



# School Committee Meeting Materials

## **Regular School Committee Meeting**

**November 6, 2017**

**7:00pm**



**Mr. James M. Fleming  
Ms. Deborah Amaral  
Ms. Mary A. Manning**



**Mr. Patrick Schultz  
Dr. Brendan R. Walsh  
Ms. Kristine Wilson**

**Mayor Kimberley Driscoll, 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.”**

November 2, 2017

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, November 6, 2017 at 7:00 p.m. The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**AGENDA**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
  - a. Deliberation and Vote on the Minutes of the Regular School Committee Meeting held October 16, 2017
- IV. Questions and Comments from the Audience**
- V. Superintendent’s Report – Margarita Ruiz**
- VI. Presentation and Reports**

2017 MCAS 2.0 Student Performance
- VII. Action Items**
  - a. Deliberation and Vote on the Culinary Arts Class School Field Trip Request for Salem High School 11<sup>th</sup> – 12<sup>th</sup> Graders to Johnson and Wales College, Providence, RI on December 11, 2017 from 7:30AM to 3:00PM - New York City
- VIII. Finance Report**
  - a. Approval of Warrants**

October 12, 2017 in the amount of \$83,535.83  
November 2, 2017 in the amount of \$720,893.00  
November 9, 2017 in the amount of \$92,726.23

**b. Budget Transfers**

IX. Subcommittee Reports

**Policy Subcommittee**

- a. Deliberation and Vote on Policy 6406 Voting Method – Tabled from 10/16/17
- b. Deliberation and Vote on the Second Reading of the Recommendation of the Policy Subcommittee on the Revision to Policy 6101: Vision, Mission, and Core Values
- c. Deliberation and Vote on the Third Reading of the Recommendation of the Policy Subcommittee on the Revisions to the Following Policies in the 3000-Policy Series:
  - 3406 Expense Reimbursements
  - 3502 Building Inspection
  - 3503 Buildings and Grounds
  - 3504 ~~Emergency Evacuation Drills~~
  - 3506 Building Construction and Rehabilitation
  - 3602 School Bus Drivers' Responsibilities
  - 3603 School Bus Accidents

X. **School Committee Concerns and Resolutions**

XI. **Questions and Comments from the Audience**

Respectfully submitted by:

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Angelica Alayon, Secretary to the  
Salem School Committee



Salem School Committee  
Meeting Minutes  
Monday, October 16, 2017

A regular meeting of the Salem School Committee was held on Monday, October 16, 2017 at 7:05 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**Members Present:** Mayor Kimberley Driscoll, Ms. Mary Manning, Mr. Patrick Schultz, Mr. James Fleming, Ms. Kristine Wilson, and Ms. Deborah Amaral

**Members Absent:** Dr. Brendan Walsh

**Others Present:** Margarita Ruiz, Superintendent, Margaret Marotta, Assistant Superintendent, Kate Carbone, Assistant Superintendent, Kristin Shaver, Business Manager, and Jill Conrad, Chief of Systems Strategy

**Call to Order**

Mayor Driscoll called the Regular Meeting of the Salem School Committee to order at 7:05 p.m.

**Approval of the Agenda**

Mr. Fleming moved to approve the agenda as presented. Mr. Schultz seconded the motion. The Motion carried.

**Approval of Minutes**

**Deliberation and Vote on the Minutes of the Regular School Committee meeting held October 2, 2017**

Ms. Wilson motioned to approve the Minutes of the Regular School Committee meeting held on October 2, 2017. Mr. Fleming abstained. Ms. Manning seconded the Motion. The Motion carried.

**Questions and Comments From the Audience**

Ms. Lisa Hanson Damato, 53 Hawthorne Street, as member of the Playground Committee of the Saltonstall PTO, was happy to share that they will have a playground and announced that they will have a Community Volunteer Build Day scheduled for Saturday, November 4, 2017. They have an aggressive goal to complete the build in a day. They are seeking volunteers. Anyone interested can sign up in the Saltonstall School Facebook web page or contact the Saltonstall School Principal Michael Lister at [michaellister@salemk12.org](mailto:michaellister@salemk12.org). Volunteers are needed for everything from opening boxes, to sorting, unwrapping, and assembling/putting things together for building playground. No construction experience is needed. It will be a fun day.

**Superintendent Report – Margarita Ruiz**

Superintendent Ruiz reported that last week the District received its first applications for students arriving from Puerto Rico as a result of their recent hurricane. She thanked everyone who gave their time to this cause. Ms. Ruiz reminded everyone that they will have a Community Convening on Thursday, November 2<sup>nd</sup>, 2017 at Salem High School from 6 to 8:30pm to discuss the High School redesign. They will be offering dinner, childcare, and translation services. These will be provided for the community. Ms. Ruiz invited School Committee members and the public to the Salem High School Music Department's 25<sup>th</sup> Annual Sneak Preview concert, which will be held this Wednesday (October 18, 2017) at the Salem High School at 7pm. Superintendent Ruiz announced that the Bentley Academy Charter School

officially opened their new playground. This is the 2<sup>nd</sup> of three playgrounds that have been generously funded by the Salem Community Preservation Committee. Bentley also received a significant gift from the Footprint Power Plant to support the project. Ms. Ruiz reiterated to the community the need for volunteers to help build the playground at the Saltonstall School on November 4<sup>th</sup>, 2017. She thanked parents and community members for their time and efforts. Ms. Ruiz acknowledged and thanked the Salem Department of Public Works (DPW) for their critical role and collaborative efforts to ensure that playgrounds are safe and meets installation requirements for years of enjoyment. She congratulated the entire team of the Collins Middle School Project Lead the Way, a national organization, that focuses on real world applied learning experiences in grades K-12, recognized Collins for its 100 percent school participation. The award recognizes schools that demonstrate, through rosters, that all schools participate in Lead the Way School Programming and Learning project. Collins was one of only two schools who received this award. Superintendent Ruiz updated the committee on the new definitions and performance categories for the MCAS 2.0 data, which has significant changes this year. Ms. Ruiz and Ms. Carbone shared a state presentation of changes and expectations in terms of the data, how the measures are defined, and walked members through each presentation slide applicable to all-state level of information. A more detailed presentation on how Salem performed on the 2017 MCAS 2.0 will be forthcoming. Ms. Ruiz concluded her Superintendent report.

### **Discussion**

Ms. Manning asked if they had the capacity of testing all 8<sup>th</sup> graders in the city online or school at the same time last year. Ms. Carbone responded that they did, they were okay with grades 4 and 8. They have advanced their capacity this year to be able to add grades 3 and 6 to be tested online in some schools next year. Ms. Manning asked if they had the capacity to do two grades in a day. Ms. Carbone said they do not have to do them on the same day. It varies from school to school depending on how many devices there are. Members, Superintendent Ruiz, and Assistant Superintendent Carbone further discussed the topic of school comparison data, measuring progress, growth, etc. Mayor Driscoll asked how DESE would frame the assessment changes, how they would characterize this as it is released. Superintendent Ruiz said that the PowerPoint presentation they are sharing has been made available by DESE to the districts to use with families. Communication letters are provided to the district. This evening's presentation is what DESE wants the public to know. It has different meanings for different districts. Mayor Driscoll asked if this is going to impact 10<sup>th</sup> grade students. Ms. Carbone said that 10<sup>th</sup> graders are taking the Legacy MCAS. They have not received any information about that assessment change. Mr. Schultz had asked Superintendent Ruiz about the state's rating and leveling system. Superintendent Ruiz responded that in terms of accountability, their K-8 grade schools and district have not been given an accountability level, because it is a baseline data. The only level that is getting accountability data is High School, because they implemented the Legacy MCAS. She walked members through the *Accountability & the Next Generation MCAS* slide. Members further engaged in discussion of the topic. Ms. Amaral asked when can parents expect student scores. Superintendent Ruiz said that it would be towards the end of October.

### **Presentations and Reports**

#### **Pillar 4 – Family and Community Engagement**

- **Our Salem, Our Kids**
- **City Connects Implementation Update**

#### **Brief Update on Student Assignment Timeline**

Ms. Emily Ullman, District Director of Extended Learning Programs, informed and walked members through a presentation on where they are in terms of their work in *Community and*

*Family engagement and Our Salem, Our Kids.* Ellen Wingard, City Connects Program Supervisor, updated the members on the implementation of City Connects, she shared some of the things they are doing with Salem City Connects. Jill Conrad, Chief of Systems Strategy, gave a brief update on the *Student Assignment* policy review timeline, on where they are in the process. There will be a Policy Subcommittee meeting on the topic scheduled for November 6<sup>th</sup> and a Committee of the Whole on November 20<sup>th</sup>.

### **Discussion on City Connects Implementation**

Ms. Manning asked if the 4 domains Ms. Wingard discussed were internally developed or set by City Connects. Ms. Wingard responded that they are part of the City Connects framework. Mr. Schultz asked how class reviews work, how is the information received without individual's violation of rights. Ms. Wingard said it is done in a couple of ways. Little of it is school dependent based on what already exists to prevent redundancy. The school coordinator is responsible for obtaining the child's information in all four domains. This can be done by setting a meeting with the teacher or small team of teachers that have direct relationships with those students and meeting with the nurse and getting basic non-confidential health information from that person. They gather that information and create a very confidential database to the point where she cannot personally access students' confidential information. Mayor Driscoll clarified the process. Mr. Schultz asked what happens when a need or interest is identified and parents are not looking for resources due to their busy schedules. He asked if the School site coordinator contacts the parents to inform them. Ms. Wingard responded that the coordinator continues to develop more relationships with families throughout time. They also consider who is more closely connected to the family to offer provision of resources and connect from there.

### **Action Item**

#### **Deliberation and Vote on the Overnight School Field Trip Request for Saltonstall 5<sup>th</sup> – 6<sup>th</sup> Graders to the Hampton Inn in Carlstadt, NJ on June 6-8, 2018 – New York City**

### **Discussion**

Clarification: The field trip request is for 5<sup>th</sup> and 6<sup>th</sup> graders, not 6<sup>th</sup> through 8<sup>th</sup>.

Mr. Fleming motioned to approve the request, as amended, for Saltonstall 5<sup>th</sup> and 6<sup>th</sup> Graders to the Hampton Inn in Carlstadt, NJ on June 6-8, 2017. Ms. Wilson seconded the motion. The Motion carried.

#### **Deliberation and Vote on a Waiver of Usage Fee for the Annual Foster Children Holiday Party From the Salem Rotary Club**

Mr. Fleming motioned to approve the request for a waiver of usage fee for the Annual Foster Children Holiday Party from the Salem Rotary Club. Ms. Wilson seconded the motion. The Motion carried.

### **Finance Report**

#### **a. Approval of Warrants**

September 12, 2017 in the amount of \$83,535.83

October 19, 2017 in the amount of \$543,362.56

Mr. Fleming motioned to approve the two warrants in the amounts stated on the Agenda. Mr. Schultz seconded the motion. The Motion was approved.

#### **b. Budget Transfer Requests**

The School Committee approved the following budget transfers FY18-9 and FY18-10 recommended by the School Business Administrator, Kristin Shaver. She explained that Central Office (Teaching and Learning) has requested that the fund be transferred in order to align the funds with the intended expense as follows:

<b>Account Description/Use</b>	<b>Account Number</b>	<b>Amount From</b>	<b>Amount To</b>
Teaching & Learning Department			
Salaries	13570140-5125	\$70,000	
Instructional Materials	13570141-5514		\$70,000

**Discussion**

Mayor Driscoll asked for information on the budget transfer. Ms. Carbone said that it was from a coach position, to support Early Literacy, which they were not able to fill. The funds were put to use for the purchase of curriculum science materials in grades 4 through 8 and downward towards grades 3 and 2 if possible.

Mr. Fleming moved to approve the budget transfer request as listed. Ms. Wilson seconded the motion. The motion was approved.

<b>Account Description/Use</b>	<b>Account Number</b>	<b>Amount From</b>	<b>Amount To</b>
Teaching & Learning Department			
Educational Training	13990161-5317	\$46,000	
Instructional Materials	13570141-5514		\$46,000

Mr. Fleming moved to approve the budget transfer requests as listed. Ms. Manning seconded the motion. The motion was approved.

Subcommittee Reports  
**Policy Subcommittee**

**Deliberation and Vote on Policy 6406 Voting Method – Tabled from 10/02/17**

**Discussion**

Ms. Amaral said they would be bringing this forward to the Committee of the Whole (COW) meeting on November 20, 2017 along with the Student Assignment policy. Policy 6406 remains tabled.

**Deliberation and Vote on the First Reading of the Recommendation of the Policy Subcommittee on the Revision to Policy 6101: Vision, Mission, and Core Values**

Ms. Amaral motioned to approve the First Reading of the revision of Policy 6101: Vision, Mission, and Core Values. Ms. Manning seconded the motion. The Motion was approved.

**Deliberation and Vote on the Second Reading of the Recommendation of the Policy Subcommittee on the Revisions to the Following Policies in the 3000-Policy Series:**

- 3406 Expense Reimbursements
- 3502 Building Inspection
- 3503 Buildings and Grounds
- ~~3504 Emergency Evacuation Drills - left out of First Reading 10/2/17~~
- 3506 Building Construction and Rehabilitation
- 3602 School Bus Drivers’ Responsibilities
- 3603 School Bus Accidents

Mr. Schultz motioned to approve the Second Reading of the recommendation of the policy subcommittee on the revisions to the policies in the 3000-Policy series. Ms. Manning seconded the motion. The Motion was approved.

### **School Committee Concerns and Resolutions**

Mr. Fleming said that he had recent continuous conversations with a friend/constituent, a former City official in Salem, who had a problem reaching out to the Hall of Fame Committee. He submitted an articulate summation, a year ago, of a candidate that he would like to have seen in the Hall of Fame. He was told then that it was too late and that he would have to wait until this year. He has now been told that there would be no meetings this fall, no nominations, and was passed on to another year. One of the nominees is quite old and might not last for another year. Mr. Fleming requests to have the Chair of the Hall of Fame Committee at the next Regular School Committee meeting to find out why they are not acting on these two very prominent nominations. Ms. Manning said that the first step would be to get the information beforehand on what is happening. All members agreed. Mr. Fleming motioned for the Superintendent to report back to the Committee members on the status of the Hall of Fame Committee for a qualified individual who, senior in years, seeks to be incorporated into this group. Ms. Manning seconded the motion. The Motion carried.

Ms. Admiral shared that she was in a 6<sup>th</sup> grade meeting and all students are getting Chrome book. It was said that there is going to have to be a Chrome book policy. She said that the Policy Subcommittee would be happy to consider it if anyone has that and would like to let them know. Mayor Driscoll said that they definitely need an update on the Digital Usage policy.

### **Questions and Comments From the Audience**

Fawaz Abusharkh, 4 Harrison Road, asked members to seriously consider having City Connects permanently built into the school committee budget. Mr. Abusharkh also pointed out the Level 4 section of the Superintendent's report which talks about there being no new K-8 level for schools this year. He explained his understanding of it and sought clarification.

### **Adjournment**

There being no further business to come before the School Committee this evening, Mr. Fleming entertained the motion to adjourn. Ms. Amaral seconded the motion. The meeting was adjourned.

Respectfully submitted by:

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Angelica Alayon, Secretary  
Salem School Committee

### **Meeting Materials and Reports**

- School Committee Agenda October 16, 2017
- Minutes of the October 2, 2017 Regular School Committee Meeting
- Pillar 4 Family and Community Engagement Presentation
- The Future of the Student Assignment Policy (SC Policy 5103) Timeline Review Presentation
- Saltonstall School 5<sup>th</sup> and 6<sup>th</sup> Grade Overnight Field Trip Request
- Salem Rotary Club Request for Waiver of Usage Fee
- Budget Transfers
- Policy 6406 Voting Method
- Policy 6101: Vision, Mission, and Core Values
- Policies in the 3000-Policy Series





# Salem Public Schools 2017 MCAS Data Overview

**Salem Public Schools  
School Committee Presentation  
November 6, 2017**

# Performance Measures

## Overview

- **2016-17 Assessments**
  - Students in Grades 3-8 took the MCAS 2.0 “Next Generation” ELA & Math tests.
  - Students in Grades 5 and 8 took the MCAS “Legacy” Science test.
  - Students in Grade 10 took MCAS “Legacy” ELA, Math, and Science tests.
- **Scores on the MCAS 2.0 tests are a baseline and cannot be compared to previous years**
  - We can compare our performance to state & other districts/schools with similar demographic profiles
  - Can also compare width of performance gap from 3 yrs ago v today (e.g., how far from state average performance we were 3 yrs ago v. today)
- **Multiple measures are used to look at different dimensions of student, school and district performance.**
  - Achievement Level for MCAS 2.0 (% Meeting or Exceeding Expectations)
  - Achievement Level for MCAS “Legacy” (% Proficient or Higher)
  - Student Growth Percentile (SGP) available for all tests

# MCAS Achievement Levels

## ★ Legacy

### Advanced

Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

### Proficient

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

### Needs Improvement

Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

### Warning

Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

## ★ Next-generation

### Exceeding Expectations

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

### Meeting Expectations

A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

### Partially Meeting Expectations

A student who performed at this level partially met grade-level expectations in this subject. **The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.**

### Not Meeting Expectations

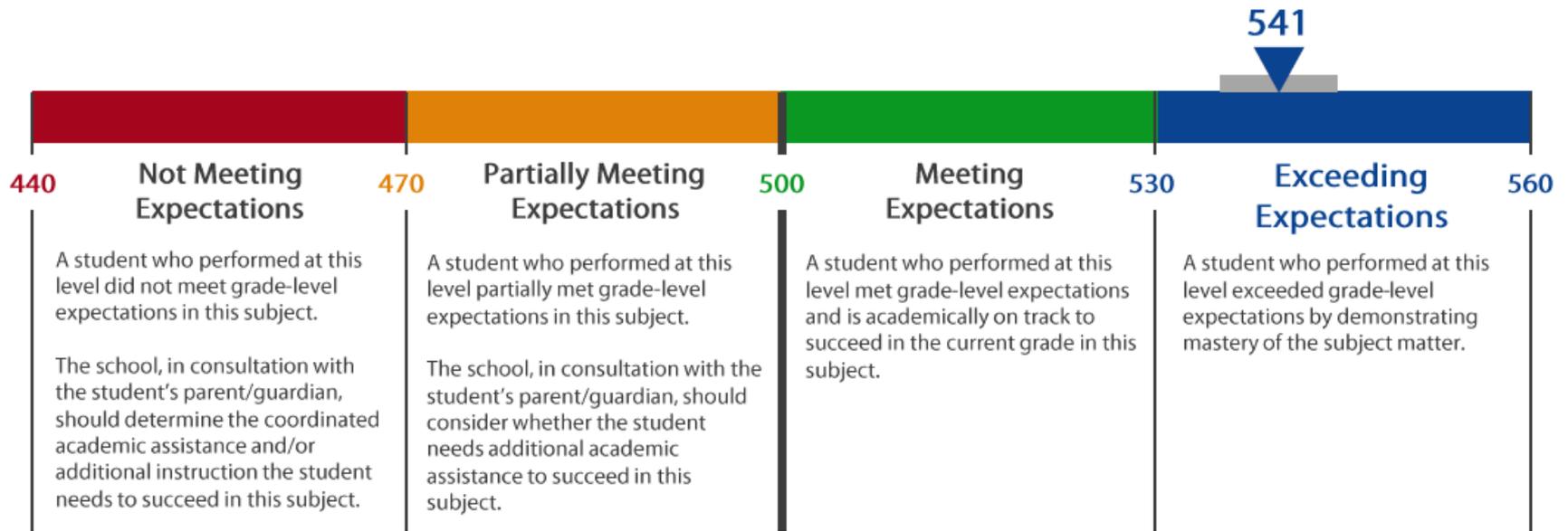
A student who performed at this level did not meet grade-level expectations in this subject. **The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.**

# Mathematics Results

Computer-based test

Your Child's Achievement Level: **Exceeding Expectations**

Your Child's Score: **541**



 In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

## How your child performed compared to the school, district, and state

Your Child's Score	Average Score		
	School	District	State
<b>541</b>	<b>485</b>	<b>502</b>	<b>515</b>

## DESE Presentation – MCAS 2.0 Report to Parents

- In general, the new standards for Meeting Expectations are more rigorous than the standards for reaching the Proficient level on the legacy MCAS.
- Massachusetts educators set the new standards to help signal students' readiness for the next grade level.
- Look closely at where your child's score falls within the Partially Meeting Expectations category. If it isn't close to Meeting Expectations, talk with your child's teacher about how you can work together to help your child catch up.
- Spring 2017 is a baseline year for a new test in grades 3-8, and spring 2017 scores should not be compared to previous years' scores.

# Performance Measures

## Student Growth Percentile (SGP)

Student Growth Percentile (SGP) is a measure of student progress that compares changes in a student's MCAS/PARCC scores to changes in MCAS/PARCC scores of other students with similar scores in prior years (called "academic peers.")

Growth percentiles range from 1 to 99. A higher SGP means the student progressed at a higher rate than academic peers, while a lower SGP means the student progressed at a lower rate than academic peers.

Example: How much did John improve in mathematics from 5th grade to 6th grade, relative to his academic peers? If John improved more than 65 percent of his academic peers, then his student growth percentile would be 65.

School and district growth percentiles represent the growth of the median, or middle, student in the school or district. **Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts.**

# Performance Measures

## Composite Performance Index (CPI)

A score that shows progress toward the goal of narrowing proficiency gaps. **The CPI is a number between 0 and 100 which indicates how close a school or district came to having all their students be Proficient/Advanced.**

Example: To calculate the CPI for a particular school, each student is assigned points (100, 75, 50, 25, or 0) based how close he/she came to scoring Proficient/Advanced. The points assigned to each student in the school are added together then divided by the number of students assessed in the school. The result is a number between 0 and 100. A CPI of 100 means that all students scored Proficient/Advanced.

# Performance Measures

## Each measure answers a different question

- **Achievement Level:** How did students fare relative to grade level standards in a given year?
- **SGP:** How did students change from one year to the next relative to other students with similar test score histories?
- **Composite Performance Index (CPI):** How close is a school or district to having all students be Proficient/Advanced in a given year? *(High School and Science only)*
- **NEW! Achievement Percentile:** At what percentile rank (compared with others in the state) did students score? *(schools only)*

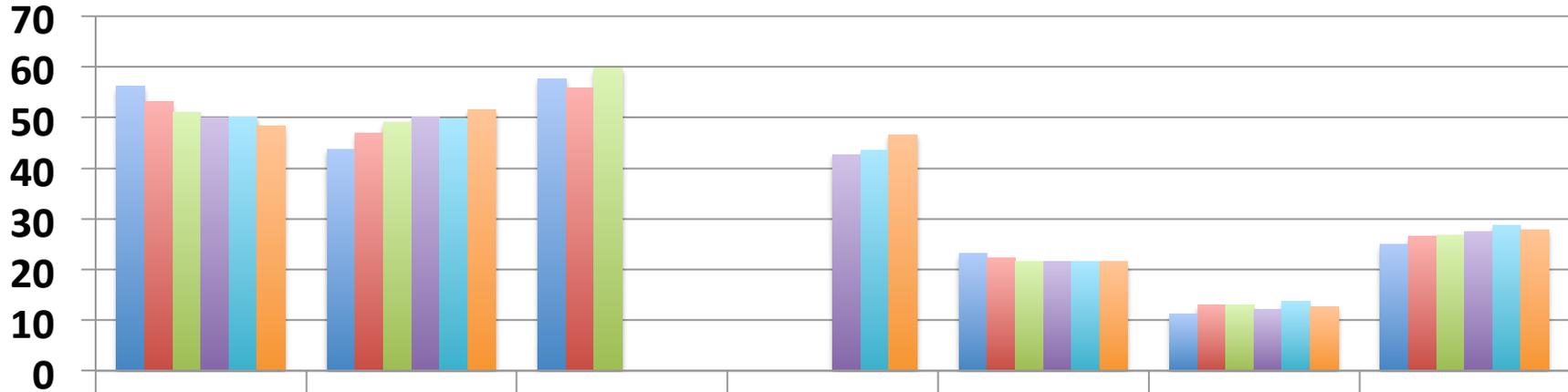


# Improvement Highlights

## District-Level Data

# SPS Demographics Over Time

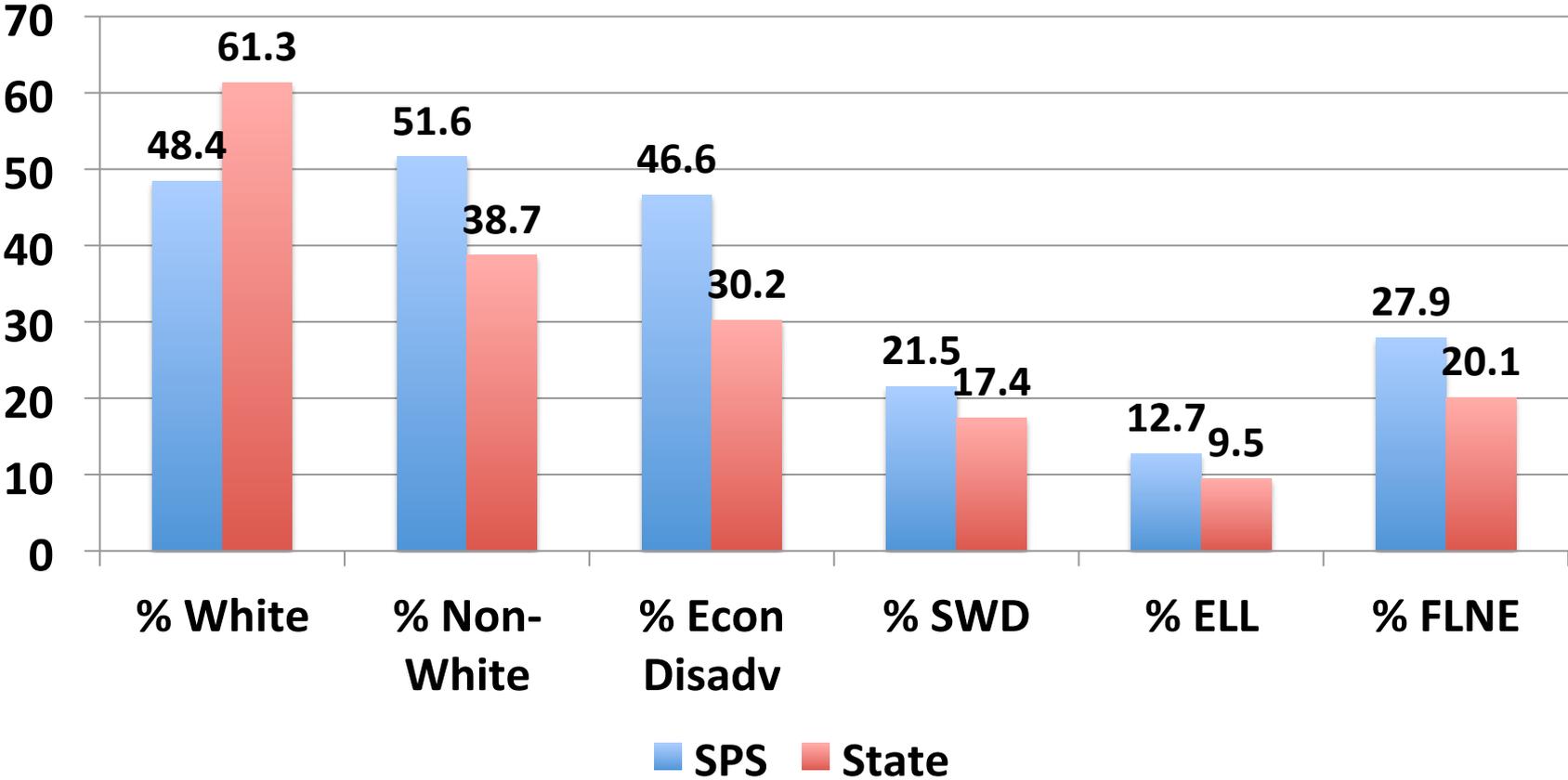
## SPS Demographics, 2012-2017



	% White	% Non-White	% Low Income	% Econ Disadv	% SWD	% ELL	% FLNE
■ 2011-12	56.2	43.8	57.7		23.1	11.3	24.9
■ 2012-13	53.1	46.9	55.9		22.2	13	26.6
■ 2013-14	51	49	59.7		21.6	13	26.8
■ 2014-15	49.9	50.1		42.7	21.5	12.1	27.5
■ 2015-16	50.2	49.8		43.6	21.5	13.7	28.7
■ 2016-17	48.4	51.6		46.6	21.5	12.7	27.9

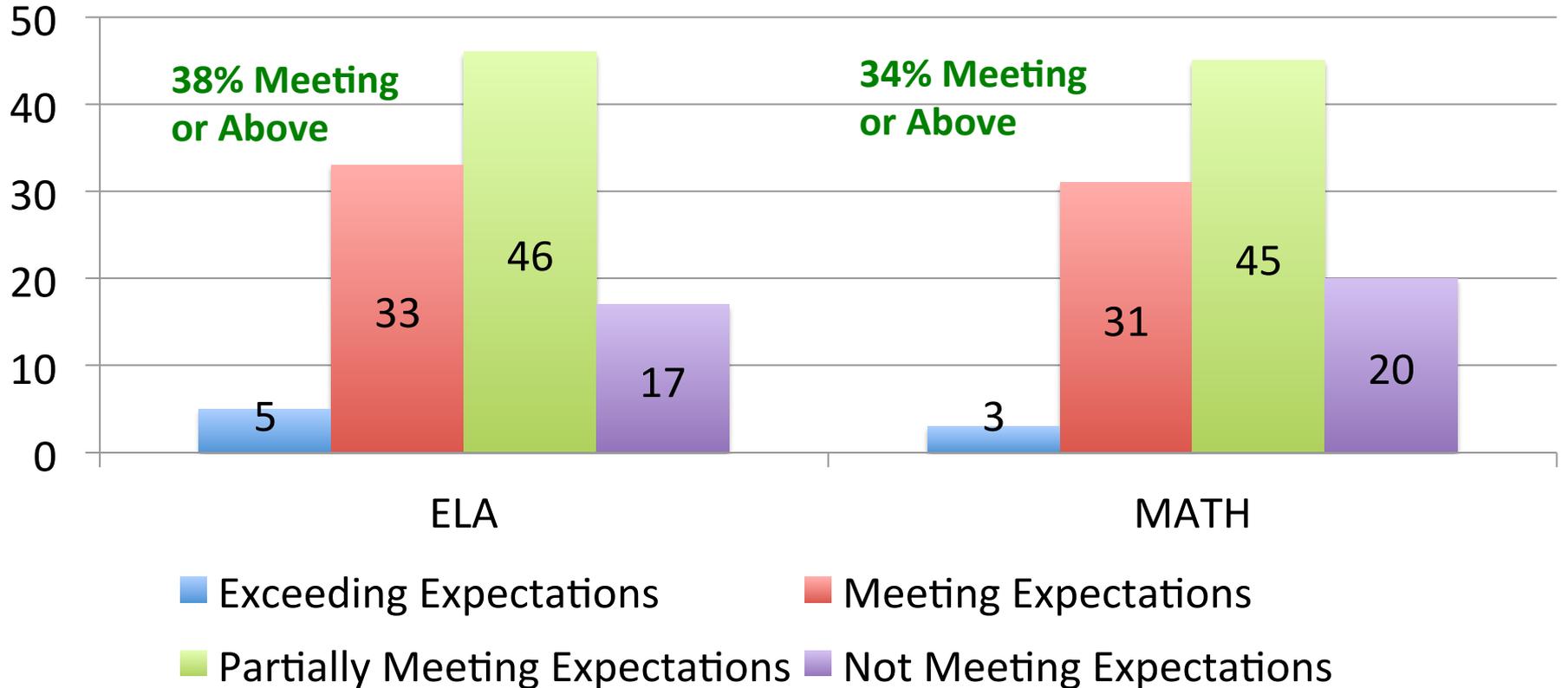
# SPS v State

## 2017 SPS v State Demographics



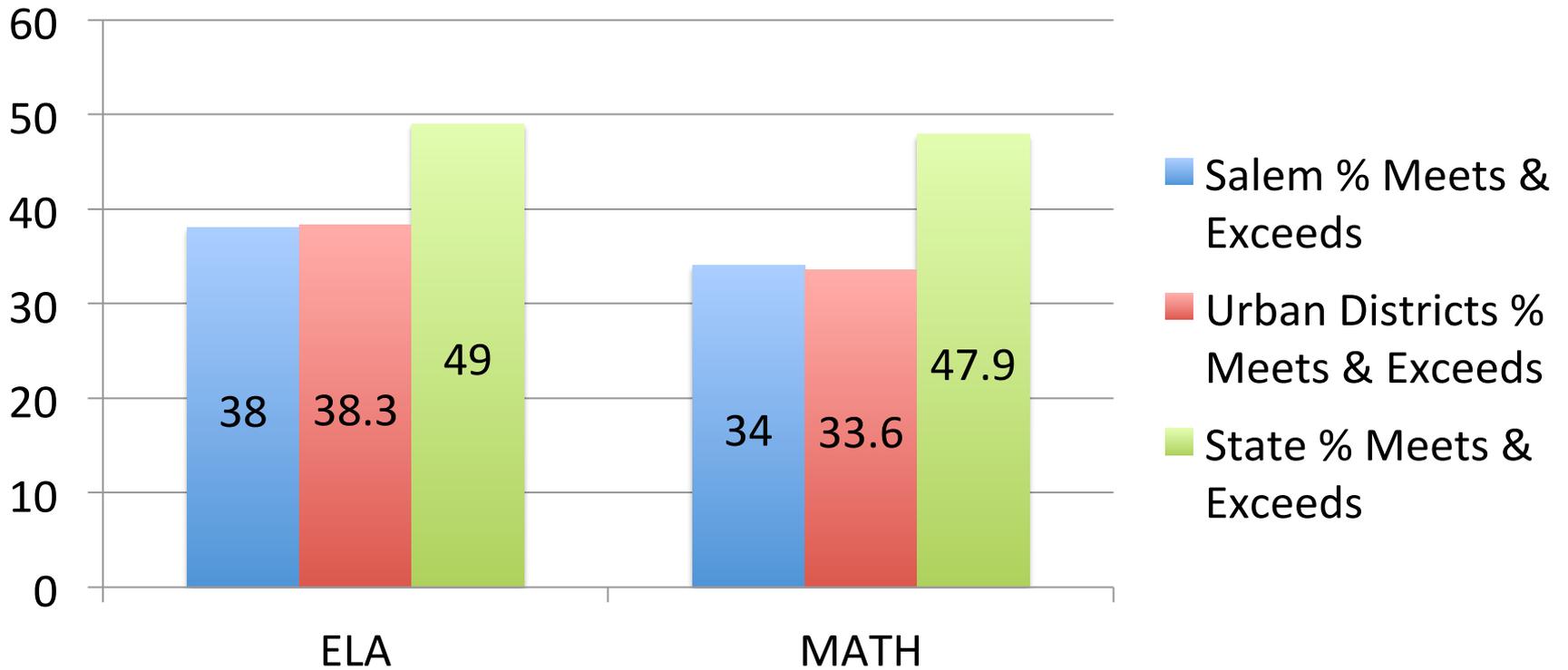
# MCAS 2.0 Results: ELA & Math

2017 MCAS 2.0 Results, Gr 3-8  
(All Students)

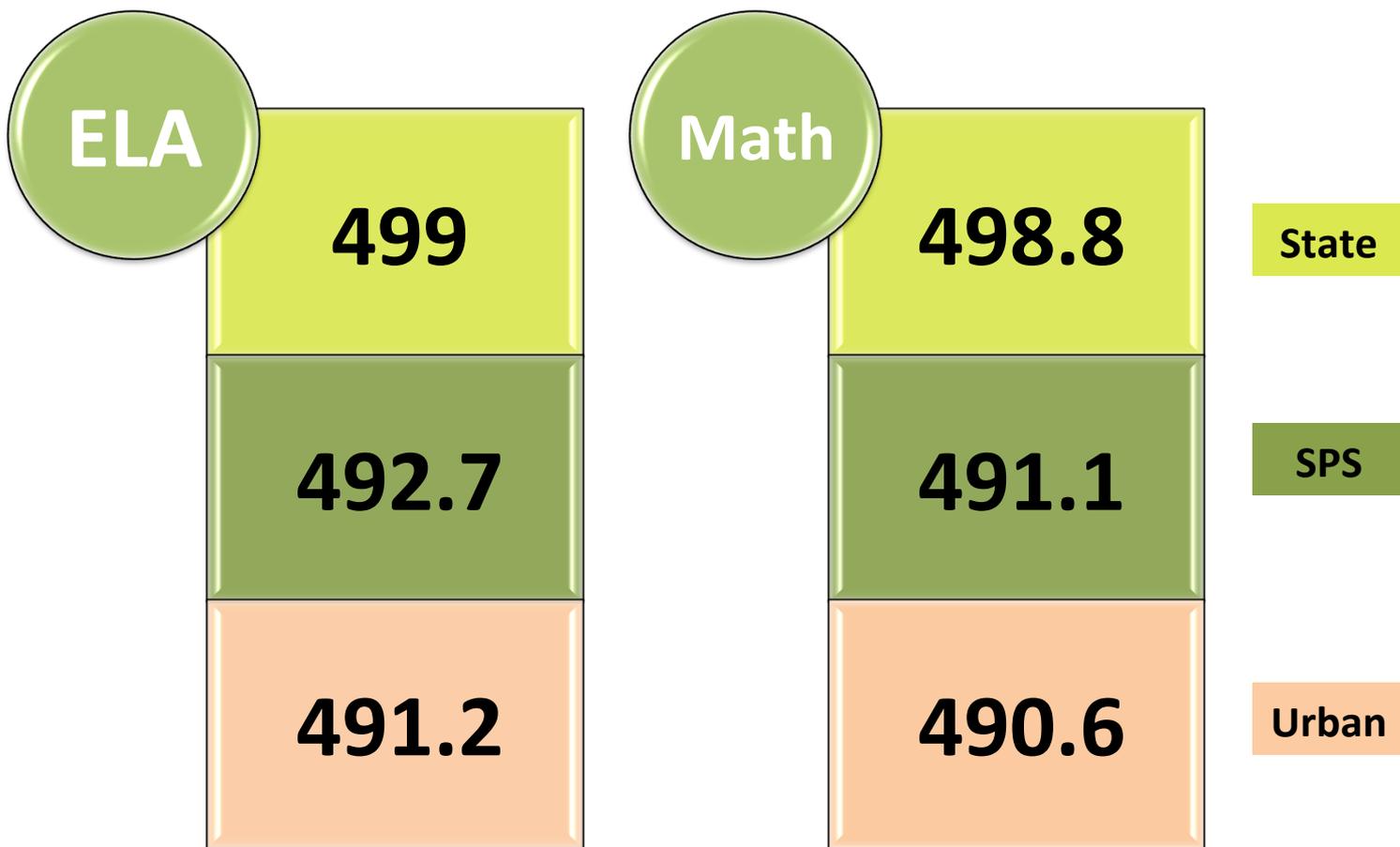


# Comparisons with State & Urban Districts

## % Meets & Exceeds Expectations, Gr 3-8, All Students

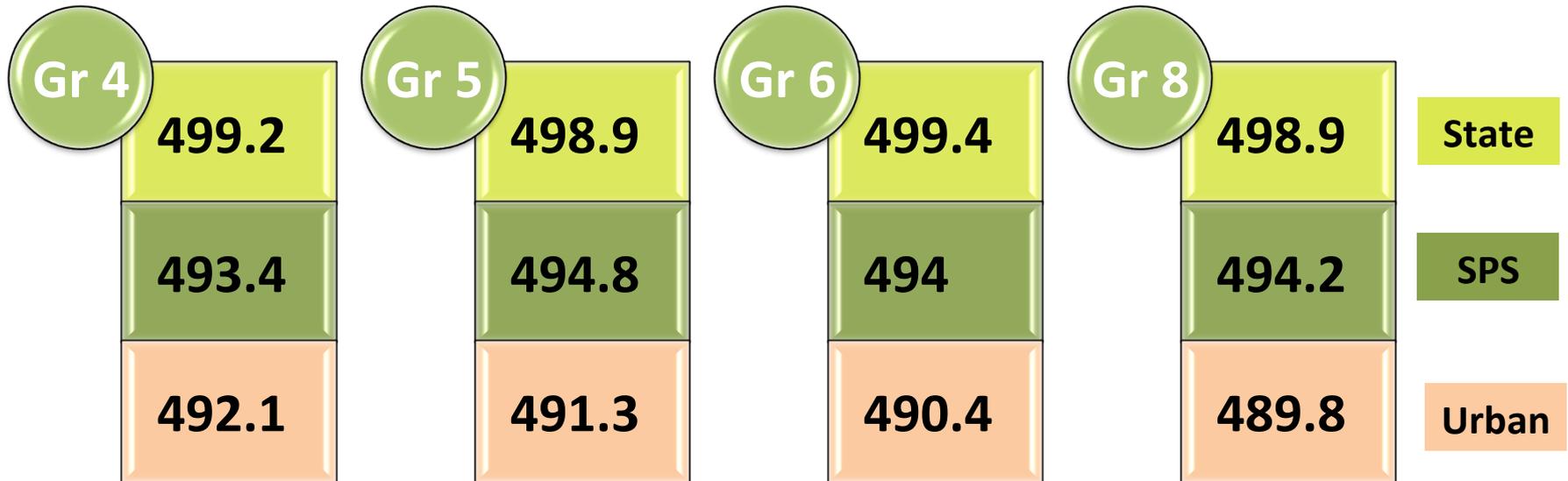


# Scaled Scores Comparison



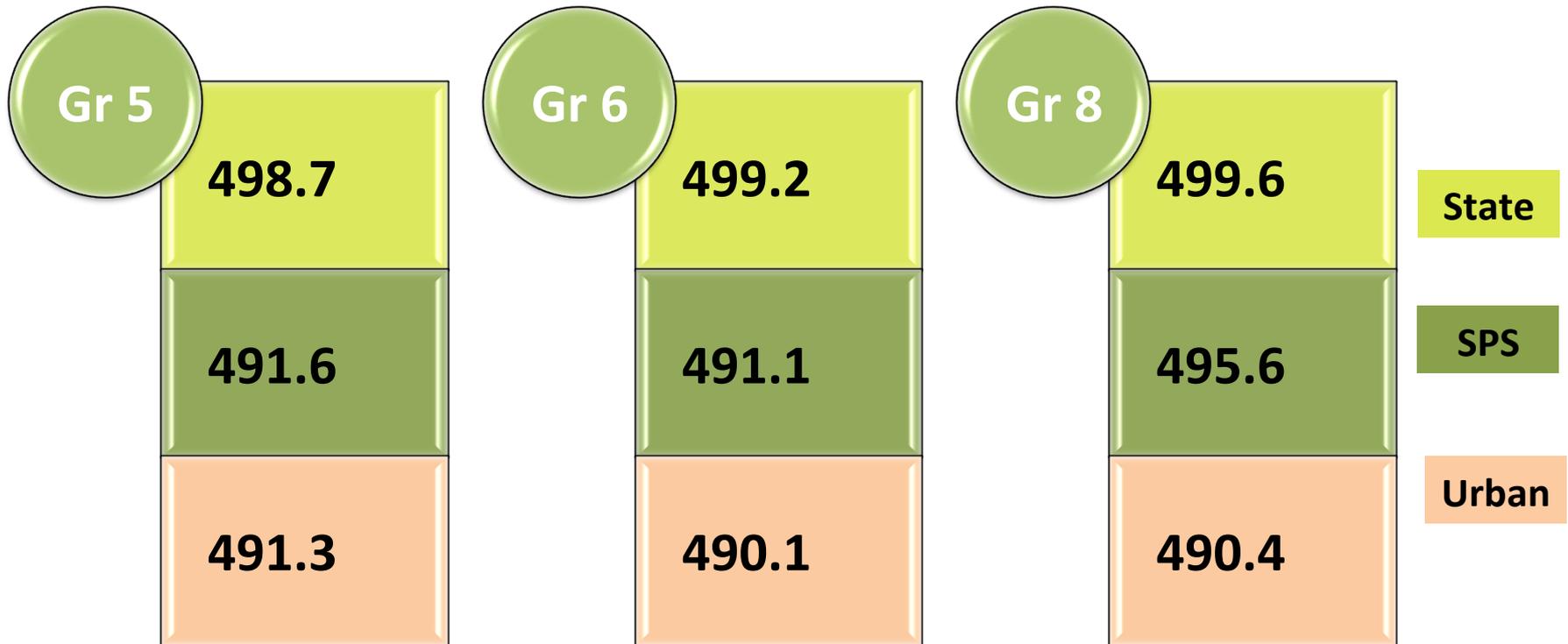
**Salem scored slightly higher than our urban peers on scaled scores for both ELA and Math (Gr 3-8)**

# ELA Grade-Level Highlights



**In ELA, Salem scored higher than other urban districts on scaled scores in Grades 4, 5, 6, and 8**

# Math Grade-Level Highlights

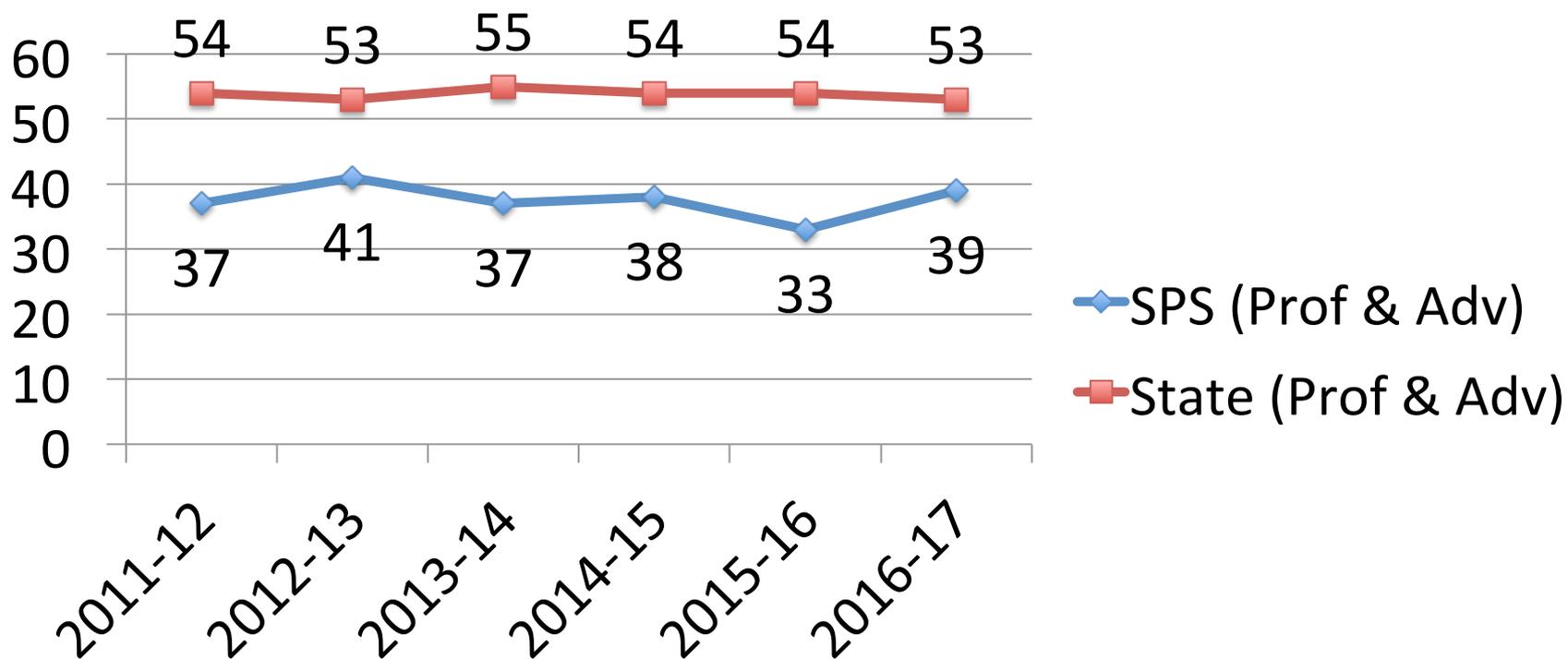


**In Math, Salem scored slightly higher than other urban districts on scaled scores in Grades 5 and 6, and even higher in Grade 8**

# Science Performance

## Science Achievement, 2012-2017

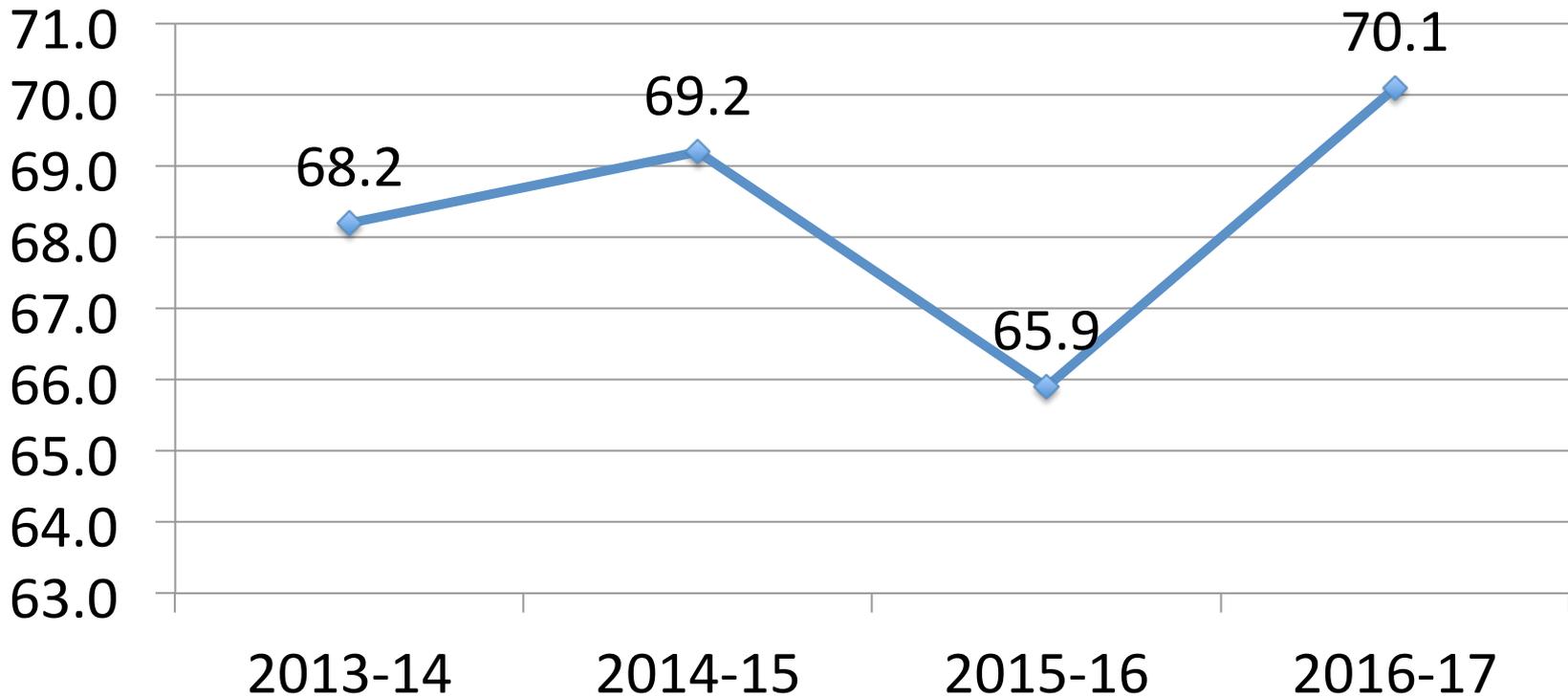
### All Grades



**After a dip last year, the district-wide science performance is higher than it has been since 2014**

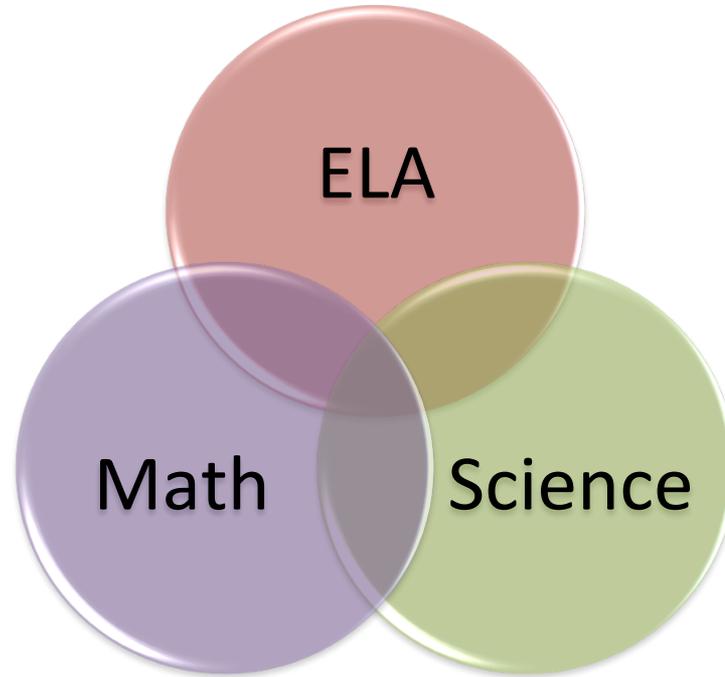
# Science Performance

## Science CPI (All Grades)



**Science CPI increased from last year, which means that Salem schools are moving closer to having all students be proficient in science**

# How far have we come since 2014?

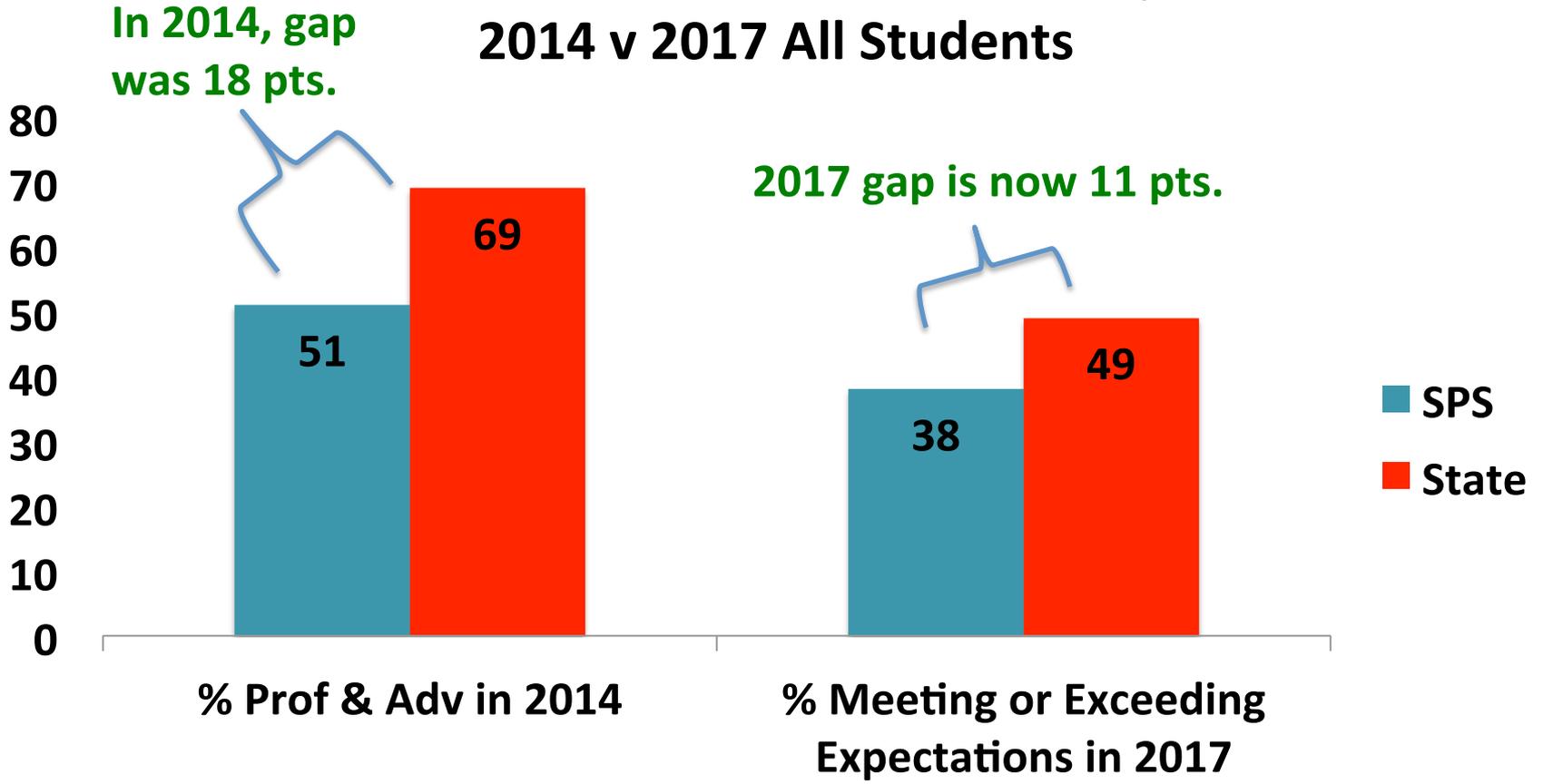


**Since 2014, Salem has narrowed the gap between its performance and the statewide average – in all three tested subjects.**

**This means that the size of the performance gap between Salem and the state in 2017 is smaller than it was in 2014 -- *even though the 2017 assessment is more challenging.***

# ELA Grades 3-8

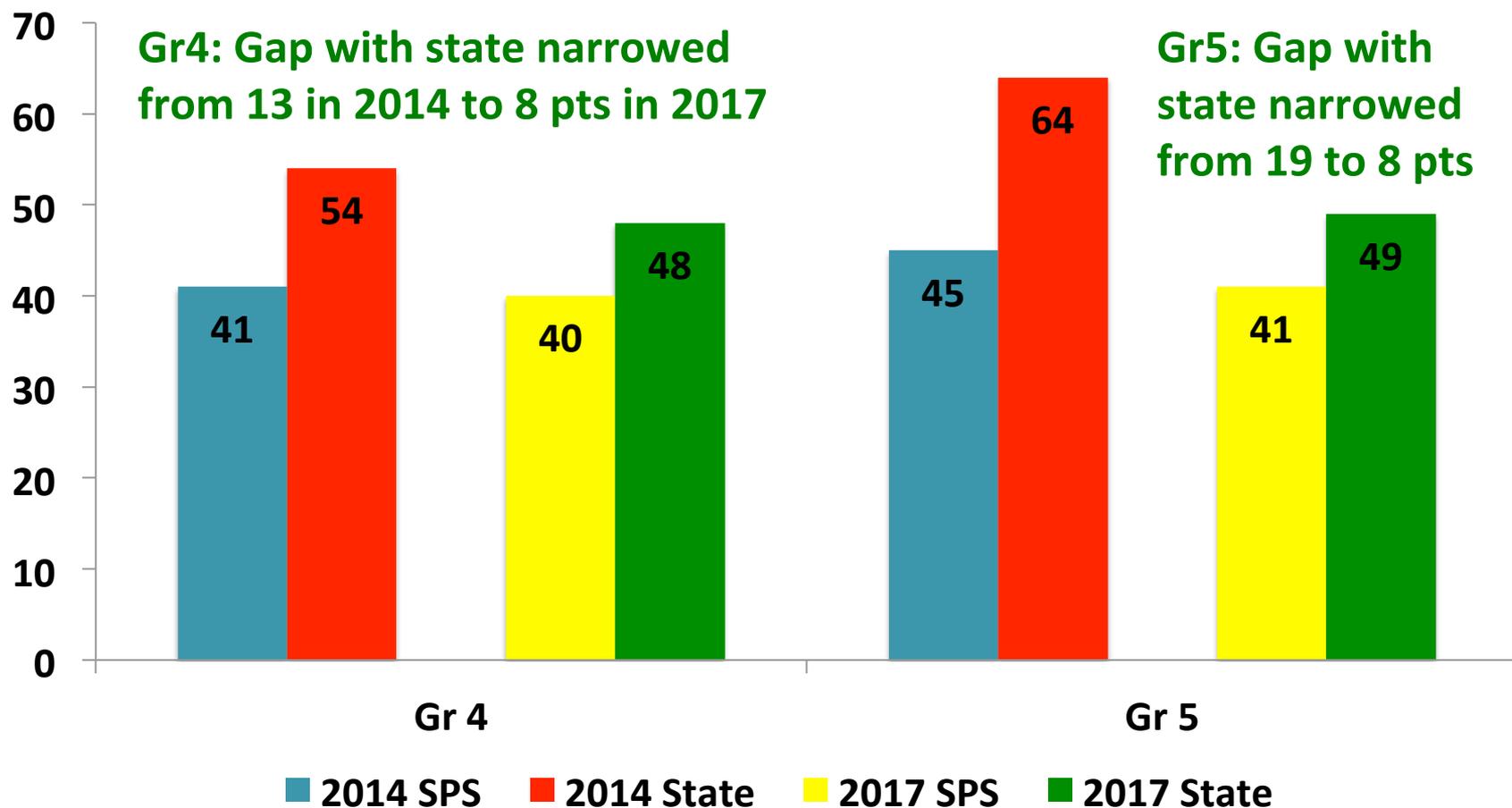
## Gr 3-8 ELA Achievement Levels, 2014 v 2017 All Students



*Since 2014, we've narrowed the achievement gap between Salem and the state in ELA Grades 3 through 8, even as expectations for all have increased. SPS ELA performance is 7 pts closer to the state average in 2017 than in 2014.*

# ELA by Grade Level

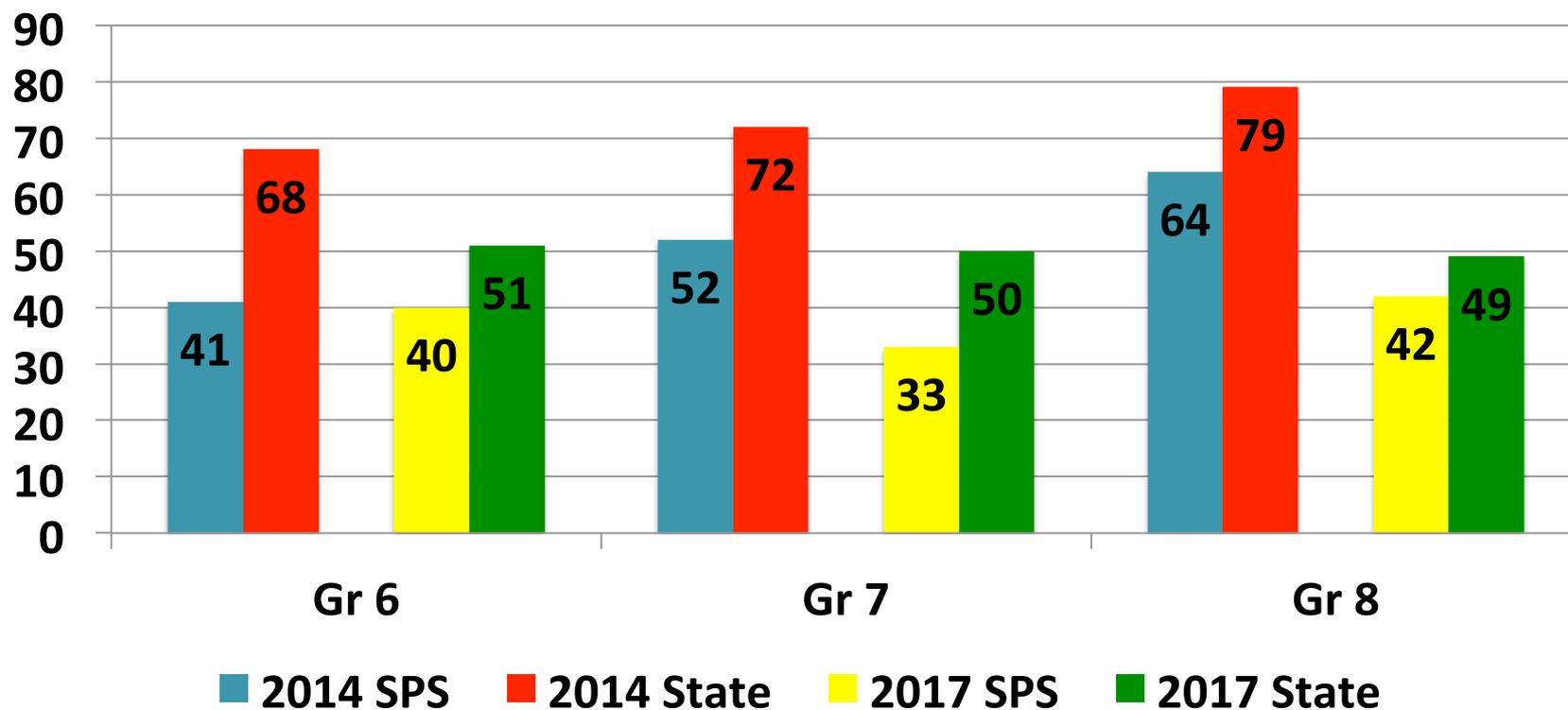
## Gr 4 & 5 ELA Achievement Levels 2014 v 2017



# ELA by Grade Level

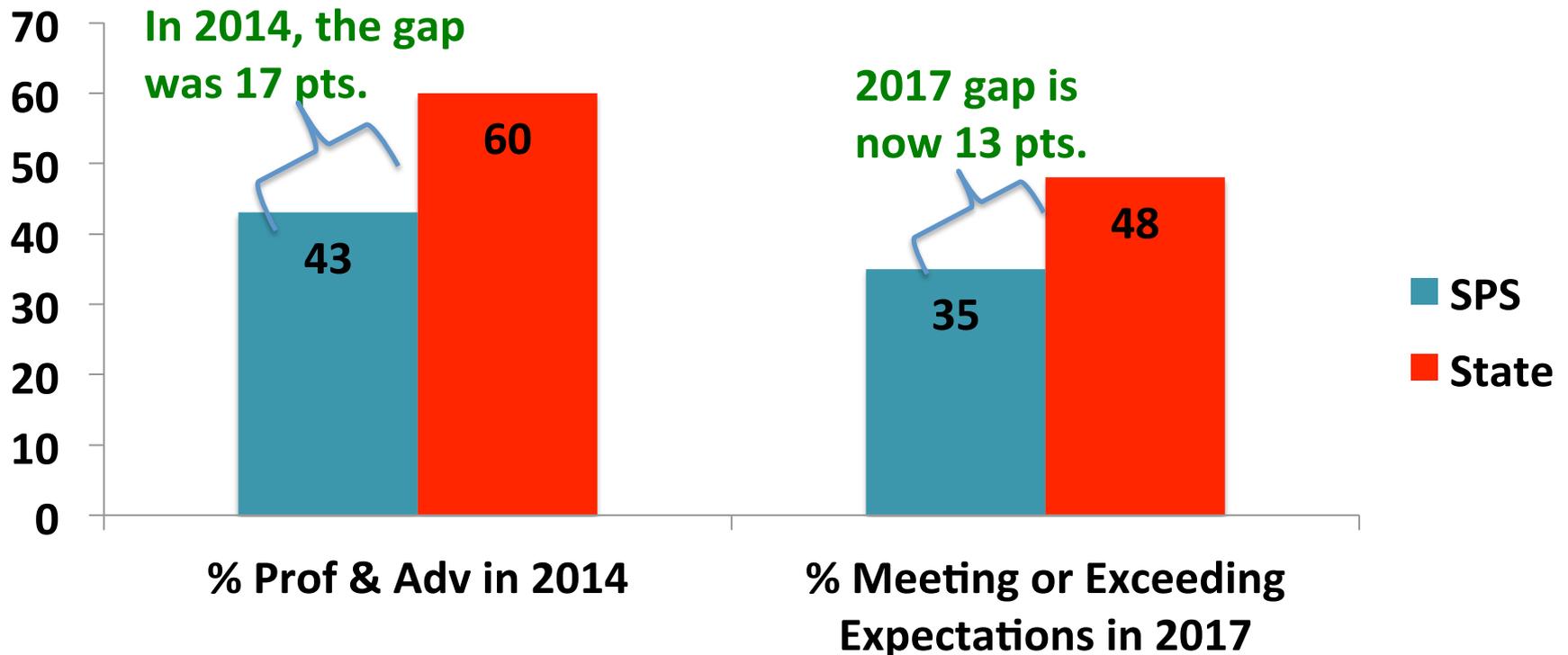
## Gr 6-8 ELA Achievement Levels, 2014 v 2017

In 2017 SPS is 16 pts closer to state average in Gr 6, 3 pts closer in Gr 7, and 8 pts closer in Gr 8 than it was in 2014



# Math Grades 3-8

Gr 3-8 Math Achievement Levels,  
2014 v 2017, All Students

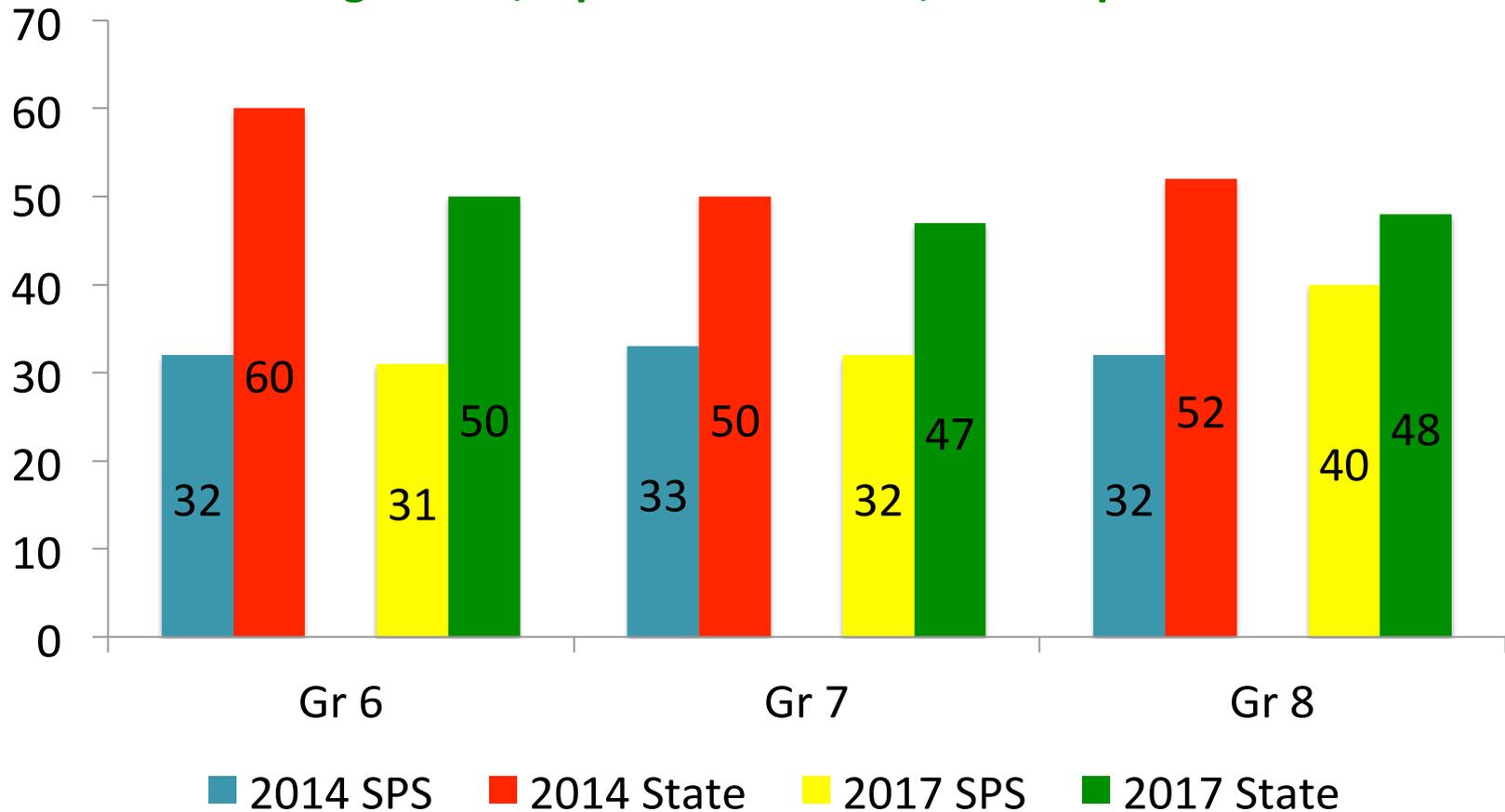


*Since 2014, we've narrowed the achievement gap between Salem and the state in Math Grades 3 through 8, even as expectations for all have increased. SPS is 4 pts closer to the state average than it was in 2014.*

# Math by Grade Level

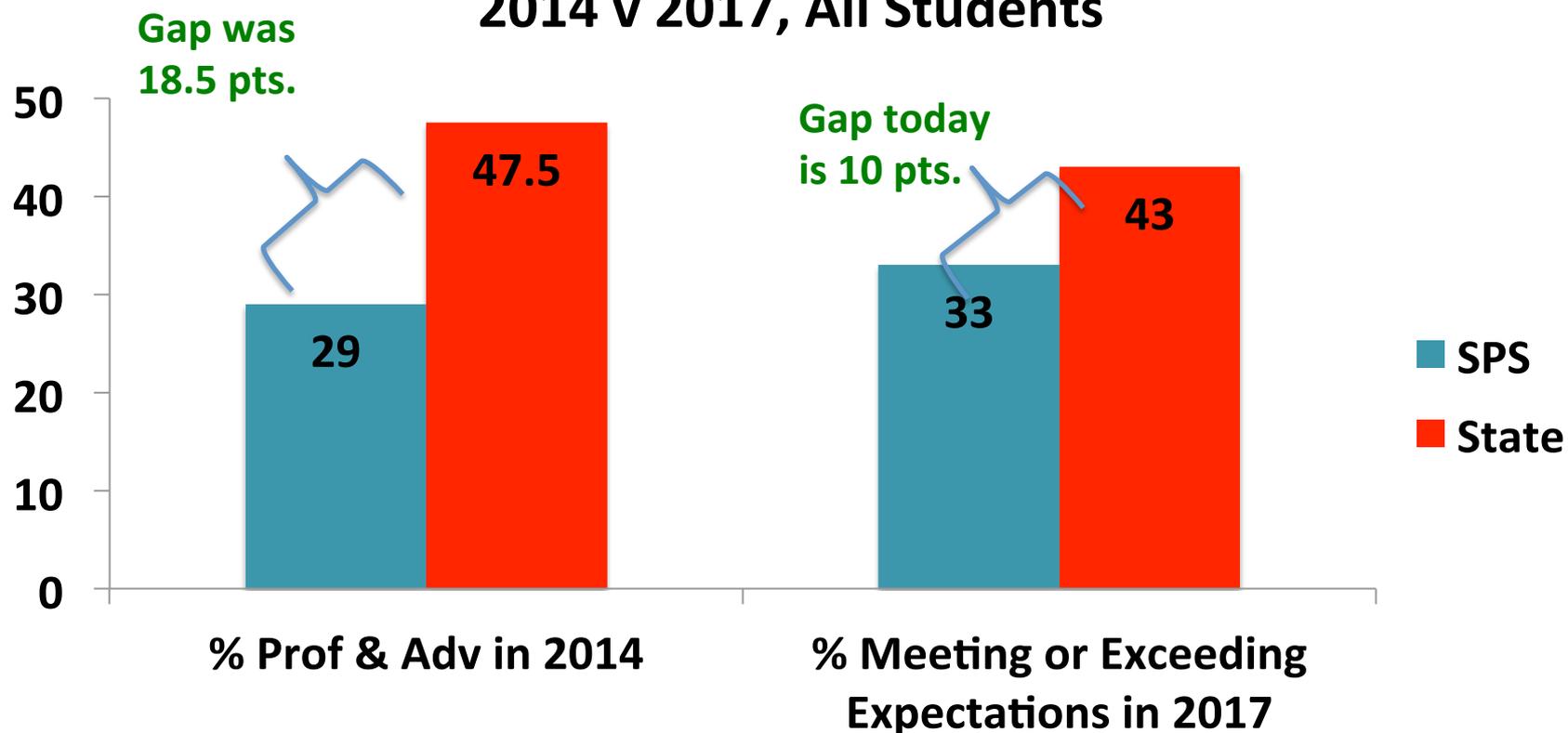
## Gr 6-8 Math Achievement 2014 v 2017

Math achievement gap with state has narrowed. SPS is 9 pts closer to state avg in Gr 6, 2 pts closer in Gr 7, and 12 pts closer in Gr 8.



# Science Grades 3-8

## Gr 5 & 8 Science Achievement Levels 2014 v 2017, All Students

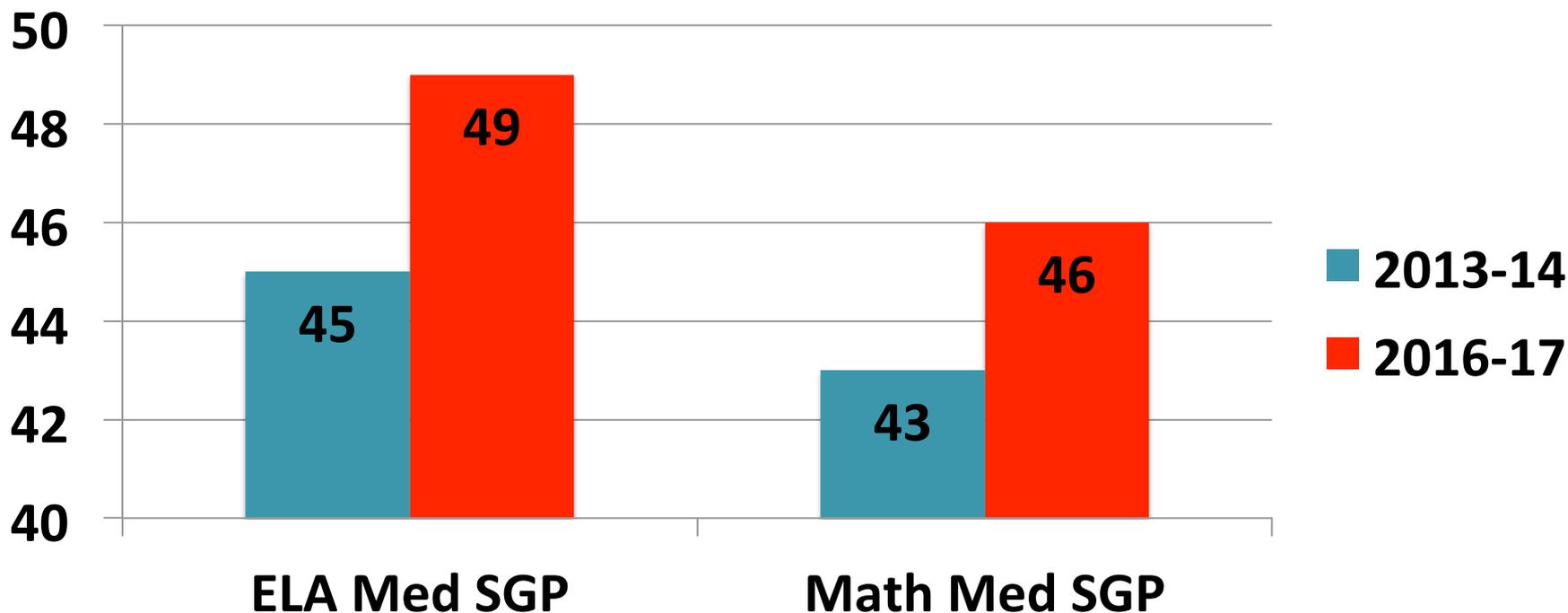


*Since 2014, we've narrowed the achievement gap between Salem and the state in Science Grades 5 & 8*

# Growth Rates since 2014

Growth rates for both ELA and Math are slightly higher today than they were 3 years ago in Grades 3-8

## Growth Rates 2014 v 2017, Gr 3-8



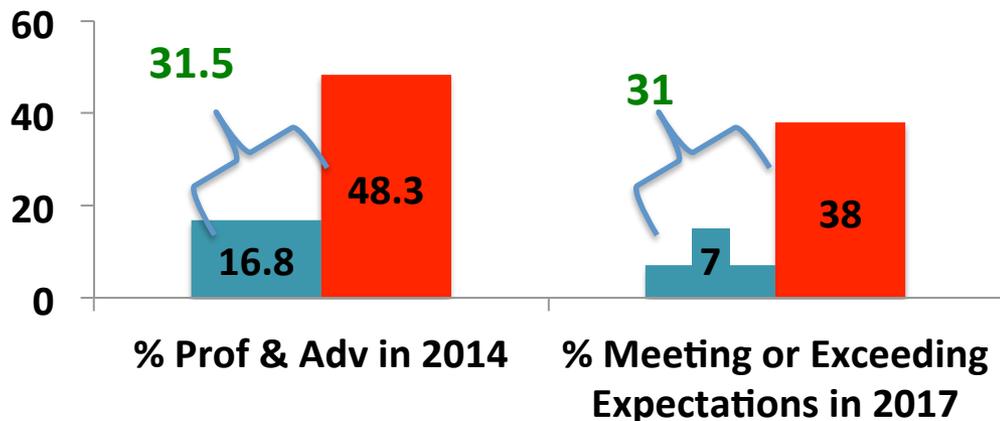


# Improvement Highlights

## Sub-Group Performance

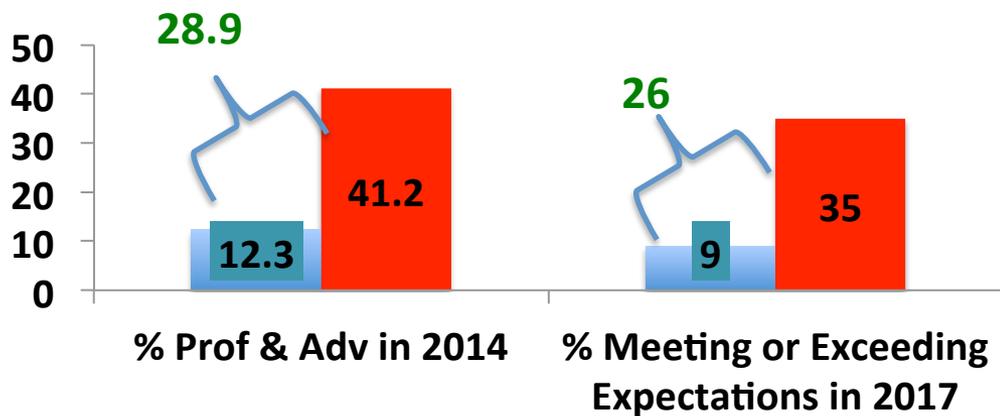
# Students with Disabilities (SWD)

## ELA Gr 3-8, SWD



The achievement gap between Students with Disabilities (SWD) and the district's average has narrowed slightly since 2014 in both ELA and Math for Grades 3-8, combined.

## Math Gr 3-8, SWD



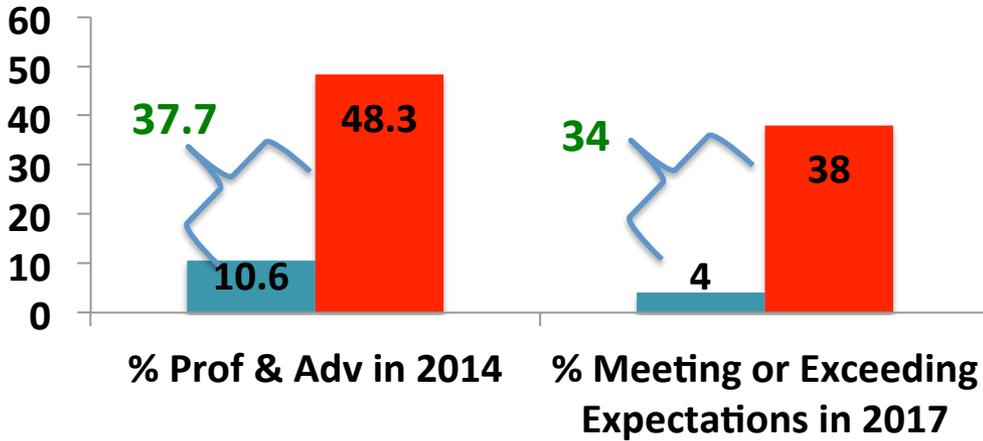
In ELA the gap went from 31.5 in 2014 to 31 in 2017.

In Math the gap went from 28.9 in 2014 to 26 in 2017.

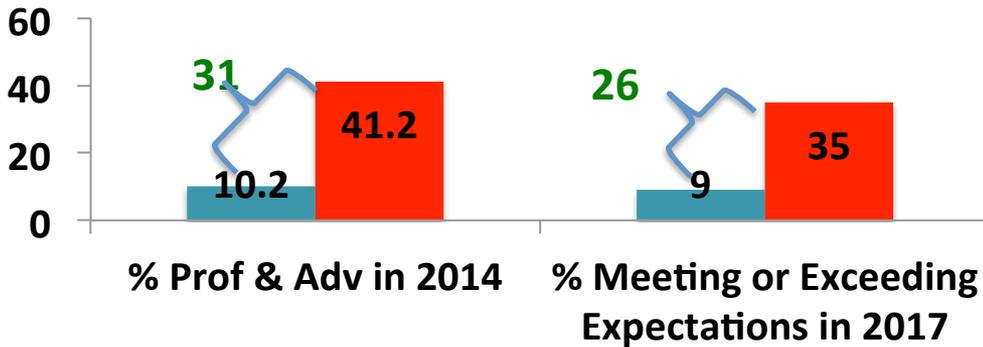
■ SWD ■ District

# English Language Learners (ELL)

ELA Gr 3-8, ELL Students



Math Gr 3-8, ELL Students



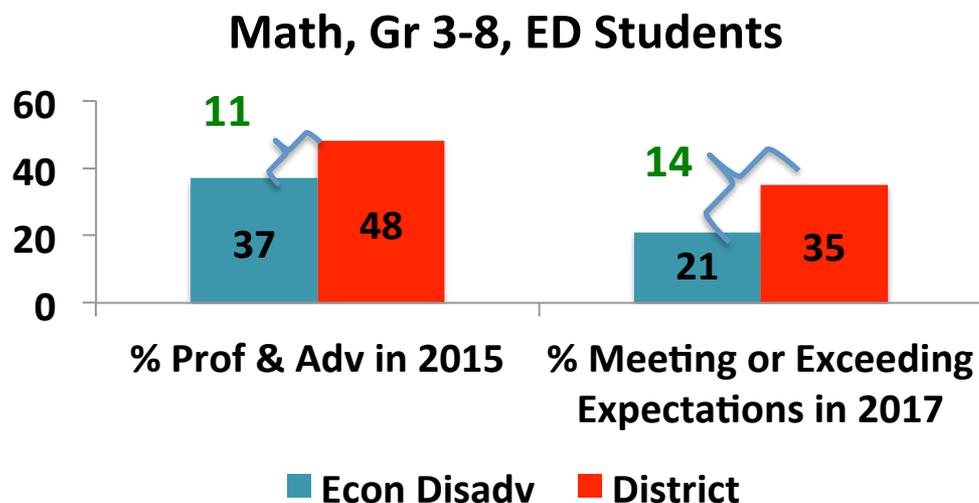
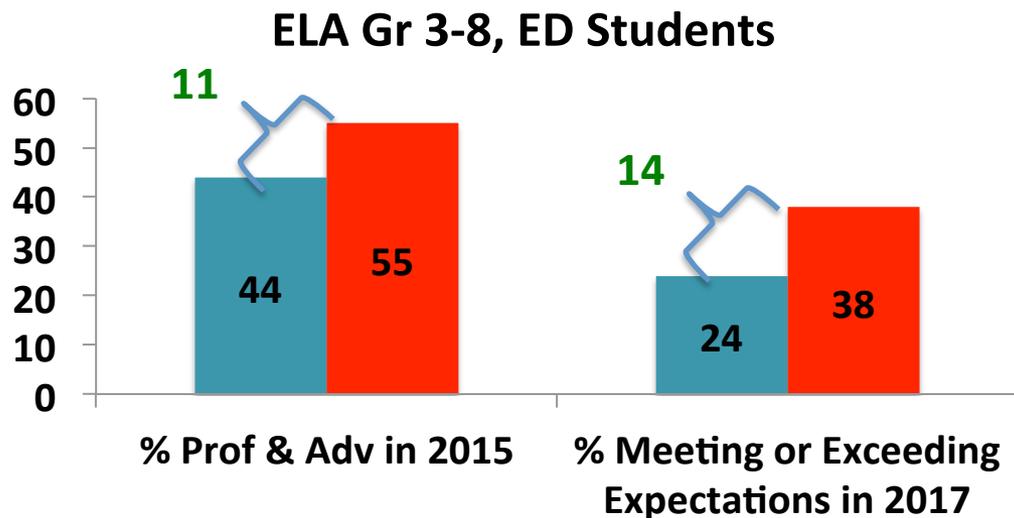
■ ELL ■ District

The achievement gap between English Language Learners (ELL) and the district's average has narrowed slightly since 2014 in both ELA and Math for Grades 3-8, combined.

In ELA the gap went from 37.7 in 2014 to 34 in 2017.

In Math the gap went from 31 in 2014 to 26 in 2017.

# Economically Disadvantaged (ED)



Unfortunately, we are not doing as well with students who are economically disadvantaged (ED). The achievement gap between ED students and the district's average increased slightly since 2015 both ELA and Math for Grades 3-8, combined.

In both ELA and Math the gap went from 11 in 2015 to 14 in 2017.



# Improvement Highlights

## School Highlights

# Schools Narrowing Gap with the State

## ELA

**BACS** reduced gap by 22 pts

**HMLS** reduced gap by 12 pts

**Collins MS** reduced gap by 12 pts

**Bates** reduced gap by 8 pts

**Carlton** reduced gap by 7 pts

## Math

**Bates** reduced gap by 12 pts

**Carlton** reduced gap by 12 pts

**Collins MS** reduced gap by 11 pts

**BACS** reduced gap by 11 pts

**HMLS** reduced gap by 1 pt

## Science

**Carlton** reduced gap by 22 pts

**HMLS** reduced gap by 20 pts

**Collins MS** reduced gap by 19 pts

**Bates** reduced gap by 10 pts

**In these schools, the gaps with the state are smaller in 2017 than they were in 2014.**

# Some Schools Outperformed the State

**ELA**

**Saltonstall**

5% more  
students

**Math**

**Bates**

2% more  
students

**Carlton**

1% more  
students

**Science**

**Carlton**

4% more  
students

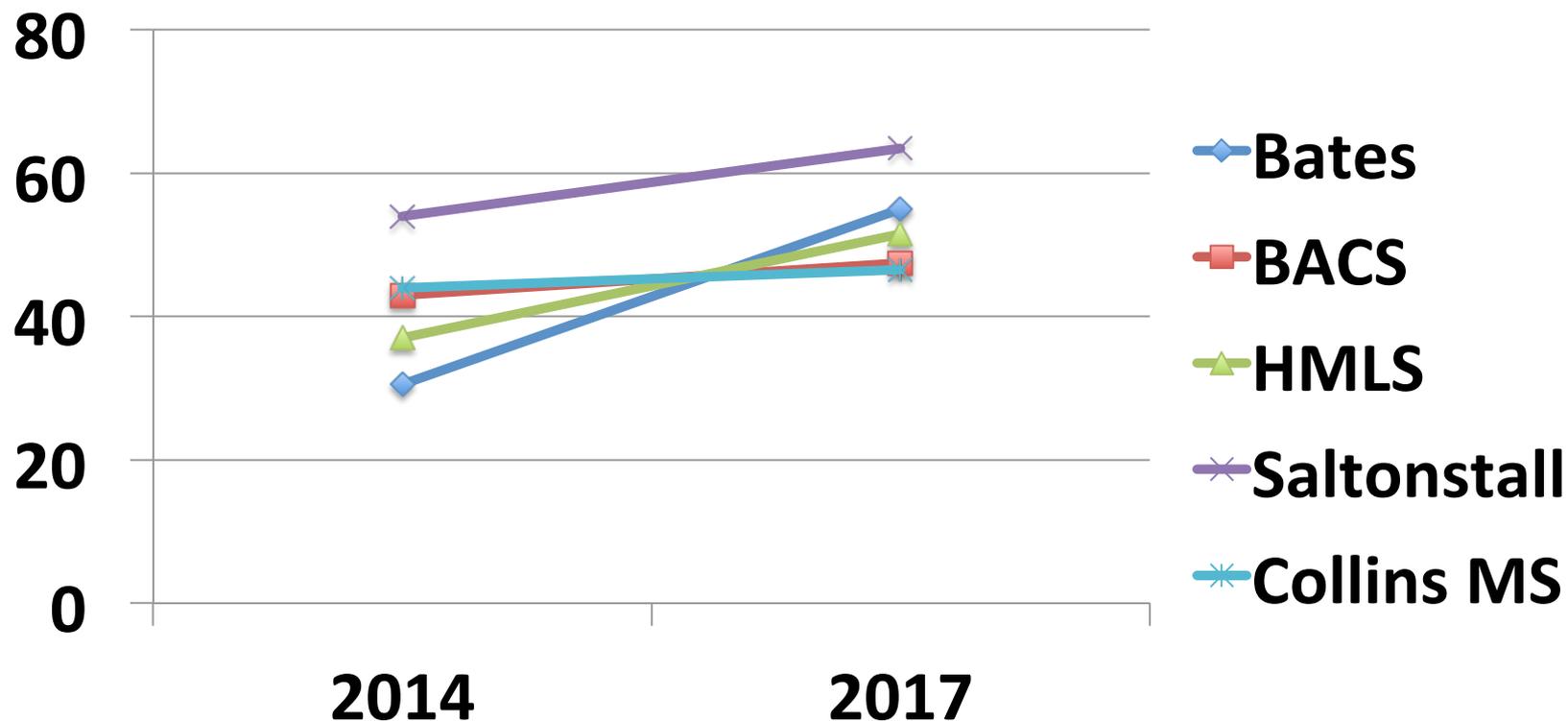
**Bates**

2% more  
students

**In these schools, the % of students who Meet or Exceed Expectations in the above subject areas is higher than the statewide average of those who Meet or Exceed Expectations (on 2017 MCAS 2.0)**

# Some Schools Increased ELA Growth Rates

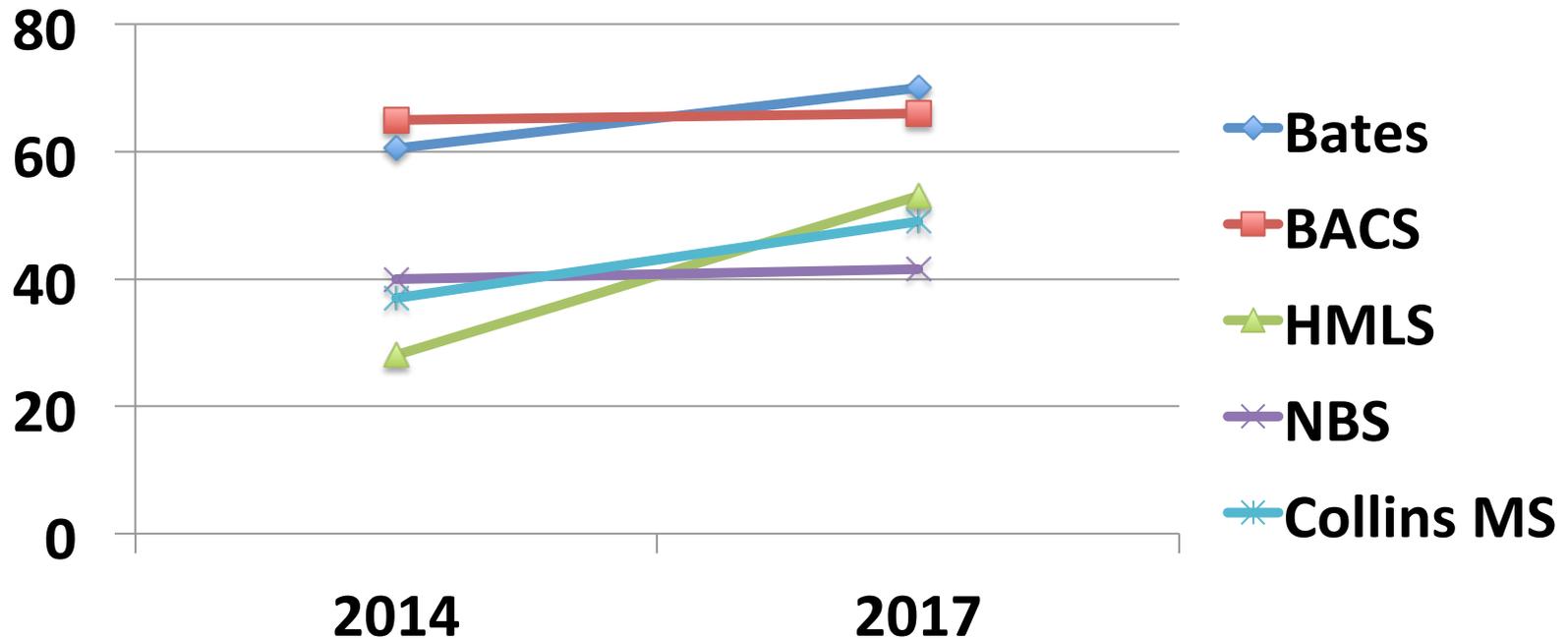
## ELA Growth (SGP), 2014 v 2017



Since 2014, student growth in ELA increased for all students in these five schools

# Some Schools Increased Math Growth Rates

## Math Growth (SGP), 2014 v 2017



**These five schools increased Math growth rates for all students since 2014**

# School Improvement Highlights

## Elementary and K-8 Schools

### Bates Elementary

- ELA SGP for all students was 55, the highest in the school's history
- Math SGP for all students was 70, reflecting a high rate of growth
- Increased percentage of Advanced/Proficient students in Science from 32% in 2016 to 48% in 2017

### Bentley Academy Charter School (BACS)

- 63% of students meeting or exceeding expectations in Gr 4 Math coupled with a high growth rate (SGP of 83.5) for Gr4 students
- Growth rate for Math, overall, is high (SGP of 66)

### Carlton Innovation School

- Scoring very close to state averages in ELA Grades 4 and 5 (ELA achievement percentile for all students was 57%)
- Exceeding the state average in Gr 3 Math (58% Meets or Exceeds compared with 49% state average in Gr 3 Math)
- Scored higher than state in Science and Science CPI is 77.8

# School Improvement Highlights

## Elementary and K-8 Schools (continued)

### Horace Mann Laboratory School

- Achieving high growth rate in 4<sup>th</sup> Grade Math (SGP of 62)
- Maintaining growth rates above the state average for ELA (SGP of 51.5) and Math (SGP of 53)
- In ELA, ELL students in Gr 3-5 scored in the 53<sup>rd</sup> achievement percentile

### Nathaniel Bowditch K-8 School

- Schoolwide Math growth rate increased from an SGP of 37 in 2016 to an SGP of 41 in 2017
- 4<sup>th</sup> Grade growth rates increased from 2016 (from an SGP of 41 to 46 in ELA and 24 to 41 in Math)
- 8<sup>th</sup> grade growth was also high in both ELA and Math (58 SGP in ELA and 63 in Math) with ELL students scoring above the 80<sup>th</sup> percentile in both subjects

# School Improvement Highlights

## Elementary and K-8 Schools (continued)

### Saltonstall K-8 School

- Highest growth rate for ELA (Gr 3-8, combined) in the district (63.5)
- In Grade 4, 66% of the students are meeting or exceeding expectations
- Grade 3 Math showing a strong result with 52% of students meeting or exceeding expectations on the MCAS 2.0

### Witchcraft Heights Elementary School

- High growth rate in 5<sup>th</sup> Grade ELA with an SGP of 61
- Growth also increased for 5<sup>th</sup> Grade Math (from an SGP of 30 in 2016 to 40 in 2017)
- 5<sup>th</sup> Grade also increased Science performance -- the % students scoring proficient or advanced increased from 27 to 45 and CPI increased from 69 in 2016 to 77.3 in 2017

# School Improvement Highlights

## Middle Schools

### Collins Middle School

- Closing the achievement gap with the state – from a 19 pt. difference with the state in 2014 to 7 pts in ELA for 2017 and a 41 pt difference to 10 pts in Math
- 8<sup>th</sup> grade growth rates in both ELA and Math remain strong (55 SGP for both ELA and Math)
- The percentage of students who were proficient in Science increased by 16 pts over the last year

# School: Improvement Highlights

## High Schools

### Salem Prep High School

- 8<sup>th</sup> grade students showed good results (none scored in the lowest category of “Not Meeting Expectations”)
- Catching students up -- Seeing higher growth rates among students who had previously scored poorly

### New Liberty Innovation School

- In ELA, none of the NLIS scored Failing/Warning, including those with IEPs
- Seeing higher growth rates in Math
- Also seeing progress in science

# School Improvement Highlights

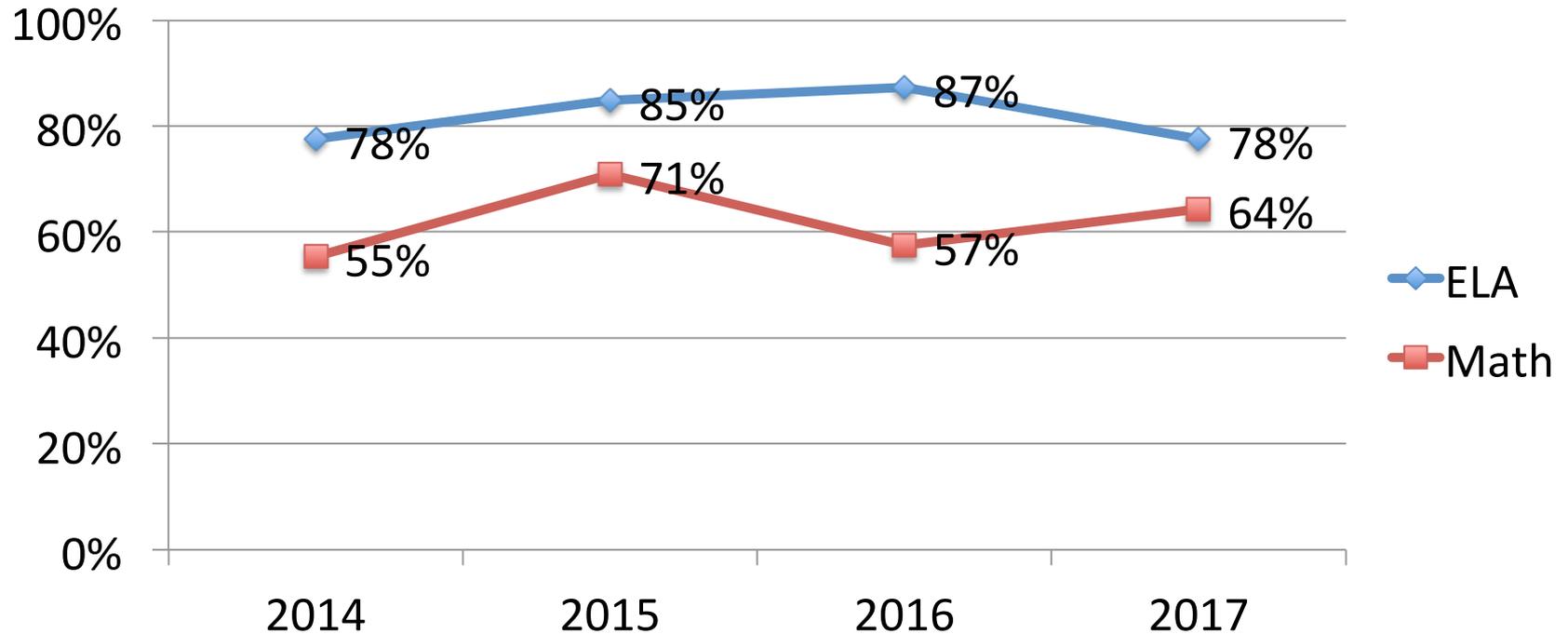
## Salem High School:

- **Increased school percentile to become a Level 2 School!**
- Grade 10 Math CPI increased from 79.4 in 2016 to 82 for all students in 2017
- SHS is also improving Math performance for subgroups
  - CPI for Math increased from 50 to 55.4 for ELLs
  - CPI for Math increased from 55.4 to 66.3 for Students with Disabilities
- Math growth rates are high for all students (increasing from an SGP of 43 in 2016 to 60.5 in 2017)
  - The growth rates in Math for the school's Hispanic/Latino students is even higher (SGP of 66.5)
  - Math Growth rates for White students also increased from 50 to 52
  - Growth rates also increased in Math for students who are Economically Disadvantaged (from 43 to 53.5)
- The performance of Students with Disabilities is improving in all subjects – Math CPI increased to 66.3 from 55.4; ELA CPI increased from 84.3 to 85.5 and Science CPI from 72.7 to 73.6

# % Adv + Proficient

Percent of Salem High students scoring advanced/proficient in Math is higher today than it was 4 years ago.

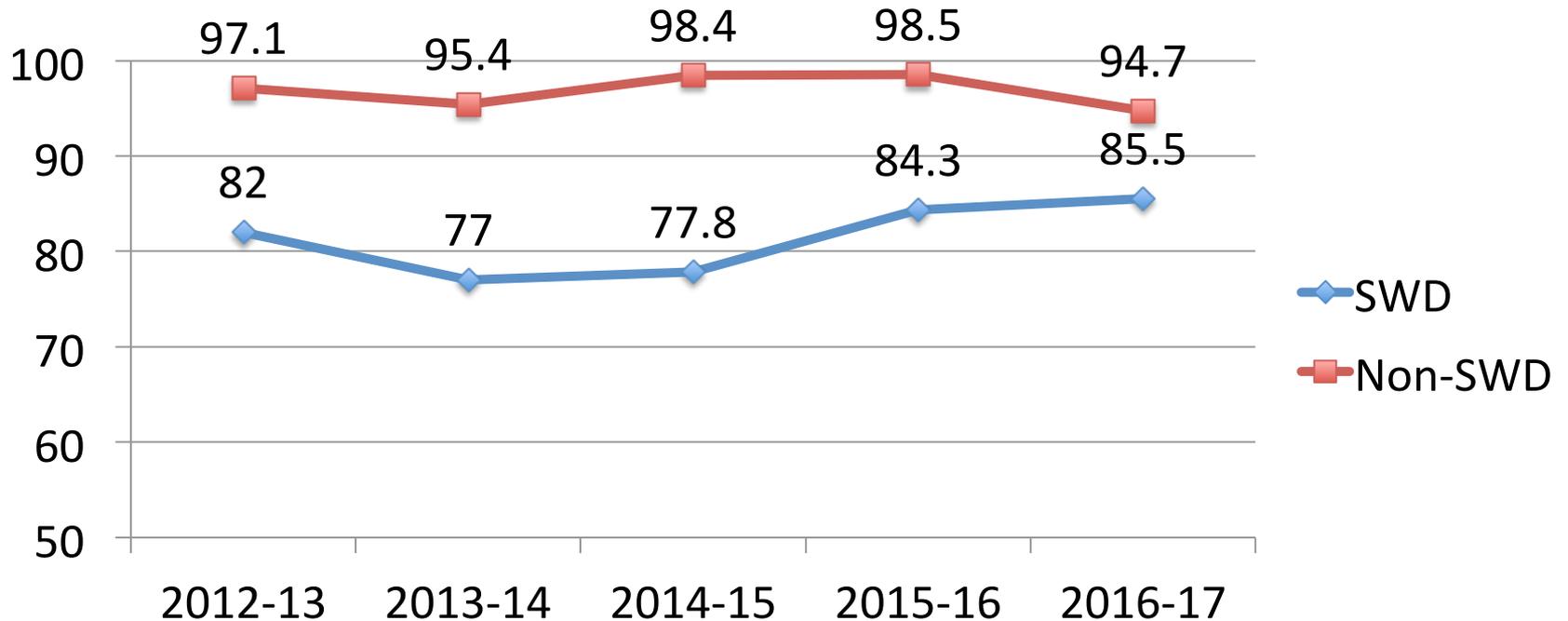
**Salem HS MCAS % Adv + Proficient  
All Students, 2014 - 2017**



# ELA CPI

ELA CPI for Salem High's SWD has steadily increased over the last 3 years.

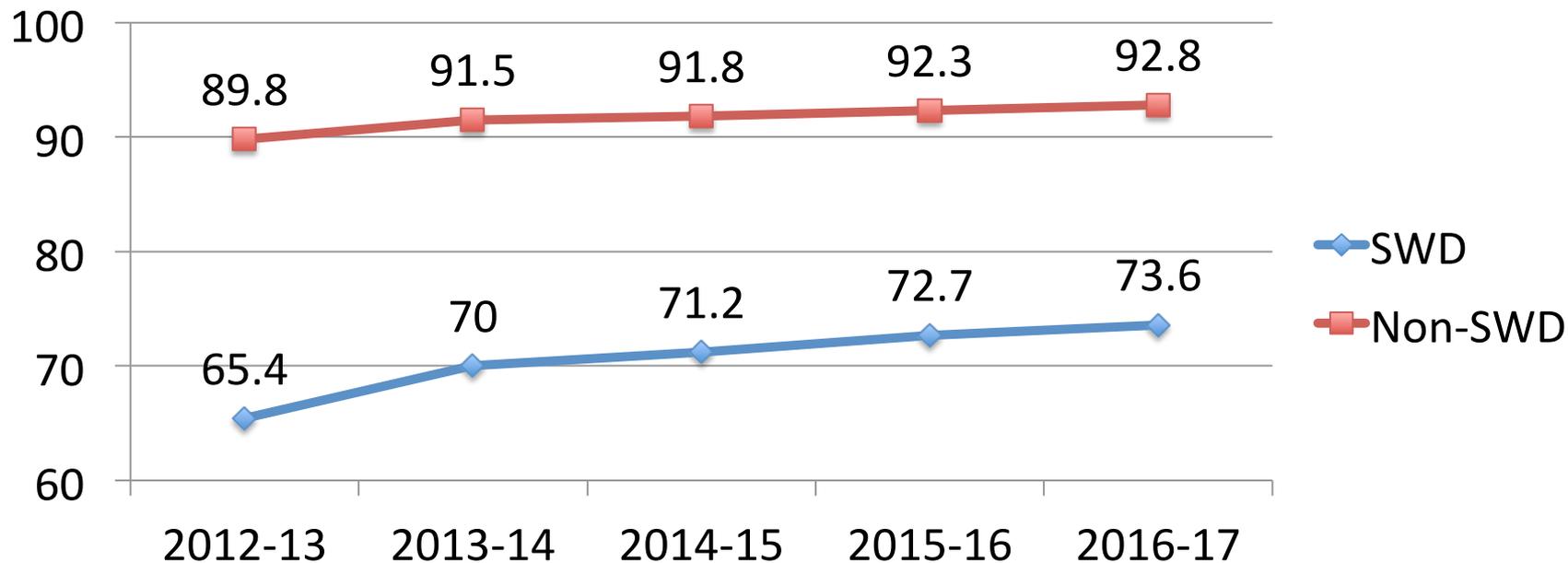
**Salem High ELA CPI by Disability Status  
2013-17**



# Science CPI

Science CPI for Salem High's SWD is 8.2 points higher today than it was 4 years ago.

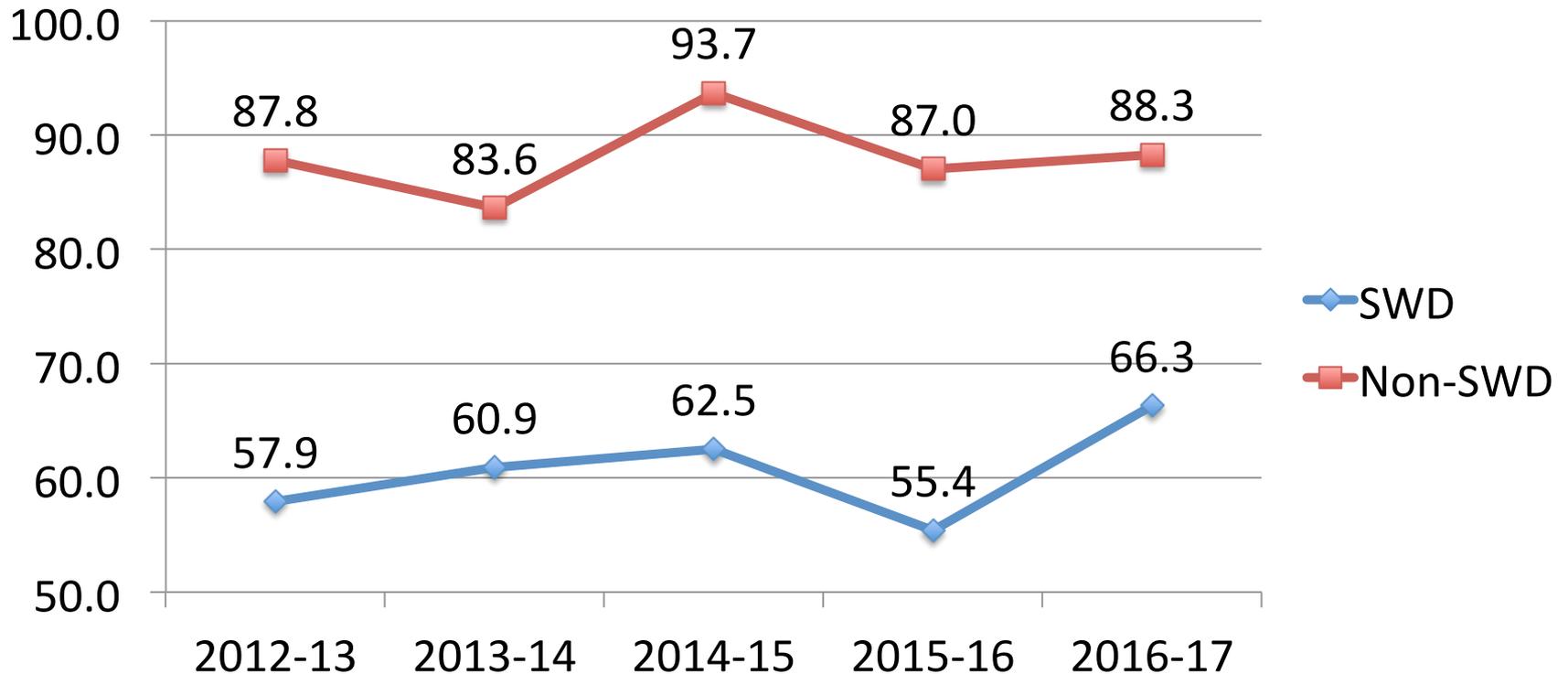
**Salem High Science CPI by Disability Status  
2013-17**



# Math CPI

Math CPI for Salem High's SWD is 8.4 points higher today than it was 4 years ago.

Salem High Math CPI by Disability Status  
2013-17



# Challenges to Address

- **Boost achievement levels in all grades and subjects**
  - While we've improved, we still have work to do to achieve at the same level as statewide average
- **Increase attention and focus on 3<sup>rd</sup> grade achievement, all subjects**
  - Need more attention focused on early learning
- **Increase focus on outcomes for students who are Economically Disadvantaged**
  - Multiple strategies to address barriers

# Strategies Underway

- **Continued focus on standards-based practices**
  - Scaling best practices throughout grades K-9
  - Deep work on what it means to master priority standards
  - Continued focus on effective data practices to improve instruction
- **Reading to Learn in the Early Grades**
  - Implementing Foundations in Gr K-2 to strengthen foundational reading skills in our youngest readers
  - Launch of PALS (foundational reading screener) to identify early literacy skills and intervene sooner

# Strategies Underway (continued)

- **ELA Interventions**

- Revised K-5 ELA units – supporting new teachers

- **Math Interventions**

- Hired and deployed Math tutors to schools & grade levels of greatest need

- **Science Interventions**

- New science curriculum for Grades 4-8

- Resources to support science teachers with delivering quality instruction aligned to science curriculum maps

# Strategies Underway (continued)

- **Addressing multiple barriers to student learning**
  - Implementation of City Connects
  - Inclusive Practices Workgroup to support effective inclusion district-wide, using DESE Inclusive Practices Guide
  - Phonological Awareness Workgroup – a minimum of 1 teacher per school trained in LIPS and receiving ongoing support and PD to provide specialized reading to our neediest students
  - Specialized Instruction Coaches – working with teachers in specialized programs across the district to target instruction and increase rigor
  - Piloting social emotional curriculum in select grades at Bates, WHES, HMLS, and NBS – to support hidden curriculum (norms, values, and beliefs) in classrooms

# Strategies Underway (continued)

- **Addressing multiple barriers to student learning (continued)**
  - Continued work (Year 2) of using the National Geographic ELD curriculum K-12 in ESL classes
  - Beginning to align the work of ESL classes and the standards-based report card for all other subjects, K-8
  - Training and implementation of PALS assessment in Spanish for Spanish-speaking newcomers in Grades K-3 who arrive mid-year
  - Continued work (Year 2) of interim assessments for language developments for all ELLs

# Strategies Underway (continued)

- **Intensive Support & Interventions for the Nathaniel Bowditch School**
  - Full implementation of Reach for Reading (K through Grade 3)
  - Intensive coaching and support for new teachers from TNTP
  - Additional district resources to support academic interventions in reading and math
- **Salem High School Redesign**
  - Ongoing effort to re-think and re-design the high school to better prepare all students for their future

# Strategies Underway (continued)

- **Other District-wide Initiatives**

- New assessment platform and data management system (SchoolCity) – stores K-12 assessments aligned to our curriculum/scope & sequence across content areas
- Teacher-led professional development aligned to critical areas of need
- New K-8 Social Studies Curriculum

# Memorandum

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**To:** Ms. Margarita Ruiz, Superintendent of Schools

**CC:** file

**From:** David J. Angeramo, Salem High Principal

**Date:** October 18, 2017

**Re:** Out of State day Field Trip to Johnson and Wales

---

This is to recommend the Culinary Arts Class field trip to Johnson and Wales College, Providence, RI. Last year, students enjoyed the activities at the college. This year's trip will take place December 11<sup>th</sup>, from 7:30AM to 3:00PM. This trip will give our students the opportunity to visit and experience a Culinary Arts College. The one-day field trip will be chaperoned by Ms. Bridget Zanni, Mr. Judd Berman and Richard Hayward all are Culinary Arts instructors. A list of students (40 students) with permission slips will follow. Our school nurses have cleared all students attending. The students and chaperones will travel by bus (McGinn Bus Company, Lynn, MA). The Perkins Grant pays cost of the trip. I highly recommend this field trip for our Culinary Arts students. It will give them a hands-on-learning approach to the graduate opportunities in this field.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

Attachment

**FIELD TRIP REQUEST**

# 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	Salem High School		Date of Request	Date of Field Trip	
Coordinator	Ms. Bridget Zanni		10-18-17	12-11-17	
Coordinator Contact Info	Phone:	978-740-1167	Total Number of Students	Departure Time	Return Time
	Email:	bridget.zanni@salem.k12-or.org.			
Grade Level(s)	9-12		40	7:30	3:30
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Johnson + Wales College		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 checked="" type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

## II. Learning and Accessibility

<b>Instructional Alignment</b> <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:	<b>Accessibility and Inclusion for All Students</b> <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:
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## III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Rebecca Smith</i>		Date: 10-16-17

## IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
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? <b>Bus</b>	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" 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: <b>McGinn Busing</b>
If SPS Bus needed, please specify the following information:	Pick Up Time: <b>N/A</b> Pick Up Location: <b>N/A</b>	Return Time: <b>N/A</b> Return Location: <b>N/A</b>

## VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

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

## VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: <i>Dan [Signature]</i>	Date: 10/18/17
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# Memorandum

**To:** Ms. Margarita Ruiz, Superintendent of Schools

**CC:** file

**From:** David J. Angeramo, Salem High Principal

DR

**Date:** October 18, 2017

**Re:** Out of State day Field Trip to Johnson and Wales

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This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

Attachment

**Memo:**

To: Salem School Committee

From: Kristin Shaver

Date: November 6, 2017

Re: FY18 Budget Transfer Request 11

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The Human Capital Office requests the following transfer to cover the cost of temporary office assistance due to a staffing change:

<b>Account Description/Use</b>	<b>Account Number</b>	<b>Amount From</b>	<b>Amount To</b>
Contract Services	13482021-5320		\$4,000
Salaries	13482020-5160	\$4,000	

I recommend approval of the transfer.



**Memo:**

To: Salem School Committee

From: Kristin Shaver

Date: November 6, 2017

Re: FY18 Budget Transfer Request 12

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The Teaching & Learning Department requests the following transfer to align funds with the appropriate schools' personalized learning projects, as approved in the FY18 budget:

<b>Account Description/Use</b>	<b>Account Number</b>	<b>Amount From</b>	<b>Amount To</b>
Teaching & Learning Stipends	13990160 5150	\$26,584	
Saltonstall – Tutor	13570720 5114		\$10,500
Collins – Instructional Materials	13570921 5514		7,692
Collins – Stipends	13570920 5150		6,400
Collins – Contract Transportation	13570921 5333		1,992

I recommend approval of the transfer.



<b>SCHOOL COMMITTEE</b>	<b>6000</b>
<u>SCHOOL COMMITTEE MEETINGS</u>	6400
VOTING METHOD	6406

State law provides that:

The committee shall create and maintain accurate minutes of all meetings, including executive sessions, setting forth . . . the decisions made and the actions taken at each meeting, including the record of all votes.

No vote taken at an open session shall be by secret ballot. Any vote taken at an executive session shall be recorded by roll call and entered into the minutes.

Approval by a supermajority of 5 affirmative votes of the school committee will be required for the employment or dismissal of the Superintendent.

Approval of a majority of the School Committee, equal to no less than 4 affirmative votes, is required for third readings of policies, approval of the budget, changes to grade configurations as well as changes in school governance and autonomy issues.

Issues requiring 4 votes may be added to the list above after approval by the Policy subcommittee or a Committee of the Whole and passage by a vote of at least 4 members in favor. The same method will be used to remove issues from the list of specific issues.

A quorum at a meeting may constitute approval for the purpose of routine matters of the committee including but not limited to approving minutes, budget transfers and general items (e.g. field trips, referral of matters to Committee, etc.) and not specifically requiring approval of a majority of the full body as listed above.

Members abstaining or declaring him or herself present understand that they are expressing their willingness to accept the will of the majority of those members actively voting.

In keeping with the law, the Salem School Committee has adopted as its policy the practice of recording every vote taken by the committee. The votes of each member shall be recorded.

Legal Reference: 30A:22

<b>SCHOOL COMMITTEE</b>	<b>6000</b>
<u>SCHOOL COMMITTEE OPERATIONS</u>	6100
VISION, MISSION, AND CORE VALUES	6101

### **VISION STATEMENT**

All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world.

### **MISSION STATEMENT**

Salem Public Schools is a diverse and welcoming community that promotes the academic, social, emotional, and physical development of each student through the equitable delivery of challenging, relevant, and joyful learning experiences. We empower all students to chart a personalized path to success that includes a commitment to the common good.

### **CORE VALUES**

Our organization's values define what we cherish and how we conduct ourselves every day on behalf of Salem's children. In alphabetical order, they are as follows:

#### **CELEBRATION OF DIFFERENCE**

We celebrate the magnificent diversity of our community and recognize it as one of our greatest sources of strength. As we prepare our children for a diverse world, we must model the value that comes from different cultures, languages, perspectives and experiences. When we recognize and welcome our differences, we discover our common humanity.

#### **COLLABORATION**

Through collaboration we find new sources of energy and strength. SPS encourages and supports collaboration and exchange within our schools and across the district. When children see adults working well together, they learn to work well together—a skill that will benefit them in years to come in any endeavor. Moreover, SPS actively seeks out partnerships with the rich array of organizations that are the hallmark of our community. Everyone wins when the city becomes an extension of our schools and classrooms.

#### **CULTURE OF LEARNING AND INNOVATION**

We live in a world that is changing at a rapid pace, which requires that all of us take responsibility to be continuous learners. Building on what is working well, we closely follow emerging trends, identify and share promising practices, seek outside expertise when necessary, and embrace new approaches that will benefit our children. We are also nimble enough to adapt quickly to changing conditions.

## **EQUITY & ACCESS**

SPS is committed to identifying and eliminating any and all barriers to educational achievement. To this end, we promote policies and practices that are fair and just, and make learning opportunities—in and out of school—fully accessible to all. We commit to ensure *every* student, regardless of background, meets our high standards for achievement, participation, and growth.

## **GROWTH FOR ALL**

In our district, *everyone*—including administrators, teachers, students, staff and parents—has the opportunity to grow and develop new capabilities. It is our job as an organization to create the conditions for human flourishing at all levels. With high expectations come high levels of support.

## **HIGH STANDARDS OF EXCELLENCE FOR ALL**

We expect and achieve the highest standards of excellence. This begins at the district level and extends to the school, classroom and each individual. There is simply no replacement for a job well done, whether it's creating an academically enriching curriculum, mastering a new skill, developing new knowledge, or attending to our physical plant and administrative operations with care.

Approved:

**FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS 3000**

**EXPENDITURES 3400**

**EXPENSE REIMBURSEMENTS 3406**

School personnel and officials who incur expenses in carrying out their authorized duties may be reimbursed upon submission of a properly filled out and approved reimbursement form and such supporting receipts as required by the City of Salem. Such expenses may be approved and incurred in line with budgetary allocations for the type of expense however reimbursement is only guaranteed with prior written authorization by the proper administrator.~~and incurred in line with budgetary allocations for the type of expense.~~

When official travel by a personally owned vehicle has been authorized, payment shall be made at the rate currently approved by the ~~School Committee~~City of Salem.

All travel outside of the state must have the prior written approval of the superintendent of schools.

For further information, refer to the appropriate negotiated agreement(s).

Legal Reference: MGL 40:5.

Approved: 9/12/05

**FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS** **3000**

BUILDINGS AND GROUNDS 3500

BUILDING INSPECTION 3502

The City of Salem by statute requires that all buildings under its control (owned or leased) be inspected for safety and health conditions by the appropriate agencies, on an annual basis or as needed or required including:

Building Inspection Department (gas, plumbing, electrical, elevator, etc.)

Fire Department (boiler, fuel, chemical storage, etc.)

Department Of Health (radon, food service, etc.)

Water Department (chemical analysis, lead)

Police Department

The Commonwealth and the superintendent may require additional inspections or assistance from ~~these or other safety departments as needed~~ other city departments based on regulatory requirments. Copies of inspections will be posted and any corrective action will be promptly taken. The superintendent will provide the School Committee with an annual safety report.

**FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS** 3000

BUILDINGS AND GROUNDS 3500

SECURITY 3503

~~Doors~~ Exit doors shall be equipped with locks approved by the Safety Regulations of the Commonwealth of Massachusetts.

Security means more than having locks and being sure that they are locked at the proper times. Security also means:

Minimizing fire hazards;

Reducing the probability of faulty equipment;

Guarding against the chance of electrical shock;

Keeping records and funds in a safe place;

Protecting against vandalism and burglary.

The superintendent of schools is directed to establish such rules and regulations as may be needed to provide for security in the sense outlined above.

**FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS** 3000

BUILDINGS AND GROUNDS 3500

EMERGENCY EVACUATION DRILLS 3504

The superintendent shall insure that the staff and students in each school are trained to evacuate the premises rapidly and safely in case of emergency. A minimum of four fire drills and **two emergency preparedness drill** will be held each year and students new to a school will be advised of fire evacuation procedures within three days after entering school.

All schools shall conform to the following regulations when holding fire/evacuation drills:

The principal (or person in charge) of each building shall formulate a plan for the protection and evacuation of all persons in the event of fire, and shall include alternate means of egress for all persons involved. The plan will be presented to and approved by the superintendent or his/her designee;

The principal (or person in charge) of each school shall see that each classroom teacher or supervisor shall receive proper instructions on the fire drill procedure specified for the room or area in which that person carries out his/her duties before he/she assumes such duties. Such instruction shall be conspicuously posted at each room egress;

Every student in all schools shall be advised of the fire evacuation drill procedure ~~or~~ **and** shall take part in a fire drill within three days after entering such school.

| [Check for obstructed](#)

| [527 CMR 1.00, s. 20.2.4.2.1.4](#)

<b>FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS</b>	<b>3000</b>
BUILDINGS AND GROUNDS	3500
BUILDING CONSTRUCTION AND REHABILITATION	3506

The Salem School Committee shall, in new construction and rehabilitation of existing facilities, to the highest level reasonably possible, and in the most cost effective manner, install and maintain the most energy efficient technology for generating electricity for lighting, heating and cooling buildings.

~~The Salem School Committee shall determine methodologies for the measurement of progress and setting of annual priorities using data from the base year 2006.~~

The Salem School Committee shall review progress toward the goal of achieving the highest level of energy ~~self-sufficiency~~efficiency on an annual basis.

Approved: ~~11/06/06~~

**FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS** **3000**

TRANSPORTATION 3600

SCHOOL BUS DRIVERS' RESPONSIBILITIES 3602

Bus drivers are responsible for the safety of children riding to and from school. Bus drivers have full control over the bus and its passengers en route to and from school, and during loading and unloading.

Bus drivers are not to put their buses into motion until those children boarding the buses are seated.

Bus drivers shall, upon returning from their last run, check to ensure that their bus is empty. A sign will be posted in the rear window indicating that the bus has been checked.

Bus drivers are required to operate the bus with the utmost consideration for the safety of the children. The driver must also follow all procedures outlined by the transportation handbook and applicable laws.

The superintendent has the authority to remove any bus driver found to be operating the bus in an unsafe and/or negligent manner.

**FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS 3000**

TRANSPORTATION 3600

SCHOOL BUS ACCIDENTS 3603

In the event of an accident with children on the bus, the bus driver should immediately ~~notify the school department-call 911. After ensuring the students are safe.~~ ~~Th~~the school department will immediately notify the Salem police and the individual schools. The police will inform fire and EMT units.

If it is determined to transport an injured student to a medical facility, school department personnel will remain with students until the parent arrives at the medical facility. School department personnel will inform parents that their child has been taken to a medical facility.

The bus contractor is responsible for providing another bus (if the bus is damaged) in order to complete the bus route. In the event a parent arrives at the accident site, only his/her children will be released. All other children will continue on the bus route.