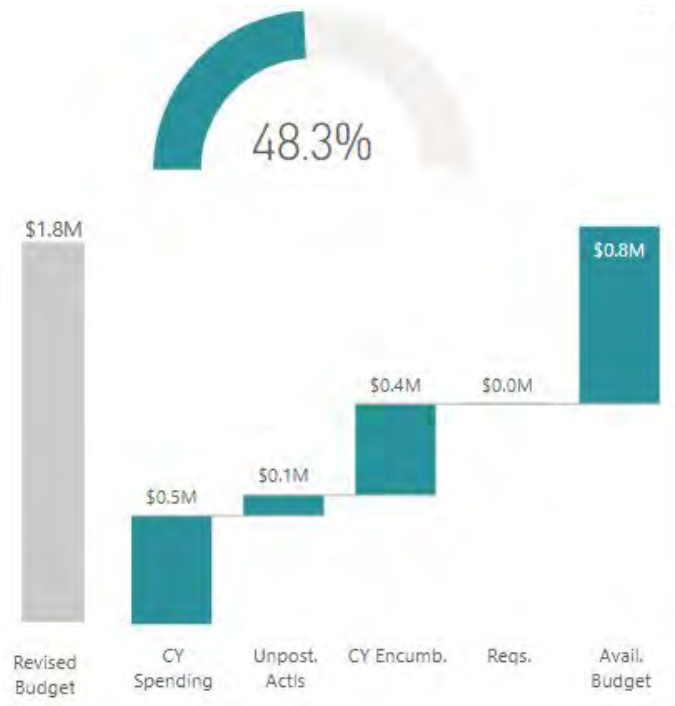
Schools: *Students Experiencing Homelessness*

- ❑ 65 students receiving homeless transportation
- ❑ 42 cost shares with other districts; steadily growing
- ❑ 86% encumbered

STUDENTS EXPERIENCING HOMELESSNESS & FOSTER CARE: SEPTEMBER & OCTOBER



Snapshot: *Utilities*



- ❑ Used more electricity this summer
- ❑ Weatherization & Lighting upgrades over the summer **should** yield savings
- ❑ Unanticipated increase in supply costs (~\$35k)
- ❑ Planned rate increases are coming in the 2nd half of the year



Notes: *Monitoring FY25*

Updates:

- ❑ New rates & retro payments for new contracts will be paid in December (6 payrolls, ~\$500k)
- ❑ Continuing to prioritize student needs (e.g. new early childhood teacher, adding a wheelchair van, etc.)

Unknowns:

- ❑ Cost of new contract provisions for substitute coverage & leaves
- ❑ Savings on utility costs
- ❑ Students moving in who may need additional services
- ❑ May institute a spending freeze in early spring if necessary



Looking Ahead: *Planning for FY26*

- ❑ Personnel & non personnel costs will increase in FY26 & FY27
- ❑ Uncertainty in federal funding
- ❑ Too early to know next year's CH70
- ❑ Launching preliminary internal budget planning this month so Principals & Department Heads can begin thinking about priorities
- ❑ Budget process will begin in earnest in early January



Salem High School: Crafting Tomorrow's Legacy

JOIN US for our upcoming
Community Meetings
to learn about the Salem High School project

In-Person Sessions:

Monday, November 25 | 6:30pm - 8:00pm | Salem High School
Tuesday, December 3 | 6:30pm - 8:00pm | Saltonstall School

Virtual Session:

Thursday, December 5 | 6:30pm - 7:30pm | Zoom
Click [HERE](#) to join the meeting



The Commonwealth of Massachusetts
Office of the Attorney General
One Ashburton Place
Boston, Massachusetts 02108

OPEN MEETING LAW COMPLAINT FORM

Instructions for completing the Open Meeting Law Complaint Form

The Attorney General's Division of Open Government interprets and enforces the Open Meeting Law, Chapter 30A of the Massachusetts General Laws, Sections 18-25. Below is the procedure for filing and responding to an Open Meeting Law complaint.

Instructions for filing a complaint:

- o Fill out the attached two-page form completely. Sign and date the second page. File the complaint with the public body within 30 days of the alleged violation. If the violation was not reasonably discoverable at the time it occurred, you must file the complaint within 30 days of the date the violation was reasonably discoverable. A violation that occurs during an open session of a meeting is reasonably discoverable on the date of the meeting.
- o To file the complaint:
 - o For a local or municipal public body, you must submit a copy of the complaint to the chair of the public body AND to the municipal clerk.
 - o For all other public bodies, you must submit a copy of the complaint to the chair of the public body.
 - o Complaints may be filed by mail, by email, or by hand. Please retain a copy for your records.
- o If the public body does not respond within 14 business days and does not request an extension to respond, contact the Division for further assistance.

Instructions for a public body that receives a complaint:

- o The chair must disseminate the complaint to the members of the public body.
- o The public body must meet to review the complaint within 14 business days (usually 20-22 calendar days).
- o After review, but within 14 business days, the public body must respond to the complaint in writing and must send the complainant a response and a description of any action the public body has taken to address the allegations in the complaint. At the same time, the body must send the Attorney General a copy of the complaint and a copy of the response. The public body may delegate this responsibility to an individual member of the public body, its counsel, or a staff member, but only after the public body has met to review the complaint.
- o If a public body requires more time to review the complaint and respond, it may request an extension of time for good cause by contacting the Division of Open Government.

Once the public body has responded to the complaint:

- o If you are not satisfied with the public body's response to your complaint, you may file a copy of the complaint with the Division by mail, by email, or by hand, but only once you have waited for 30 days after filing the complaint with the public body. Mail may be sent to: The Division of Open Government, Office of the Attorney General, One Ashburton Place - 20th Floor, Boston, MA 02108. Emails may be sent to: openmeeting@state.ma.us.
- o When you file your complaint with the Division, please include the complaint form and all documentation relevant to the alleged violation. You may wish to attach a cover letter explaining why the public body's response does not adequately address your complaint.
- o The Division will not review complaints filed with us more than 90 days after the violation, unless we granted an extension to the public body or you can demonstrate good cause for the delay.

If you have questions concerning the Open Meeting Law complaint process, we encourage you to contact the Division of Open Government by phone at (617) 963-2540 or by email at openmeeting@state.ma.us.



OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General
One Ashburton Place
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

Your Contact Information:

First Name: _____ Last Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Ext. _____

Email: _____

Organization or Media Affiliation (if any): _____

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

Individual Organization Media

Public Body that is the subject of this complaint:

City/Town County Regional/District State

Name of Public Body (including city/
town, county or region, if applicable): _____

Specific person(s), if any, you allege
committed the violation: _____

Date of alleged violation: _____

Description of alleged violation:

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Review, sign, and submit your complaint

I. Disclosure of Your Complaint.

Public Record. Under most circumstances, your complaint, and any documents submitted with your complaint, is considered a public record and will be available to any member of the public upon request.

Publication to Website. As part of the Open Data Initiative, the AGO will publish to its website certain information regarding your complaint, including your name and the name of the public body. The AGO will not publish your contact information.

II. Consulting With a Private Attorney.

The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

III. Submit Your Complaint to the Public Body.

The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: _____

Date: _____

*For Use By Public Body
Date Received by Public Body:*

*For Use By AGO
Date Received by AGO:*