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 September 8, 2025 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/84799176030?pwd=gpNxJ9JEVCWNorba6yHeOH3hRcTKY2.1
Passcode: 171954

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**
   If you wish to participate in the public comment portion of the meeting, you may come up to the podium to speak during this section of the meeting. If you wish to provide a comment via Zoom, you may do so by entering the Zoom meeting and clicking the raise hand feature. When it is your turn to speak, a host will announce your name and will unmute your line and allow you to speak.

29 Highland Ave, Salem, MA 01970 Phone: 978-740-1212 Email: mmarino@salemk12.org

4.   **Approval of Consent Agenda**

5.   **Student Representative Report**

6.   **Superintendent's Report**
1. Summer Programs Update
2. Artificial Intelligence Guidance and Discussion

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

8.   **Motions and Resolutions**
1. Approval of salary adjustment for Superintendent

9.   **Announcements**

10.   **Adjournment**

Respectfully submitted by,
Mindy Marino
Interim Executive Assistant to the Superintendent

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

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 8 de septiembre de 2025 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/84799176030?pwd=gpNxJ9JEVCWNorba6yHeOH3hRcTKY2.1
Passcode:**171954**

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**

5.   **Informe del representante estudiantil**

6.   **Informe del Superintendente**
1. Actualización de los programas de verano
2. Orientación y debate sobre inteligencia artificial

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. Aprobación del ajuste salarial del Superintendente

9.   **Anuncios**

10.   **Clausura**

Respetuosamente presentado por,

Mindy Marino
Asistente Ejecutivo **Interino** 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.."

2025 Summer Programs Review

School Committee 9.8.25

Agenda

- Summer Program Numbers

- Overview of Programs & Offerings

- Q & A

Summer 2025 by the Numbers

- Successfully offered **11 summer programs**
- Served just over **600 students** in summer programs
- Provided **1,125 summer program hours**
- Food Service Department served over **2,400 meals** to summer programs.
- Transportation department transported over **400 students** to and from programs.
- Facilities department supported in keeping **3 buildings** cool, safe and clean for students and staff.
- Collaboration from **numerous community partners!**

Salem Public Schools
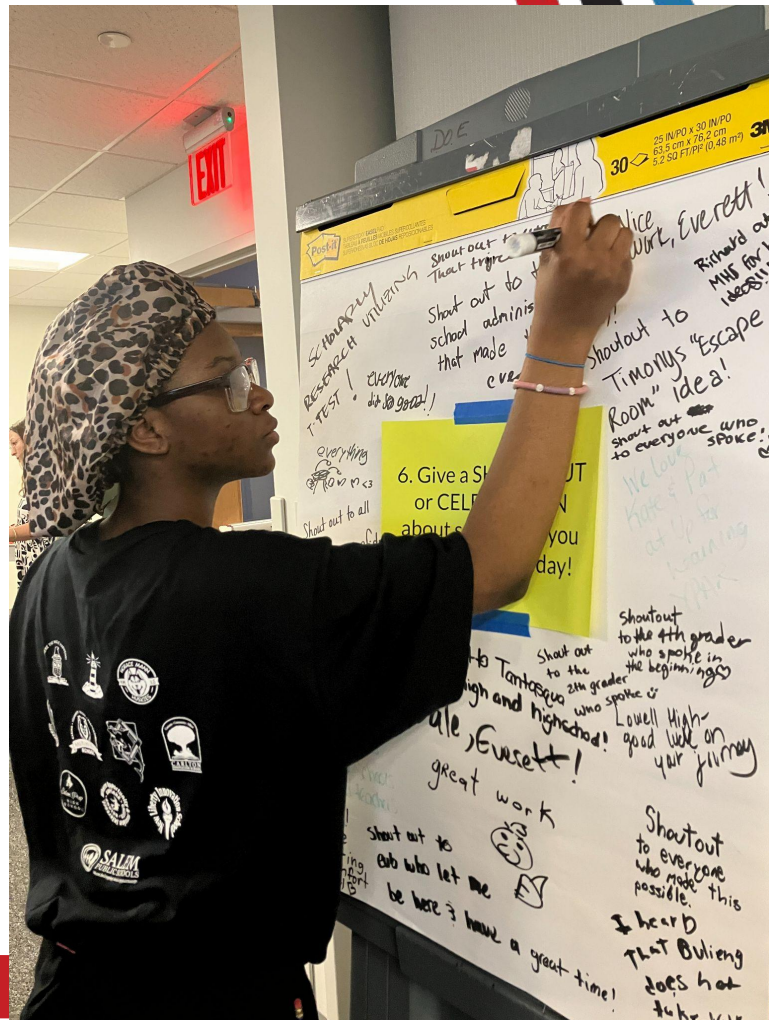
Overview of 2025 Summer Programs
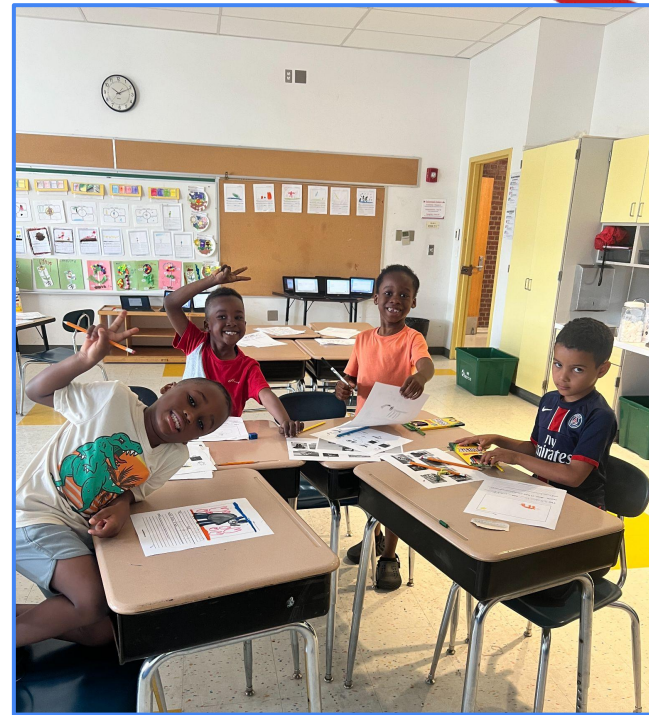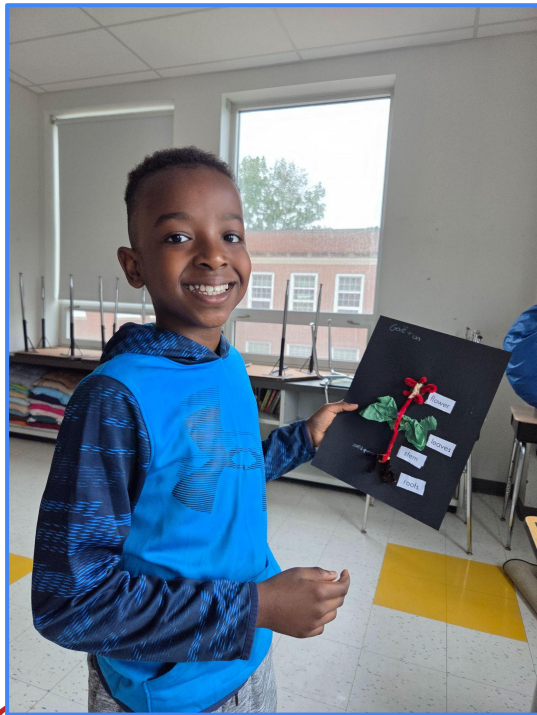
Summer Academy

Program Overview
- A five week academic enrichment program for students rising into grades 1-5, run in partnership with Salem YMCA. Morning led by SPS teachers in standard aligned project based learning program.
  - Playful Learning, Thriving Communities, Dual Language (AVES), Salem Sound Coastwatch, Composting Officers
- Afternoons and Fridays with enrichment & camp activities led by Salem YMCA.
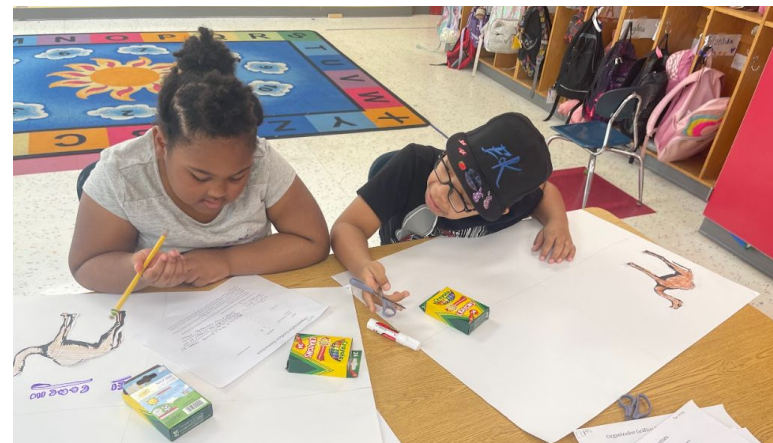
Program Priorities
- ELA (Written Communication)
- Critical Thinking, Engagement in Learning, Communications Relations with Peers

Grades Served
- Rising 1st to Rising 5th

Number of Students Served
- 184

ELSA Program & CampFire

Program Overview
- Four week summer program with the morning offering a thematic program for Multilingual Learners. Afternoon run at Camp Fire North Shore where students will engage in theatre arts, sports, games, STEM projects, swimming, arts & crafts, and cooking.
- Program supports in developing English proficiency through a project and inquiry-based model. Morning program is developed and designed by the ML department.

Program Priorities
- English Language Development
- SEL Skills

Grades Served
- Rising 1st to Rising 5th

Number of Students Served
- 35 Students

CURIOUS CREATURES
New England's original
Interactive and Educational
Live Animal Program
Established by Dean Kosch in 1987

ZOO
NEW ENGLAND
Franklin Park Zoo ◆ Stone Zoo

Camp Fire
Light the fire within

Expanding Horizons

Program Overview
- Expanding Horizons is a project-based program for middle school students, connecting their interests with exciting, hands-on activities. Students explored enrichments such as Robotics, Photojournalism, being an Eco-Warrior, and Woven Dreams (in partnership with PEM).
- Program includes team-building challenges and games to leadership development and field trips.

Program Priorities
- ELA (Written Communication)
- Critical Thinking, Engagement in Learning, Communications Relations with Peers

Grades Served
- Rising 6th to Rising 8th
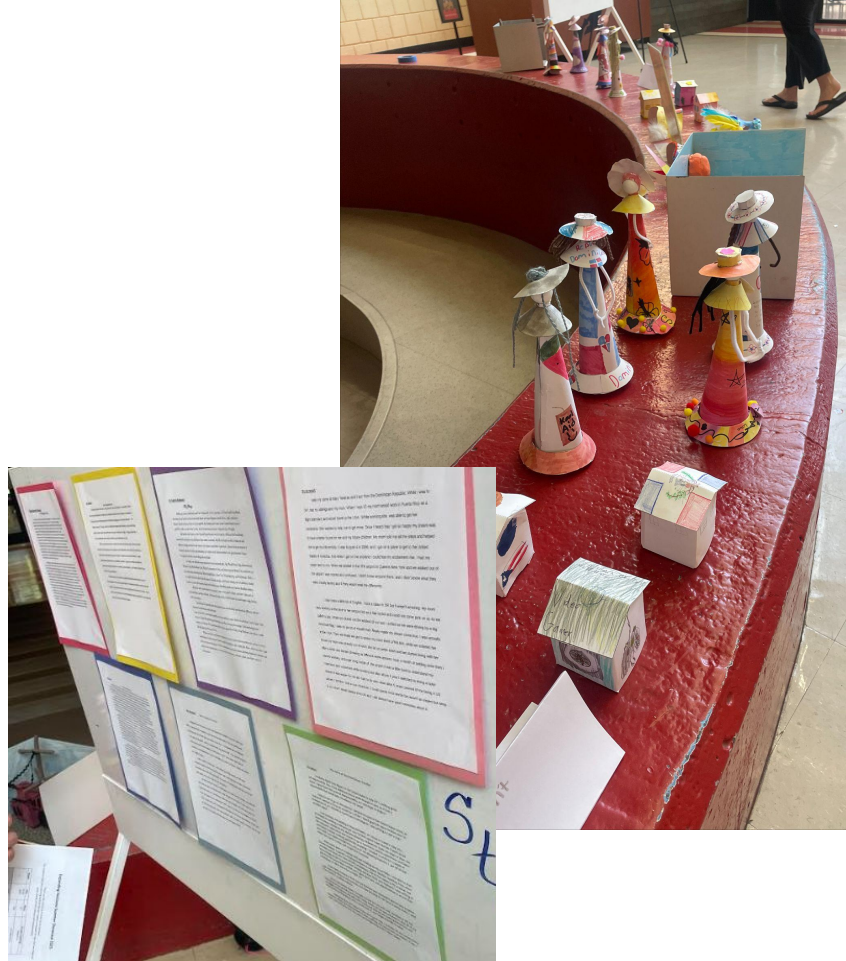
Number of Students Served
- 85 Students

LEAP *for Education*

LEARN EXPLORE ASPIRE PURSUE

P|E|M
Peabody Essex Museum

Summer WBL Program

Program Overview

- Two-week summer program for a small group of rising 8th graders. Program focused on career exploration and job readiness skills. Students participated in two tracks: Child Care or Health and Wellness. Each track combined classroom learning with hands-on, a real-world 'work' experience. This program is in partnership with the Salem YMCA.

Program Priorities

- Job Readiness Skills
- Career- Connected Literacy

Grades Served

- Rising 8th graders

Number of Students Served

- 16 students

beable.ai

Career-Connected Literacy™

Summer Internship Program

Program Overview
- 21C interns, who are interested in the field of education, gained valuable hands-on experience by supporting our K-8 summer programs. They provided crucial assistance to students, contributing to a successful and engaging learning environment.
- YPAR Interns worked alongside our Summer Connects freshman conducted research to better understand the the opportunities to strengthen the freshman experience at Salem High School.

Program Priorities
- Work Based Learning, Job Readiness
- Youth Participation Action Research

Grades Served
- High School Students

Number of Students Served
- 17 students

dese MASSACHUSETTS Department of Elementary and Secondary Education

Salem Public Schools

Summer Connects

Program Overview
- For rising freshmen to jumpstart their high school careers, students will receive 0.5 credits toward graduation. Summer Connect is designed to support students in feeling prepared and excited for high school.
- Program works on introducing students to the high school building, learning routines, and academic expectations; Building strong relationships among students, teachers, counselors, and other school staff.

Program Priorities
- High School Readiness
- Academic and Social Support

Grades Served
- Rising 9th

Number of Students Served
- 31 Students

Extended Year Programs

Program Overview
- Program was fun and engaging for families and students with various partners and enriching activities for students. Provides academic and social skill services based on students Individualized Education Plan(IEP) .

Program Priorities
- Prevent learning regression
- Social Skills Support

Grades Served
- PreK- 12+

Number of Students Served
- 102 Students

SALEM
PUBLIC SCHOOLS
Where belonging leads to opportunity.

Not Yet Academy

Program Overview

- Not Yet Academy (NYA) is summer opportunity for students to complete their learning and meet the passing threshold (1.7 or higher) in the Math, English, Social Studies, Science, and Physical Education.

Program Focus

- Credit Recovery

Grades Served

- Rising 10th- 12th

Number of Students Served

- 90+ Students

Courses Offered
Geometry
Algebra 1
ELA I, II, III
AWE & World History
Biology
Chemistry

Thank you!

Salem Public Schools

Dear SPS Educators,

Artificial intelligence (AI) is transforming nearly every sector of society, including education. Its rapid development presents both opportunities and challenges for schools. As a district, we recognize the importance of providing clear guidance and consistent support to ensure that AI tools are used in ways that strengthen teaching, deepen student learning, and uphold our shared values of equity, opportunity and belonging.

This year, we will take deliberate steps to help educators and students navigate AI effectively—through professional development, classroom resources, and guidelines that promote thoughtful and ethical use. The ultimate goal is to equip our community with the skills and confidence to engage productively with this emerging technology while ensuring that the technology is used safely and responsibly.

Educator Resources: As we explore these new tools, we will provide clear guidance for their use. A core principle is that AI should augment and enhance the work of educators, not replace it. Please refer to the A Teacher's Guide to Using AI in the Classroom for some initial guidance.

Students will now have access to use Google Gemini which is part of the core services covered under Google's terms of service and data privacy agreements, and as a result thought needs to be given for when and how students might use AI as a tool. This Student AI Function Chart is offered as a resource to teachers in determining how students might use AI to support learning.:

1. **AI as a Source:** Students use AI for basic tasks like brainstorming, collecting resources or creating outlines.
2. **AI as a Coach:** Students use AI to create practice problems, as a study guide or to help figure out tough parts.
3. **AI as an Analyst:** Students and AI work together to edit writing, analyze data, create models or format citations.
4. **AI as an Assistant:** Students use AI to explore a topic, translate a passage, have a conversation.
5. **No AI:** Students cannot use AI in any part of this assignment.

AI Professional Development Sessions: Below is a draft schedule for a series of paid, afterschool, professional development sessions we will offer on AI throughout the 2025-2026 school year (specific dates coming soon). These sessions will cover a range of topics, including but not limited to:

- Getting started with the fundamentals of AI
- Teaching students to be responsible and critical users of AI
- Exploring ethical considerations and bias in AI
- Using AI for administrative tasks to save time
- Leveraging AI to differentiate instruction for diverse student needs More information is available in the AI Sessions Draft.

Technology Advisory Committee: Because the technology is advancing so rapidly, Salem Public Schools is forming a Technology Advisory Committee to provide recommendations and insights on technology initiatives, including the pedagogical integration of AI. The committee is seeking interested and informed staff to help shape additional guidance, training opportunities for both students and staff, in addition to other resources that will support thoughtful and deliberate next steps. The committee will meet every other month after school. There will be an internal posting on SchoolSpring soon, in the meantime, more details can be found here.

We look forward to embarking on this journey with you and using these tools to enhance our teaching and learning environment.

How can I use AI in my learning?

I'm your Source
Let's get started! I can help with
- **brainstorming**
- **collecting resources**
- **creating outlines or prototypes**

Tell me what your project is all about. I am ready to gather everything you need and help you organize all of it.

I'm your Coach
Do you need to practice what you just learned? Or maybe get ready for an assessment? I can
- **create practice problems**
- **a study guide**
- **help you figure out the tough parts**

Let me know what you need help with. I'm ready to help you grow your amazing brain.

I'm your Analyst
Feed me your latest draft or your notes. Together we can
- **edit writing**
- **analyze data**
- **create models**
- **debug code**
- **format citations and a bibliography**

I'm your Assistant
I'm great with meeting your needs and helping you access your learning. Let's
- **explore a topic**
- **translate a passage**
- **you speak, I'll type**
- **have a conversation**
- **learn more about how AI works!**

I'm done! It's Your Turn
It's time to show what you know!
You don't need me for this part. Your teacher will tell you when AI is not appropriate to use. Follow their lead and show what you know!

When you use AI, you have some new responsibilities *and* you want to avoid inaccurate or biased content. **Make sure AI works** for you by following these steps:

Cite AI sources
In one way, using AI is just like using any other source. **You must cite your use every time** you include AI-informed content in your writing. You can use Google Docs' citation and reference tools (MLA format) for accurate documentation.

Link AI chats
In another way, AI is not like anything we have used before. For any use of AI **you must include a link to your chats**, both the prompt and the results, so that your teacher can see how AI supported your work.

Validate sources
AI is not always accurate. Unless you are an expert on the topic, you might not recognize whether you are reading facts or hallucinations. **Always validate the sources of AI's results to confirm them.**

Look for bias
All AI models have inherent biases, as a majority of both AI's data and programming are authored by a single demographic. **Look for and tell your teacher about any biases you find.**

NEVER share personal information or confidential data with an AI model

A Teacher's Guide to Using AI in the Classroom

Introduction: AI as a Tool, Not a Replacement

Artificial intelligence (AI) is a powerful tool that can support teaching and learning, but it should never replace the essential human elements of education: direct instruction, personalized mentoring, and authentic human connection. This guide provides a framework for how educators can responsibly and effectively integrate AI into their professional practice. The core principle is that AI should **augment and enhance** what we do as educators, not replace it.

DOs: How to Use AI Responsibly and Effectively

1. Use AI to Streamline and Enhance Your Work

- **Do use AI for administrative tasks.** AI can be a powerful anti-burnout tool. Use it to generate rough drafts of emails to parents, create summaries of meetings, or organize data. This frees up your time for more meaningful interactions with students.
- **Do use AI for lesson planning and content creation.** AI can help you brainstorm ideas, create differentiated assignments for students with varying needs, or generate quizzes and rubrics.
- **Do leverage AI for professional development.** Use AI to find and summarize educational research, explore new pedagogical approaches, or create personalized professional learning goals for yourself.

2. Model AI Literacy and Ethical Use for Students

- **Do be transparent about your own use of AI.** When you use an AI tool to create a lesson plan or a handout, let your students know. This models responsible use and shows them that AI is a tool to be critically engaged with, not hidden.
- **Do teach students how to use AI ethically.** Explicitly discuss the difference between using AI as a thought partner and using it to plagiarize. For example, AI can be used to brainstorm an essay outline, but the final, written work must be the student's own.
- **Do emphasize critical evaluation.** Teach students to always fact-check and critically evaluate AI-generated content for accuracy and bias. AI models can "hallucinate" or perpetuate stereotypes. Encourage a "human in the loop" approach, where a student starts with a human inquiry, uses AI for a draft, and finishes with human reflection and editing.

3. Set Clear and Proactive Guidelines

- **Do establish clear expectations with students and parents.** On your syllabus or in a classroom contract, define what is and is not an acceptable use of AI for your assignments. Use the [Student AI Function Chart](#) as a reference.
- **Do align AI use with learning goals.** Design assignments that require students to use skills that AI cannot replicate, such as in-class discussions, oral presentations, or projects that require unique resources not accessible to AI.

DON'Ts: What to Avoid When Using AI

1. Avoid Replacing Human Judgment and Relationships

- **Do not use AI for high-stakes decisions.** Do not rely on AI to determine a student's final grade, evaluate a student's progress for an Individualized Education Program (IEP), or make disciplinary decisions without significant human oversight. AI should never replace your professional judgment.
- **Do not allow AI to substitute for direct student interaction.** While AI can assist with certain tasks, it should not replace your role in providing personalized feedback, leading class discussions, or building a supportive classroom community.
- **Do not use AI for grading or giving feedback without review.** AI can offer a first pass on grading, such as checking for grammar or structure, but you must always review and provide your own thoughtful, human-centered feedback.

2. Avoid Violating Privacy and Security Protocols

- **Do not input confidential or personally identifiable student information into public AI tools.** This includes student names, grades, and any sensitive data. Only use AI tools that have been vetted and approved by Salem Public Schools, which have been confirmed to comply with data privacy laws like FERPA and COPPA.
- **Do not rely on AI to be free of bias.** AI models are trained on vast amounts of human data, which can contain and amplify societal biases. Always be mindful of the potential for bias in AI-generated content and critically review outputs for fairness and equity.

3. Avoid Over-Reliance and Inaccurate Outputs

- **Do not use AI-generated content as a final product without thorough review.** AI is a tool for drafting and brainstorming, not a final authority. You are ultimately responsible for the accuracy and appropriateness of any content you present to students.
- **Do not use AI to generate content without proper citation and attribution.** Just as you would with any other source, if you are using AI-generated content, you must be transparent about its origin. This is a critical habit to model for students.

Official dates and time coming soon!

September: Getting Started with AI: The Fundamentals

- **Topic:** What is AI? Understanding the basics of generative AI and large language models (LLMs).
- **Key Concepts:** Defining AI, demystifying common myths, and introducing the core principles behind tools like ChatGPT and Gemini.
- **Activity:** Hands-on "purposeful play" with an AI chatbot. Teachers will be encouraged to ask a few simple questions, give the AI a role (e.g., "You are a fifth-grade math teacher"), and see how it responds. The session should be about fostering curiosity and lowering initial barriers.

October: AI for Administrative Tasks: Saving Time

- **Topic:** Using AI to streamline daily tasks and reduce administrative burden.
- **Key Concepts:** Practical applications for a teacher's workflow. Examples include generating professional emails, creating templates for parent communication, and drafting outlines for school memos.
- **Activity:** Teachers will use an AI tool to create a resource they can use immediately, such as a lesson plan outline, a rubric for a specific assignment, or a set of differentiated instructions for an activity.

November: AI and Student Literacy: Teaching with and About AI

- **Topic:** Equipping students with the skills to be responsible and critical users of AI.
- **Key Concepts:** Discussing academic integrity, digital citizenship, and how to teach students to critically evaluate AI-generated content.
- **Activity:** Teachers will co-create a classroom policy or a set of expectations for AI use with their colleagues, discussing what is and is not acceptable for different types of assignments.

December: Ethical Considerations and Bias in AI

- **Topic:** A deeper dive into the ethical implications of using AI in education.
- **Key Concepts:** The importance of data privacy, understanding and mitigating bias in AI models, and the role of human judgment in the face of technology.
- **Activity:** A discussion-based session using case studies or scenarios to explore real-world ethical dilemmas related to AI in the classroom.

January: Prompt Engineering 101: The Art of Conversation

- **Topic:** How to get better results from AI by writing effective prompts.
- **Key Concepts:** The importance of being specific, giving context, and providing examples in a prompt. Introduce techniques like role-playing, specifying tone, and asking for different output formats.
- **Activity:** A "prompt challenge" where teachers work in small groups to refine a simple prompt into a highly detailed and effective one, then compare the AI's output.

February: Differentiating Instruction with AI

- **Topic:** Leveraging AI to personalize learning for diverse student needs.
- **Key Concepts:** Using AI to create leveled readings, generate differentiated practice problems, or create scaffolding for complex topics. The focus is on meeting students where they are.
- **Activity:** Teachers will take an existing lesson plan or text and use an AI tool to create three versions: one for struggling learners, one for on-grade-level students, and one for advanced students.

March: AI for Assessment and Feedback

- **Topic:** Using AI to develop assessments and provide timely, constructive feedback.
- **Key Concepts:** Generating quizzes and exit tickets, creating rubrics, and using AI to provide initial feedback on student writing or projects. The session will emphasize that the teacher's role is to interpret and refine the AI's suggestions.
- **Activity:** Teachers will input a prompt for a writing assignment and have the AI generate a

rubric, then refine the rubric based on their own professional judgment.

April: Enhancing Classroom Creativity with AI

- **Topic:** Moving beyond efficiency to use AI for creative and engaging lesson design.
- **Key Concepts:** Exploring tools for image generation, creating interactive learning activities (e.g., a "choose your own adventure" story), and brainstorming creative project ideas.
- **Activity:** A collaborative session where teachers use an AI image generator or a creative writing tool to design a visual aid or a short story for a specific lesson topic.

May: AI and Data-Driven Instruction

- **Topic:** Using AI tools to analyze student data and inform instructional decisions.
- **Key Concepts:** Exploring how AI can help identify learning trends, flag areas where students are struggling, and suggest personalized interventions.
- **Activity:** Teachers will use a sample dataset (or their own, if appropriate and privacy-compliant) and have an AI tool analyze it to identify potential patterns or insights.

June: AI for Collaborative Projects

- **Topic:** Integrating AI into student-led group work and project-based learning.
- **Key Concepts:** Using AI as a research assistant, a brainstorming partner, or a tool for creating multimedia presentations and projects. The focus is on students using AI to enhance their own work.
- **Activity:** Teachers will design a project-based learning assignment that explicitly incorporates AI as a tool for students to use.

Salem School Committee
Student Representative

My name is **Sindi Sula** and I am a Senior at Salem High School. I have been living in Salem for the last 4 years and was first introduced to Salem Schools in my Freshman year. I moved here from Albania and I am certified through the Seal of Biliteracy in two languages other than English: Albanian and Spanish. I am currently enrolled in multiple AP courses such as AP Biology and AP Language and Composition. Outside of the school day, I participate in MUN, Mentoring, Tutoring, Student Advisory, Skills USA, National Honor Society and Technical Honor Society. I love to cook, also having volunteered at a kitchen in an elderly Daycare Center and I love to read, write and do research. After High School I plan to go to college as a Pre-Medicine major.

Internal Posting: Join the Salem Public Schools Technology Advisory Committee!

Are you passionate about the role of technology in education? Do you have innovative ideas to enhance learning and teaching through technology? Salem Public Schools is seeking dedicated internal candidates to join our newly formed Technology Advisory Committee!

This is an exciting opportunity to contribute directly to the strategic direction of technology use across our district, shaping the future of education for our students and staff.

Committee Purpose:

The Technology Advisory Committee will serve as a vital resource to the Salem Public Schools administration, providing recommendations and insights on technology initiatives, infrastructure, and pedagogical integration, including emerging technologies such as generative AI. Our goal is to ensure that technology effectively supports our educational mission, promotes equitable access, and prepares our students for success in a rapidly evolving digital world.

What You'll Do:

As a member of the Technology Advisory Committee, you will:

- **Provide input and feedback** on current technology challenges and opportunities within Salem Public Schools including guidance for using AI as a teaching and learning tool.
- **Contribute to the development of long-term technology plans** and strategies for the district.
- **Evaluate and recommend new technologies, software, and hardware** that align with educational goals and budgetary considerations.
- **Advise on best practices** for technology integration into curriculum and instruction including AI.
- **Help identify professional development needs** related to technology for staff.
- **Discuss and propose solutions** for technology infrastructure, security, and support.
- **Champion technology initiatives** within your respective school or department.
- **Collaborate with a diverse group** of colleagues from across the district.
- **Assist with the development** of guidance for educators, students and families on generative AI.

Who We're Looking For:

We encourage applications from all internal educators who have a keen interest in technology and its application in an educational setting, including but not limited to:

Ideal candidates will possess:

- A strong interest in educational technology and its potential.
- The ability to think strategically and collaboratively.
- Excellent communication and interpersonal skills.
- A willingness to commit to regular committee meetings bi-monthly after school meetings
- A desire to make a tangible impact on the future of Salem Public Schools.

The committee will be made up of between 8 - 12 educators in all grade spans and varying job types.

Time Commitment:

The committee is expected to meet every other month virtually for one hour, after school from 3:30 - 4:30 on the following dates:

- Thursday October 16th, 2025
- Thursday December 18th, 2025
- Thursday March 19th, 2026
- Thursday May 21st, 2026

Participants will be compensated at the contractual rate.