



School Committee Meeting Materials

Regular School Committee Meeting

February 5, 2018

7:00pm

*Mr. James M. Fleming
Ms. Mary A. Manning
Ms. Kristine Wilson*



*Ms. Ana Nuncio
Mr. Manny Cruz
Ms. Amanda Campbell*

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.”

February 1, 2018

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, February 5, 2018 at 7:00 p.m. The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

REVISED 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 Committee of the Whole (COW) Meeting Retreat held January 13, 2018
 - b. Deliberation and Vote on the Minutes of the Regular School Committee Meeting held January 16, 2018
- IV. Questions and Comments from the Audience**
- V. Superintendent’s Report – Margarita Ruiz**
- VI. Presentation and Reports**

Pillar 1 – Create a Vibrant K-12 Teaching and Learning Ecosystem
Superintendent Recommendations to Increase Equity and Access for all our Students at Bowditch and Horace Mann Schools
- VII. Action Items**
 - a. Deliberation and Vote on the Proposed Amendment to Articles of Agreement by Northshore Education Consortium – Tabled from 1/16/18
 - b. Deliberation and Vote on the Field Trip Request from Salem High School for 24 students to participate in the Harvard Model Congress in Boston, MA on February 22-25, 2018
 - c. Deliberation and Vote on the Salem High School Color Guard and Percussion Ensemble Band Field Trip request to participate in out of state trips, to attend a variety of musical trips and competitions, for the following 2018 year:

- Saturday, March 3
 - Saturday, March 10
 - Wednesday-Saturday April 18-21, 2018
 - Wednesday –Saturday, April 13-16, 2018
 - Friday, June 8 or 15, 2018
- d. Deliberation and Vote on the Salem High Jr. R.O.T.C. Field Trip request to attend a two-day field trip to Halsey Academy in Elizabeth, New Jersey on March 23-24, 2018
- e. Deliberation and Vote on the Salem High School Science Team Field Trip request to participate in a one-day out-of-state Science Meet trip to University of Connecticut on March 3, 2018 at 5:30am-7:00pm
- f. Deliberation and Vote to Accept a Donation to the Nathaniel Bowditch School in the Amount of \$1000 from Swift Staffing Agency to Support Unforeseen Needs for Families

VIII. Finance Report

a. Approval of Warrants

January 25, 2018 in the amount of \$301,833.78

February 1, 2018 in the amount of \$452,994.08

b. Budget Transfers

IX. Subcommittee Reports

Policy Subcommittee

X. School Committee Concerns and Resolutions

XI. Questions and Comments from the Audience

Respectfully submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

Salem School Committee
Meeting Minutes
Saturday, January 13, 2018

A Committee of the Whole (COW) meeting retreat of the Salem School Committee was held on Saturday, January 13, 2018 at 8:20 a.m. in the Visitor's Center at the House of Seven Gables, 116 Derby Street, Salem, MA.

Members Present: Ms. Mary Manning, Mr. James Fleming, Ms. Kristine Wilson, Ms. Ana Nuncio, Mr. Manny Cruz, Ms. Amanda Campbell, and Mayor Kimberley Driscoll

Members Absent: None

Others Present: Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent for Teaching and Learning, Margaret Marotta, Assistant Superintendent for Pupil Personnel Services, Kristin Shaver, Business Manager, Jill Conrad, Chief of Systems Strategy, and Kelley Rice, Chief of Communications

Call to Order

Mayor Driscoll called the School Committee of the Whole (COW) Meeting Retreat to order at 8:20 a.m.

School Committee of the Whole (COW) Meeting Retreat

Superintendent Ruiz began the meeting by presenting each new School Committee member with a mug containing the same Vision Statement of the Salem Public School graduates and walked members through the first slide of the presentation that listed the goals of the meeting:

1. Learn together as a team
2. Review and discuss strategic priorities as well as challenges and opportunities
3. Review and discuss the 2018-19 (FY19) Budget Planning process

Mayor Driscoll explained that as new committee members it would be great to have as much time as possible to process information. She wanted to inform Ms. Nuncio, Mr. Cruz, and Ms. Campbell of the urgency in terms of their actions in the beginning of the calendar year: January budget needs to be submitted in May for example; if they do not plan for things in the spring, it would not happen in the fall. It may seem that there may be a skip in their step as they approach some of these things whether it be challenges or the budget. Mayor Driscoll continued that staff members, other School Committee members, and she are available to answer any questions or assist if more information is needed for anyone, particularly new School Committee members. The sense of urgency has to do with what needs to be done in September. Superintendent Ruiz continued the presentation with the following Meeting Norms:

- Start on time – end on time
- Be fully present and remain engaged
- Listen to understand
- Honor all voices – invite different perspectives
- Be open to new ideas
- Assume good intentions and
- Other topics - that members would like to add

Introduction (Learning Together as a Team)

Ms. Ruiz asked the members to introduce themselves, describe their role in the district, and share a personal attribute they bring to their role in the district. Members introduced themselves

and shared an attribute they feel they bring to the table. Superintendent Ruiz thanked everyone for their introductions and sharing their attributes. She continued the meeting with discussion on the topic of district priorities in terms of where they stand for Salem students. Salem Public School is part of the Our Salem, Our Kids.

Our Salem, Our Kids By All Means Cabinet

Superintendent Ruiz recalled that Salem was one of the cities that were invited to participate as part of the By All Means Initiative at Harvard. Its goal is the recognition is to support the academic social and emotional needs of the students. Salem had the opportunity to form a Children's Cabinet through the By All Means. They have a School Committee member, Ms. Wilson, who is part of the cabinet. Salem has many resources and organizations that want to support the work. Students have very complex challenges. The first area of challenge that the cabinet looked into at their new level is to look at how to create a system or structure by which to connect students with the services they need at the city level. They are careful to avoid calling it an initiative, because initiatives can come and go. They are calling it a "movement" instead. A movement is a way they feel that the entire city takes ownership of the success and future of its students.

Our Salem, Our Kids: Theory of Action

The movement is rooted on the theory of action that says:

- If Salem collectively supports its students, then Salem becomes a healthier city for all
- If Salem coordinates with the support services both in schools and into the community, then they are proactively meeting the needs of their students.
- If they intentionally connect families to resources and opportunities, then they are identifying gaps in services.

The end result is an entire community taking collective ownership of city students and help to increase access and equity in their city. They have great organization such as the YMCA and LEAP, but how well are they connected with students who actually need their services across the city as well as the roles that schools and city plays. This is the role the Children's Cabinet movement can play and as a structure of Our Salem, Our Kids; it is all about everyone taking responsibility for the well being of all Salem students.

Our Salem, Our Kids Today

A dynamic online website is in the works and has been created. It is going to be the depository of all the opportunities and resources available to support students. This online site is going to be the place where families, principals, teachers, and anyone in the city that need service programs for their child or children can visit. This would apply to founding members and others who might be looking to begin an organization in Salem to provide services for students and want their services to be known. The website address for Our Salem, Our Kids is: oursalem.org. The website will be further developed with some funding from the Nellie Mae Foundation which is currently in the works.

Discussion on Screening System

Ms. Manning asked Superintendent Ruiz about a screening system for anyone who wants to provide new services but have a dishonest license, for example. Superintendent Ruiz responded that many of the organizations that are on the site are part of their partnership anyway. They have someone who is helping with the coordination of Our Salem, Our Kids program. Members of the cabinet would discuss that. Ms. Manning asked for the name of the person who is helping with the coordination of Our Salem, Our Kids program. Ms. Ruiz responded that it is Rebecca Levine. Ms. Manning clarified that the school system, through City Connects, hired

this person to work with that. Superintendent Ruiz and other members agreed. Mayor Driscoll agreed and added that she comes from a Youth Development background. Members continued discussion. Mayor Driscoll added that it is a good question. All of the protocols may not have been established. That is something that would have to be worked on. It is more of a directory of known services and providers. They are currently working on having the infrastructure and movement set up. Education is a community mission; they want this to be the place where they would go to whether they are looking for soccer, a math tutor, early education, etc.

Ms. Manning shared an example of a situation where service providers would join, gain their clients, and later separate to service them individually, rather than remain within group servicing. Mayor Driscoll responded that it is something they would have to be clear about on whether it is a referral or a directory. Mayor Driscoll shared she views it as a Directory. Screening is a very valid issue and they are not there yet. Mr. Fleming agreed and said that one has to look at it as a Directory but there should still be some screening on the Directory. They do not have a preliminary simple screening in place on those organizations. Mayor Driscoll responded that organizations that have been around for a long time are the ones that are currently in the Directory and agreed with Mr. Fleming that it is a good point to consider. Mayor Driscoll said she would raise that with the Children's Cabinet and suggested adding something to the site to confirm that it is a Directory, in the meantime.

Discussion on Screening at the Community Health Center

Members discussed screening of the community health center. Ms. Marotta responded that all of the professionals they have now are experienced Masters level licensed clinicians with the state. Mayor Driscoll added that they also partner them with outreach workers downtown for the homeless and wellness visits. Members shared insight, feedback, and continued discussion.

Mass Mentoring

They have also conducted training around the community on developing effective youth/adult relationships through Mass Mentoring. This is predicated on the fact that students are less likely to engage in risky behaviors when they have effective relationships with adults. Thus far, they have done training with 13 organizations, and the model of the training is 'Training the Trainer.' These organizations are sending folks to get trained so that they in turn can return and train the rest of the organization.

City Connects

There was much talk about City Connects last year. City Connects is a key element of Our Salem, Our Kids, because it is the structure they needed at the school level to connect students with resources and allows them to keep the data. It is also important to know that City Connects is just one element of Our Salem, Our Kids program. It is one of a larger set of initiatives for the movement. Superintendent Ruiz continued sharing a couple of examples of how City Connects coordinators stepped in to help families in need.

Strategic Priorities 2017-19 (Salem Public Schools)

Superintendent Ruiz reported that they have a strategic plan, for the district, in place. It is keeping the vision, mission, and core value at its core. Its first year is to align implementation with a Pillar of the Strategic Plan. Ms. Ruiz continued that she hopes School Committee members have taken notice that presentations listed on School Committee meeting agendas, since they began last September/November, have been aligned with a Pillar of the Strategic Plan.

Strategic Plan 2017-2022

Salem Public School Vision and Mission Statement and Core Values

Superintendent Ruiz referred members to a separate handout that contained the Salem Public Schools Mission and Vision Statements and listing of Salem Public Schools Core Values. This was work that was done for the committee. Ms. Ruiz asked members to take a few minutes to go over these as they help ground the work they are doing and asked a member to volunteer to read the Vision statement out loud. Mr. Cruz volunteered and read the Vision statement out loud for everyone. Superintendent Ruiz asked for a volunteer to read the Mission statement. Ms. Campbell volunteered to read the Mission statement and read the statement out loud for everyone. Superintendent Ruiz briefly walked members through the handout and list of Core Values.

4 Pillars of the Strategic Plan

Superintendent Ruiz continued that they are implementing the Strategic Plan for the district and highlighted some of the priorities of the 4 pillars. Pillar 1 Create a vibrant learning ecosystem, Pillar 2 Reimagine the High School Experience, Pillar 3 Nurture Staff Leadership and Empowerment, and Pillar 4 Strengthen Family and Community Engagement. Superintendent Ruiz briefly outlined each of the pillars as listed on the presentation.

Other Priorities

Ms. Ruiz continued the presentation with the following two additional priorities:

- Develop a data dashboard to monitor progress and track critical outcomes associated with the strategic plan and
- Successfully raise private funds to support critical areas of work associated with the strategic plan

They have been working with the Nellie Mae Foundation and are trying to seek external funds to do some of this work. Mayor Driscoll talked about the importance and need of the funding. Ms. Marotta shared further input. Ms. Manning asked how funding is considered when identifying the critical areas of work. Mayor Driscoll responded that it is a basic issue. They have a college and career readiness mindset now at the High School redesign. What if someone wanted to help fund additional initiatives as part of that? It is a matter of how much can they dive deeply in those areas and if they have some additional private funders who want to help do some of that work. Ms. Manning asked if they, as a system, are going out to private funding asking for help with additional funding, if there are volunteer funders, or if it is a little bit of both. Ms. Driscoll responded that it is a little bit of both. Members continued further discussion on the topic. Ms. Ruiz shared there are grant opportunities for redesigning high schools, for example, where they are truly servicing the students; there are grants that fund those opportunities. Members agreed.

Group Activity

Superintendent Ruiz asked members to break into 3 groups to discuss additional questions they may have related to these priorities and any suggestions and recommendations to help the Superintendent & District Leadership Team be successful in implementing them. Members gathered into three separate groups for 20 minutes.

Group 1

Suggestions and recommendations:

- Early Education - Make sure there is an Early Education emphasis - work on that Early Ed service as part of Pillar 1: Create a Vibrant K-12 Teaching & Learning Ecosystem and Pillar 4: Strengthen Family and Community Engagement

- Closing the Digital Divide - Recommend closing the digital divide. They have some rollout of the 1x1 initiative at Collins, how do they build off that to improve it, at the High School level in particular, whether it is one-on-one programming – being able to learn from the rollout at Collins
- Initiative on Chronic Absenteeism - How is absenteeism personal – making sure those teachers, students, paraprofessionals, and everyone in the building understands (and is part of) the initiative
- The High School redesign – add questions for specific recommendations about buy-in from staff – there was some commentary about some of the public meetings at the High School redesign, there were lots of High School teachers there; what could they do more of to help with staff buy-in if they are talking about an overhaul or major change?

Student Engagement - Looking at students' engagements – can they also ensure that students are part of that; have a part in the role of Pillar 2: Reimagine the High School Experience – have a better understanding or explanation of what is happening in standards based grading. It is on the way and not part of the redesign - there are questions in the community about how that gets implemented long term, because it is only offered to Freshmans at this time

- Pillar 3: Nurture Staff Leadership & Empowerment – what more can they do to help recruit a diverse group of teachers and how can they ensure that Exit interviews or surveys are part of the process for teachers when they are leaving the district?

Group 2

Suggestions and recommendations:

- Data Dashboard - One question is about the data dashboard: What and where is it and how were the indicators developed? They heard it is not in existence as an entity, it is exceptional
- Programs Included at Salem High School - Question about City Connects. They realize that programs exist for K-8 and not the High School
- Qualified Staff - Retention of qualified staff, what tools are used for new teachers to share work: is there a place where they can go to access onboard materials, learning such as ‘what do I need to do as a new teacher? What are practices I should follow, etc.?’
- Staff Diversity - What is the long-term challenge for increasing staff diversity or stretching long-term strategy?
- Fellowship - How can Salem fellowships be developed to students, through Salem State University, as a pathway to enter education?
- Staff retention – Is there a way to systematically develop a way to find out why staff members leave?

Develop the local talent pipeline and others who consider a career in Education, retention, and repositioning repository of tools that can help bring someone up to speed and provide new staff

members an opportunity to connect; tools and resources network for new teachers to have access to more experienced educators.

Group 3

Suggestions and recommendations:

- Retention – How do they retain high quality teachers? Need to improve retention through Exit interviews as to why teachers leave which might also help solve the problem of inexperienced teachers
- Dashboard – Who is inputting data? What data is being used? Who is accessing the data?
- Welcome Center – Who would staff the welcome center? What is the vision of the staffing? Do they need additional staffing? What is the vision of its function, other than welcoming? There has to be more experience in terms of the planning programs, explaining differences in our schools, individual plans, and emphasis on why? Additional staffing for this would be very helpful and they are open to it
- New Student Assignment Policy – How would they implement the new Student Assignment policy? They hope to see a transparency on the implementation of the policy and how it will be implemented
- College and Career Center/Career Readiness - On the priority side, how are they monitoring internships and externships of the Salem High School? Who is (or would be) evaluating?
- On the Suggestive side, there was a strong suggestion to work more closely with Salem State, relative to educator prep/recruitment
- All of Group 3 expressed a desire to work with the district leadership team on additional tools that they may need. They promised to help whether they need to work on parts of the budget or anything else for it
- They hope that the evaluation of the leadership team is aligned with these priorities. School Committee members do not look at the evaluations of the leadership team. They would like those evaluations to be aligned with these priorities
- Kindergarten Parent Information Night – There was much praise at the Kindergarten Information Night, but there still needs to be more information, resources, and multiple locations available
- District Website – needs improvement

Superintendent Ruiz thanked every one for their thoughtful questions, suggestions, and recommendations. This very helpful information will be compiled and considered as part of the work and priorities. Members adjourned for a 15-minute break before continuing the 2nd half of the meeting.

Members returned from their 15-minute break

Challenges and Opportunities

Superintendent Ruiz walked members through the challenges of the Nathaniel Bowditch School, the setting of high expectations for all students in all schools (with a focus in Salem High Schools), unsustainable facility and location of the Horace Mann Laboratory School (HMLS) and long-term enrollment trends and projections. Members shared feedback, insight, and continued further discussion of the Horace Mann Laboratory School lack of funding, its location, and the School of Nursing located within the building.

Salem Public Schools Demographics Compared With the State

Superintendent Ruiz directed members to the data packet showing that Salem Public Schools has a higher number of economically disadvantaged students for the district than the statewide average, which paints a picture of student challenges. Mayor Driscoll clarified and asked Superintendent Ruiz if it is fair to say that while they want to have similar results to statewide averages, their population is not the same as the statewide average. Superintendent Ruiz agreed. Members continued viewing the data for 2017 MCAS 2.0 ELA achievement by school (Grades 3-8), Math achievement by School, and School ELA and Math achievement percentile comparison across the state. Members shared insight, feedback, and concerns, particularly of the low percentile of the Bowditch School. School Committee members continued reviewing the data comparison for the 2012-18 Bowditch K-8 enrollment and its demographics compared with the district average. Members reviewed further data comparisons of the Nathaniel Bowditch School, shared concerns, and continued discussion. School Committee members agreed with Mayor Driscoll of the need for an aggressive plan for the Nathaniel Bowditch School. There was a recommendation for moving the 6, 7 and 8th grades over to the Collins School as one component of that. There has been much success in that age group at Collins. They have to address the Horace Mann building.

Members discussed student behavioral challenges and continued further discussion on the Nathaniel Bowditch School. Ms. Campbell shared that it is very important to consider, if they explore the 6th, 7th, and 8th grade move to the Collins School, that they maintain the same level of current leadership to address behavioral problems and allow the principal to be an instructional leader and not have to become so involved that he or she cannot perform their role. Ms. Campbell continued that they would have to make sure to get a higher concentration of resources despite being a much smaller K-8 school. Members shared further insight and feedback on the topic. Members shared further insight and feedback on the topic.

Superintendent Ruiz walked members through current opportunities of the Salem Public Schools, implementation of new student assignment policy with school-based enrollment targets, mobilizing intervention and acceleration plans for NBS students, redesign of the High School underway, strengthening partnership with Salem State University (and other partners), and the 5-year Strategic plan blueprint in place.

Susan Sontag Acceleration Academies at the Nathaniel Bowditch School

Superintendent Ruiz reported that they would be implementing the Susan Sontag Acceleration Academies at the Nathaniel Bowditch School during February vacation for ELA and for Math in April. The Sontag Acceleration Academies were implemented in Lawrence, MA and have been at the heart of much improvement and success of students in Lawrence, MA. Salem is one of a few districts that will be implementing and instituting the academies. Ms. Manning asked more details about the Sontag Acceleration Academies. Superintendent Ruiz responded that it is a program that seeks to hire very qualified teachers, whether or not they are in the district. They recruit excellent teachers throughout the state and nationally. Teachers are well compensated. This is done through a match of resources between the district and the Sontag Prize. There would be 10 instructors teaching in Salem. Two teachers are from Salem Public

Schools and others are from other districts. Anyone can find more information about the Sontag Acceleration Academies at <http://goldenticketlawrence.newprofit.org/preparation-teacher-selection/>.

Whole Group Discussion

Members were asked by Superintendent Ruiz some inquiry questions on some additional challenges and opportunities that are important to them, questions they have regarding those challenges and opportunities, some of their initial thoughts about ways to address some of those challenges and further leverage the opportunities underway.

Additional Challenges

Mayor Driscoll reflected on some of the current challenges and noted additional challenges:

- The disproportionate enrollment of students in need and challenges at the Nathaniel Bowditch School, consistency, and performance status
- Setting high expectations for all students in all schools, with a focus on the Salem High School
- The unsustainable facility of the Horace Mann
- Long term enrollment trends and projections
- Attaining more students at Salem High School – they have seen there are opportunities for families to go elsewhere; putting effort into possession

Ms. Wilson noted:

- The long term thought with losing 150 students at the Nathaniel Bowditch School over the past two years and the possibility of moving the Horace Mann to that school
- Moving the 6th, 7th, and 8th grades to the Collins School
- Early childhood numbers – A previous Superintendent made a commitment to keep the K1-2 to 18, which have now increased to 24. There is much talk on social media about the higher numbers in Salem, one thing they need to think about if they are going to focus on Early Childhood.

Mr. Cruz noted:

- The chronic absenteeism rate, taking a look at the accountability data and significantly higher chronic absenteeism in High Schools (above state average) as well as the Nathaniel Bowditch and Collins Middle School

Ms. Campbell noted:

- In building on what Ms. Wilson said earlier about Early Childhood considering a look at some districts that have had great success usually by placing huge emphasis on Early Childhood and not just Pre-K but on K and 1 as well; not losing sight of that in the High School redesign

Mr. Fleming noted:

- The Expansion of the Parent/Child Home Program

Discussion on Early Childhood Numbers

Mayor Driscoll mentioned there is more paraprofessional support in Salem district classrooms. They would, at some point, need to consider lower class sizes. This would mean hiring more teachers and less paraprofessional support. They would not be able to keep an array of paraprofessionals and teachers. Ms. Campbell explained that paraprofessionals run a wide range of gamut although the same amount of oversight in evaluation and structure is not necessarily there whereas with an increase in the number of teachers, they would know how

students are being evaluated yearly, assuming there is a qualitative evaluation process in place, and they would know that students would be monitored throughout the year.

Additional Opportunities

Members agreed that Salem State is an additional opportunity and Mr. Cruz noted the Seal of Biliteracy Initiative program. Superintendent Ruiz briefly explained the Biliteracy initiative program for the members.

Discussion on the Seal of Biliteracy Initiative Program

Ms. Campbell shared that she believes the Biliteracy program would come with its own challenges particularly in that the earlier legislation neglected an entire cohort of teachers, in terms of training them to teach in dual language programs. Moving forward on this goal may take time, because it may be difficult to find staffing and a highly licensed qualified and certified bilingual teacher.

FY19 Budget: Guiding Principles

Superintendent Ruiz ended with a review of the FY19 Budget Planning process and giving the more senior serving members an opportunity to share their insights and ideas with newer members on what to expect from the budget process and discussion on the topic.

Planning Process

Superintendent Ruiz explained that they hold a very collaborative process with school leaders and department heads, in terms of setting the budget, for the budget planning process. They call it the 'Budget Collaborative.' They sit down at a table across a section of senior staff and principals. They work to better understand district school priorities, challenges, and any new initiatives they want to begin. They had the first round of budget collaborative meetings with the principals to understand what they need to achieve. The next round of collaborative meeting would take place between January and February. They will have the final round of collaborative meeting towards the end of February as they finalize the budget and present it to the School Committee. Superintendent Ruiz continued by sharing some of the questions they ask school principals during the collaborative meeting:

- What problems are they trying to solve?
- What solutions do they propose?
- What resources are needed to implement those solutions and are those resources already at the school?

Everything is rooted on the needs of the students at the schools.

Expectations of the Budget Process

Ms. Manning suggested that all School Committee members be notified of Subcommittee meetings in case any one of them chooses to attend. Mr. Fleming stated that the Mayor sets a budget number amount every year, in terms of the municipal ledger, sometime between March and April. The School Committee then works from there. Ms. Wilson said she thought the budget was very transparent last year but that it is important to carefully read everything beforehand, because there are missing pieces. Mayor Driscoll said that she hopes members would give the School Committee the benefit of the doubt when they hear from others in the community; to listen and seek the accuracy of information as opposed to impulsively agreeing to what they heard, as information can sometimes be misconstrued or misunderstood at first communication or glance. Ms. Driscoll continued that one should adopt a trust but verify

beforehand. Members said they appreciated the smaller meetings with the Superintendent where they had a chance to sit down and discuss budget concerns and questions in depth.

Mayor Driscoll explained that the committee would be working with the Superintendent and staff, budget is developed and marinated, and there is a public hearing process towards the end of the cycle when getting close to making the final presentation (submit final budget number) to the city council. They receive many grievances and concerns aired at that public hearing process and have been able to work through many of those issues. Mayor Driscoll continued that the role they take on is to try to ensure they meet the highest priority needs. They have a public meeting, the School Committee votes on it, and that number goes to the City Council. The City Council respects the role of the School Committee except in very rare occasions. Contracts expire at the end of this school year, and they will have some negotiations to do. Personnel are a large part of the budget. The School Department is 70% of the City's budget.

School Committee Member Hopes and Dreams for 2018

Superintendent Ruiz closed the meeting by asking each member to share his or her hopes and dreams for the coming year. Mr. Fleming said that he hoped all schools would be Level 3 and that at least one High School student would have the ability to reach a lifetime grant college application acceptance. Ms. Wilson hopes the Nathaniel Bowditch students receive the help they need. Ms. Campbell also hopes to give the Nathaniel Bowditch students the help they need. Ms. Manning hopes they take a serious look at the library staffing across the district and to bring back World Languages for Middle Schools, which is no longer an academic base subject and not included in academics. Ms. Nuncio shared the need to address segregation at the Nathaniel Bowditch School, Biliteracy, and Languages. Mr. Cruz hopes fostering a positive perception of the High School and Salem High experience for students. Mayor Driscoll shared that all students should not only feel supported but that they also have a thriving experience with adults who care about them, to feel respected and see it as a place that is going to open doors for them in the future – not a chore but an incredible fun experience that would also provide a lifetime of opportunities. Ms. Carbone hopes to ensure that students have a quality of experience to achieve their hopes and dreams, that there are no barriers to that. Ms. Conrad hopes that they are able to create conditions for success at every school. Ms. Marotta hopes that they have the courage to make the full changes that are needed to change the educational trajectory at the Nathaniel Bowditch School. Superintendent Ruiz hopes this year would mark greater equity and access for the students of Salem Public Schools.

Adjournment

There being no further business to come before the Committee of the Whole (COW) School Committee this evening, the meeting was adjourned.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials

COW Notice 1/13/18

COW School Committee Meeting Retreat Meeting Materials

Salem Public Schools Mission and Vision statement and Core Values handout

Salem Public Schools Data Packet

Salem School Committee
Meeting Minutes
Monday, January 16, 2018

A regular meeting of the Salem School Committee was held on Tuesday, January 16, 2018 at 7:05 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Ms. Mary Manning, Mr. James Fleming, Ms. Kristine Wilson, Ms. Ana Nuncio, Mr. Manny Cruz, Ms. Amanda Campbell, and Mayor Kimberley Driscoll

Members Absent: None

Others Present: Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent for Teaching and Learning, Margaret Marotta, Assistant Superintendent for Pupil Personnel Services, Jill Conrad, Chief of Systems Strategy, and Kelley Rice, Chief of Communications

Call to Order

Ms. Manning 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. Ms. Wilson seconded the motion. The Motion carried.

Approval of Minutes

Deliberation and Vote on the Minutes of the Committee of the Whole (COW) meeting held December 18, 2018

Discussion

Members agreed with Ms. Nuncio that there is a typo on the month shown in 2nd paragraph of Page 2 of the Minutes. The January 11, 2017 month should read December 11, 2017.

Mr. Fleming motioned to approve the Minutes of the Committee of the regular School Committee meeting held December 18, 2017 as amended. Ms. Wilson seconded the Motion. The Motion carried.

Questions and Comments From the Audience

Ruth Ann Hatt, 8 Nursery Street, Salem, shared that the mission of the Salem Schools is to prepare students for the future and fail students when ignoring their disruptive behavior. Students who have no respect for authority and are unable to follow rules do not make good employees, responsible citizens, or nurturing parents. Students need structures, setting, and positive role models to grow into successful happy adults. Students need to know that there are consequences for negative behavior and are not learning the skills they need to succeed in life by ignoring disruptive behavior at Salem High School. Ms. Hatt continued that student behavior is more important than attendance and state funding and asked School Committee members and Superintendent Ruiz for the reinstatement of Colonel Michael Hunter.

Edward Morse, 35 Attitash Avenue, Merrimac, MA, Teacher at Salem High School for 37 years, spoke in support of Colonel Hunter and asked members to give Mr. Hunter a second chance.

Michelle O'Shea, 12 1st Street, Apt. N308, Salem, read a letter addressed to Mayor Driscoll, Superintendent Ruiz, and School Committee from a student who, for legal reasons, was not able to appear on school property unless during school hours. Mrs. O'Shea read the student's letter aloud. The letter described concerns of Lieutenant Colonel Hunter's termination as the instructor of the ROTC program at Salem High School. Mrs. O'Shea continued reading the student's letter expressing that Mr. Hunter should be reinstated as head of the ROTC program to continue helping cadets of the ROTC program and students like him. Mr. Hunter helped by using his own time to talk with students when they felt they had no one else to go to. The student's letter stated that he intends to add his name to the petition for the reinstatement of Mr. Hunter and asks the School Committee to please allow Mr. Hunter to return to the Salem High School.

Michael Hunter, Previous Head of the ROTC program, Salem shared that he is a Salem State Graduate, 22 years as an active duty marine who served as a marine instructor for the last 9 years, and last 3 years at the Salem High School, was designated a Naval Honor school last year. He hopes everyone has been informed of the incident leading to his termination. He holds no animosity towards the administration, the student, or anyone. Mr. Hunter explained what happened: he observed a student in violation of the dress code - wearing a hood. He reminded him of the rule. The student responded by using profanity and acting in a very erratic fashion. Mr. Hunter approached the student because he thought he would be a danger to himself and others remembering the Salem procedure not to escalate a situation when it happens. He was going to let it pass but the student did not seem to be heading to class. He was standing in an awkward posture. Mr. Hunter continued that he disengaged after determining that the student was not a danger. He was not armed or under the influence of any drugs (he checked his pupils). Mr. Hunter went to report that the student was out of class, had a hood on, phone at hand, and using profanity. He later explained the incident to an administrator. This is not the first incident between the student and him. The student reminded Mr. Hunter of himself in many ways when he was younger, trying to find himself. Mr. Hunter continued that he inappropriately raised his voice in frustration after explaining the incident to the administrator. Mr. Hunter continued that he is only human and sincerely apologized for his role in this matter. He asks everyone to understand that there are no good or bad guys here, just people trying to do the best they can with the information they have. He has no animosity towards anyone. He is here in support of the students, cadets, schools, programs, teachers, parents, veterans, Salem leaders, and residents who requested his stay. He has been asked to stay, to continue to pursue resolution and reinstatement, by others and constituents except by administration. Mr. Hunter commented that he is just a marine, a simple man and asked what could he do to be reinstated.

Ms. Kimberley Driscoll, Mayor of Salem, thanked Lieutenant Colonel Hunter and all students, parents and staff who came forward to express support for Lieutenant Colonel Hunter and/or for the ROTC program. The program continues to operate. Ms. Driscoll continued that she feels they are in a very awkward position, as School Committee members, in that they do not have the power or authority to override the decisions of the administrative staff. She does know that the administrative staff has taken measures to try to figure out a way to have this end differently. They still have not been able to come to that kind of a resolution. She hopes and appreciates the frustration this can cause to people who are not able to get more information. There are personnel and privacy laws that do not allow members of the School Committee to have this much information and certainly does not allow Superintendent Ruiz or Principal Angeramo to share more of the rationale for their decision-making. It is hard on School Committee members as they sit and listen to some very compelling statements. They certainly have their hands tied. Mayor Driscoll continued that they trust and value the administrators at Salem High School and Superintendent in terms of the work they do and want to make sure that all students recognize that the program is going to be supported.

Mr. Fleming, Salem School Committee member, shared that he did not have any information of what had occurred. He personally sought information. He spent 3 hours with Lieutenant Colonel Hunter and asked

as many questions as he could. He believes that Mr. Hunter answered them truthfully. He spoke with Mr. Dawson once over the telephone and read all of the emails provided to him. He spoke with an individual anonymously. Mr. Fleming continued that they would at least have the ability to weigh both sides of the situation were it not for the lack of communication from administration to School Committee members. He would not be doing his job if he walked away with Colonel Hunter's side of the story alone. Mr. Fleming continued that he had not spoken with Mr. Angeramo. He spoke with a very good source that filled some blanks in for him. He now understands that there is another side to this situation. Mr. Fleming said that he still thinks that outright dismissal is not the right way and that the Colonel could be put on a suspension (whether it be for the rest of the year) without pay but have the right and dignity to maintain his certification and to return for the continuing year to a program that loves him. Mr. Fleming continued that he hopes for a resolution and does not believe Mr. Hunter should lose his certification over this matter. Mr. Fleming asked for some form of medium ground and for Mr. Hunter to return next year or at least be able to resign with dignity.

Superintendent Report – Margarita Ruiz

Superintendent Ruiz congratulated the four New Liberty Innovation School students who successfully completed their requirements and graduated last week. The occasion marked the first time that the New Liberty Innovation School has had students complete the requirements for graduation ahead of schedule. Superintendent Ruiz announced that Dr. Chad Leith of the Horace Mann School has notified Superintendent Ruiz and the Dean of the School of Education at Salem State Dr. Joseph Cambone that he will be returning to the SSU faculty at the end of the school year. Dr. Leith noted that it has become increasingly difficult, with two small children of his own, for him to be an active and engaged father in Cambridge while serving as Principal in Salem. He will stay through the end of the school year. Ms. Kate Carbone and Superintendent Ruiz will be seeking a new principal for the school for next year.

Superintendent Ruiz reported that the United Way, one of their Our Salem Our Kids partners, received a grant from Nellie Mae Foundation for \$75,000 to directly support Our Salem Our Kids movement. This movement is designed to engage the entire city to ensure that all students are challenged and have what they need to succeed. They are very excited for the grant that the Nellie Mae Foundation has made for the movement. Ms. Ruiz thanked the operational staff, Paul L'Heureux and the entire staff of Buildings and Grounds for keeping their sidewalks and parking lots clear and warm. Their operations staffs have been extremely busy since their last School Committee meeting in December. They have dealt with record low temperatures and snow at the beginning of January. The staff worked around the clock that weekend of January 6th to clear the snow in sub-zero temperatures. Ms. Ruiz thanked their new transportation Director, staff members, and drivers of their bus transportation for their efforts in effectively challenging the weather upon their return from the holidays. Superintendent Ruiz continued that Pillar 3 of the Strategic Plan focuses on nurturing and developing their staff leadership and empowerment. Students had a day off last Friday, because of Professional Development Day. The day featured 50 teacher-led workshops for Salem teachers. This day was reflective to two of their four main goals of this pillar: to engage the staff in shaping their own professional growth and development and to build a leadership pipeline from within Salem schools.

Discussion on Procedure for Selection of Successor of Dr. Chad Leith

Mr. Fleming asked Superintendent Ruiz of the procedure for selecting a successor in place of Dr. Chad Leith. Superintendent Ruiz responded that they have outlined the principal of the school would be a professor in the Department of Education at Salem State University for the MOU. They engage in conversations with Dr. Cambone if there is a viable candidate in his faculty that is interested in doing the work, able, and qualified. If not, they have the opportunity to begin an outside search.

Presentations and Reports

Pillar #1: Create a Vibrant K-12 Teaching and Learning Ecosystem

Aligning the Salem High School (SHS) Program of Studies With the Priorities of the High School Redesign Process

Superintendent Ruiz asked Ms. Carbone to provide School Committee members with a quick update on Pillar 2: Reimagine the High School Experience. Ms. Carbone shared that they have a redesign team that includes parents, teachers, a student, variety of district leaders, and community partners. They have been meeting since the summer to take the recommendations from the Strategic Plan to start to think about ways they can put some of that into action. The goals of the team are to engage more teacher ownership for the redesign process, to engage the community, and end the year with more of an action plan. They had one community convening and will have another one in the spring. Ms. Carbone continued that she sees the first phase of the redesign as a runway for a full redesign process. They would not have a full redesign plan to deliver to the School Committee but rather early sort-of quick wins to pave the way for a broader redesign process. This will be a lengthy process and will take some time to build the trust and buy-in to move this work.

Mr. Angeramo gave a presentation on aligning the Salem High School program of studies with the priorities of the High School redesign process. The Strategic Planning and Redesign process is a great opportunity for the Salem High School. There is much excitement around it. Mr. Angeramo recalled last year, the district ran several plans of the planning process and there were several pillars. One of the pillars was the future of the High School education. They engaged the entire community around brainstorming, one being the Vision of the Salem Public Schools. The community came up with the Vision for the schools: All students will be locally engaged, globally connected, and fully prepared to thrive in a diverse and changing world. Mr. Angeramo read the High School's College and Career Vision aloud and continued walking the members through the presentation. The presentation talked about the top six 21st Century skills and qualities of a Salem Public School (SPS) Graduate, Pillar 2: Reimagine the High School Experience, School-Based Planning, Examples of Work Underway, Lens for the Program of Studies, College and Career Center Highlights, Career Technical Education, Social Justice, Science (environmental), and Newcomer Program (for students that are new to the country).

Discussion

Ms. Campbell asked Mr. Angeramo if the content courses are taught by SEI endorsed content teachers or by fully licensed and certified ESL teachers. Mr. Angeramo responded that currently they are co-taught; they have content certified teacher and ESL certified teacher. They have a co-teaching model. Ms. Manning asked about the role of the advisory committee who meet twice a year. Mr. Angeramo responded that each of the CTE programs have an advisory committee, it is a requirement. They play a vital role on informing their program as to what is currently happening in that field and what some of the future needs are. They have students, staff, and people who currently work in the field are on those committees. They can inform on current needs and what employees are looking for, etc. Those would remain in tact and are very valuable. They actually have members of some of the advisory on the Career Technical Education (CTE) committee. They have a business owner and teachers. The steering committee would look at CTE as a whole. The advisory would still be very important to the individual. Ms. Nuncio asked Mr. Angeramo that she heard there was a pre-nursing course at the High School and wondered if that is folded in to the medical life sciences given that there will be such a labor shortage in that specific area of nursing. Mr. Angeramo responded that there was a Nursing program when they had Plumbing as well some time ago. They have Medical Assisting. There are other fields they would explore with the Career Technical Education (CTE) steering committee. They know that locally there is a labor market for healthcare and is something they would explore.

Action Item

Deliberation and Vote on the Proposed Amendment to Articles of Agreement by Northshore Education Consortium – Tabled from 1/16/18

Discussion

Superintendent Ruiz informed members that Ipswich Public Schools send students and staffs to Northshore Education Consortium (NEC) program for their training for many years but have never been a member of the Northshore Education Consortium (NEC), despite their close proximity to them. What they have before them is a collective agreement that specifies the process for new members to join and names Ipswich as one of the member district. Superintendent Ryan Blake initiated this process by sending Frank Rosenberg, the Executive Director of NEC a letter requesting to join the consortium. The NEC Board of Directors voted to approve this request. Ms. Rosenberg discussed the obligation of the member districts with Dr. Blake. The School Committee in Ipswich approved going forward with this process. They need a majority of the current member districts to approve the necessary changes to the articles of agreement. The commissioner must approve the revised agreement by April 2018 so that Ipswich could become a member effective July 2018. School Committee members would be voting to approve the articles that state the approval as part of the Northshore Education Consortium (NEC).

Mr. Fleming asked if there was a comparison to the existing articles: would they be adding cost, duties, or responsibilities by adopting these new articles. Superintendent Ruiz responded that to her knowledge, they would not. It is more the approval of process of the district to join the consortium. Members shared concerns of the details. Superintendent Ruiz said she would be happy to provide information with the track changes to the School Committee. Members agreed.

Ms. Manning sought clarification and asked Superintendent Ruiz if they are asking for the School Committee to vote to amend the articles of agreement to change the process for a city to become a member or to vote on accepting Ipswich; is the vote on the new member or the process on how someone gets to be a new member. Superintendent Ruiz responded that her understanding is to approve the articles that admit a new member but the new member in question would be Ipswich. Ms. Ruiz offered to seek more clarification.

Mr. Fleming motioned to table the proposed amendments to the Articles of Agreement by Northshore Education Consortium pending additional information. Mr. Cruz seconded the motion. The Deliberation and Vote on the Proposed Amendment to Articles of Agreement by Northshore Education Consortium remains tabled for the next regular School Committee meeting on February 5, 2018.

Finance Report

a. Approval of Warrants

December 28, 2017 in the amount of \$245,541.51

January 11, 2018 in the amount of \$597,082.18

January 18, 2018 in the amount of \$37,595.93

Mr. Fleming motioned to approve the three warrants in the amounts listed on the Agenda. Ms. Wilson seconded the motion. The Motion was approved.

b. Budget Transfer Requests

The School Committee approved the following budget transfers FY18-17 and FY18-18 recommended by the School 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:

Account Description/Use	Acct. Number	Amount From	Amount To
Pupil Personnel Services			
Medical Contractual	13640161-5302	\$ 47,500	
Instructional Supplies	13640161-5114		\$ 47,500

Mr. Fleming moved to approve Budget Transfer request FY18-17 as listed. Ms. Manning seconded the motion. The Motion was approved.

Human Capital Office requesting to cover the cost of temporary office assistance due to a staffing change shift from Salaries to Contract Services

Human Capital Office			
Salaries	13482020-5160	\$ 11,373	
Contract Services	13482021-5320		\$ 11,373

Discussion

Mr. Fleming asked Ms. Shaver if this is an addition to the office of Human Capital. Ms. Shaver responded that it is not, it is just a shift they had to staffing changes at the beginning of the school year and had a temporary employee from a staffing agency in that position. They had to shift funds from a vacated position into Contract Services to pay the agency. Mr. Fleming clarified that they had a Director, Assistant Director, and now that other temporary assistance. Ms. Shaver responded that the Special Project Assistance position has been there all along as part of the budget but the person got a different job. Mr. Fleming said he hopes they do not have to face this problem again with Contract Services. Ms. Manning responded to Ms. Shaver’s comment of the position having always been there, Ms. Manning said it is actually a fairly new position. Ms. Manning asked why are they going through a temporary agency and not just hire a Salem Public School employee, if they are going to keep that position. Members shared concerns, feedback, and discussion on the topic of having a permanent Salem Public School employee to fill that seat.

Mr. Fleming moved to approve Budget Transfer request FY18-18 as listed. Ms. Wilson seconded the motion. The Motion was approved.

Subcommittee Reports

Discussion

Mayor Driscoll reported that she would be emailing School Committee members the Subcommittee assignments by the end of the week.

Policy Subcommittee

There were no Subcommittee reports

School Committee Concerns and Resolutions

Mayor Driscoll shared that she had the opportunity to visit the Kindergarten Expo Information night and commended the staff for the work they did putting that together. They had individual principals on stage last year go through their fields. They had an Expo setup in the cafeteria downstairs. It was a great improvement to have the videos this year, which allowed the principals to be out in the Expo area talking to parents meeting with staff, and giving people opportunities to learn more about their school. The videos were great, easy to follow, and posed the same questions to each leader. There were many families smiling, much enthusiasm from existing parents who were signing up, and new families learning to better understand the process. Mayor Driscoll continued that she is happy and excited about the array of choices they have.

Mr. Fleming shared that principals used to attend School Committee meetings, at least for the first 12 years he attended, although not applicable to the last 3 years. He does not understand why principals are not required to attend School Committee meetings. Mr. Fleming continued that he would like the School Committee to look into mandating the attendance of some principals at School Committee meetings where they can listen to issues presented before the School Committee, as principals are a very big part of the leadership team.

Questions and Comments From the Audience

There were no questions or comments from the audience.

Adjournment

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

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials and Reports
School Committee Agenda January 16, 2018
Minutes of the December 18, 2017 Regular School Committee Meeting
Presentation: Aligning the SHS Program of Studies With the Priorities of the High School Redesign
Process by David Angeramo, Salem High School Principal
Northshore Education Consortium Articles of Agreement Packet
Budget Transfers FY-18-17 & FY18-18



Keeping Our Promise Increasing Equity and Access in the Salem Public Schools

Presentation to School Committee

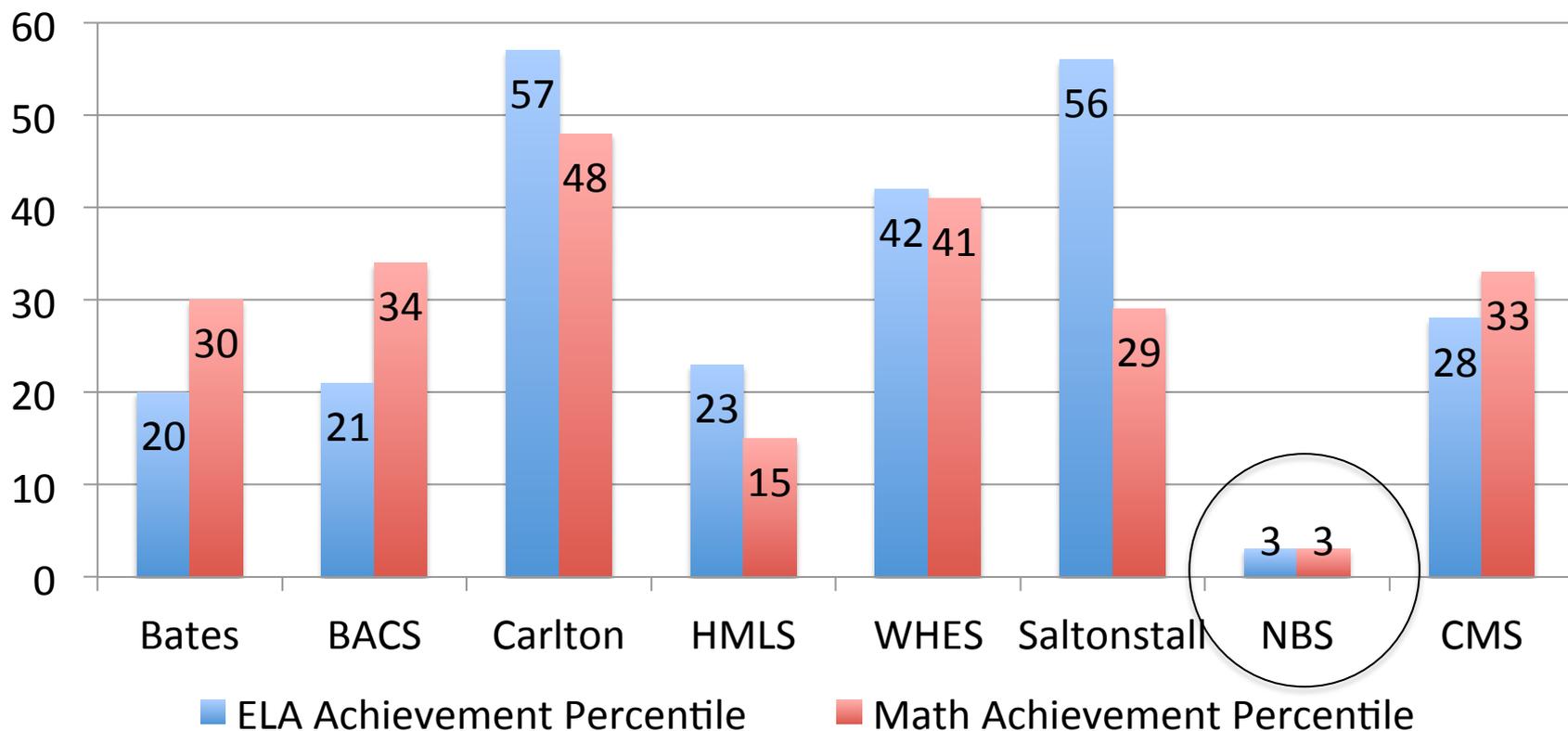
February 5, 2018

Our Vision

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

2017 Achievement Percentile

2017 School Achievement Percentiles



Our Vision

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

Proposed K-5 Classroom Structure

School	Gr KF	Gr1	Gr2	Gr3	Gr4	Gr5
Bates	3	3	3	3	3	3
HMLS	3	2	3	2	3	3
Saltonstall	2	2	2	2	2	2
WHES	5	5	5	5	4	4
Carlton	2	2	2	2	2	2
Total:	15	14	15	14	14	14

Proposed new classrooms are highlighted in yellow.

Proposed CMS Classroom Structure

- **There are 27 homerooms with an average of 20 students.**
- **Our proposal would add at least 7 homerooms, for approximately 137 new students.**
- **This addition would maintain the average of 20 students per homeroom.**

Proposed K-5 Classroom Structure

	Gr KF	Gr1	Gr2	Gr3	Gr4	Gr5
Target Class Size:	21	21	23	23	25	25
Projected Number of Classes:	16	14	15	14	14	14
Capacity:	309	288	339	316	344	344
Enrollment Projection:	290	270	302	274	291	319
Projected Avg. Class Size:	19	19	20	20	21	23
Excess Capacity:	19	18	37	42	53	25

Information Sessions

- **Tuesday, Feb. 6th – 4pm to 7pm at Bowditch**
- **Wednesday, Feb. 7th – 4pm to 7pm at Saltonstall**
- **Tuesday, Feb. 13th – 4pm to 7pm at Bowditch**
- **Wednesday, Feb. 14th – 8am to 10am at Espacio Community Space**

Horace Mann Laboratory School Partnership

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graph TD; A[Horace Mann Laboratory School Partnership] --- B[Salem Public Schools]; A --- C[Salem State University]
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**Salem Public
Schools**

**Salem State
University**

Our Vision

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



Northshore Education Consortium
Articles of Agreement

(amended April 2018)

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PREAMBLE/ AUTHORIZATION

This document constitutes the amended collaborative agreement of the Northshore Education Consortium, hereinafter referred to as the Consortium, which was established pursuant to the provisions of chapter 40, section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. This collaborative agreement shall not be effective until approved by the Board of Directors, member school committees and by the Massachusetts Board of Elementary and Secondary Education.

This agreement, replaces the Articles of Agreement adopted on June 23, 2016 and will be effective upon the approval of a majority of the school committees who are listed below and the Board of Elementary and Secondary Education, as indicated on the signature page. No subsequent amendments will take effect unless and until approved by the member school committees, and by the Board of Elementary and Secondary Education.

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SECTION I: MEMBERSHIP

The membership of Northshore Education Consortium, as of the effective date of this agreement, includes the school committees from the following 21 districts (herein, the “member districts”); as indicated by the signatures of the chairs of the school committees:

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1. Beverly
2. Boxford (Tri-Town)
3. Danvers
4. Gloucester
5. Hamilton-Wenham Regional
6. Ipswich
7. Lynn
8. Lynnfield
9. Manchester-Essex Regional
10. Marblehead
11. Masconomet Regional
12. Middleton (Tri-Town)
13. Nahant
14. North Reading
15. Peabody
16. Reading
17. Rockport
18. Salem
19. Swampscott
20. Topsfield (Tri-Town)
21. Triton Regional

SECTION II: MISSION, OBJECTIVES, FOCUS AND PURPOSES

MISSION:

The Northshore Education Consortium (herein, “the Consortium”) supports member districts by providing high quality, cost-effective public programs, support services and resources to ensure meaningful and successful learning experiences for a wide spectrum of students and staff. The Consortium will be a leader in influencing the development of public policy, as permitted by applicable laws and regulations and building coalitions between and among districts in the Commonwealth and solving the challenges faced by its member districts.

PURPOSE:

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

FOCUS:

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

OBJECTIVES:

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium and member districts.

SECTION III: PROGRAMS AND SERVICES TO BE OFFERED

At the current time, the Consortium offers the following programs and services. These are subject to change given changing needs in the region, and subject to applicable laws and regulations related to educational collaboratives and to the desire of the Board.

1. A highly specialized school program for students age 3-22 with moderate to significant developmental disabilities including autism, intellectual impairment, multiple handicaps, and medical fragility. (Currently known as the Kevin O'Grady School)
2. Highly specialized therapeutic school programs for students in Kindergarten through 12th grade who have serious social, emotional, and behavioral disabilities and may have concurrent learning difficulties. (Currently known as Northshore Academy)
3. A Recovery High School for students who require a specialized environment to support them in their recovery from drug or alcohol abuse. While not a Special Education program, the Recovery High School is able to meet the needs of students with Individual Education Programs.
4. A Transition program for students age 18-22 with intellectual or other disabilities who require additional special education in order to meet goals related to independent living, employment and career development, and community involvement. Students may or may not have received a high school diploma.
5. Consultation and education services for member and non-member districts and students and families to be provided in local schools, family homes, and other community settings.
6. Professional Development for educators and other professionals.
7. Family Center which provides educational information, a lending library, community resources, and parent/family support programs for families who have children with special needs.

SECTION IV: GOVERNANCE

BOARD OF DIRECTORS

1. The Board of the Consortium shall consist of one representative from each member district, appointed by each participating school committee (herein, "appointed representative" or "member of the Board"). This appointed representative must be the Superintendent of Schools or a School Committee Member. In the case of a Superintendency Union, the school committees shall appoint the Superintendent to

represent all of the districts. In that case, the superintendent will have one vote. The Commissioner of Elementary and Secondary Education (herein, “the Commissioner”) shall also appoint an individual to serve as a voting member of the Board.

2. A quorum shall consist of a majority of the members of the Board and the Board may act by a simple majority of appointed representatives present unless otherwise provided in this Agreement. Each member of the Board shall have an equal vote.
3. It is the function and responsibility of the Board to formulate policy and to appoint the Executive Director, who shall oversee the daily operations of the Consortium in accordance with all regulations.
4. The Board has the responsibility to approve the annual operating and capital budget and amendments thereto as well as collective bargaining agreements.
5. The Board is vested with all authority given it by M.G.L. c 40 § 4E and all acts amendatory or supplementary thereof.
6. The Board has the authority to develop by-laws and procedures for the daily operation of the Consortium and for the Board itself, which by-laws and procedures may be amended by the Board from time to time.

SECTION V: CONDITIONS OF MEMBERSHIP

Each member district shall have the following rights and responsibilities as a member of the Northshore Education Consortium:

1. Each member district’s appointed representative to the Board shall be entitled to one vote.
2. Each member district shall pay dues as described in Section VII of this agreement. Membership dues shall be a flat fee for all member districts.
3. Each appointed representative is responsible for providing timely information and updates to his/her member district on the activities of the Consortium.
4. The Board will meet at least six times per academic year. Public notice will be given of the date, time, and location of all Board meetings, and records of each meeting will be kept, consistent with the Open Meeting Law (G.L.c.30A, § 18-25)
5. Each appointed representative is expected to attend every Board meeting. If a representative misses one half of the meetings within a fiscal year, the chair of the Board will inform the chair of the appointing member district. If an appointed representative

misses more than two-thirds of the meetings within a fiscal year, the Board will notify the respective member district and request that a new representative be appointed or the situation be otherwise remedied. Until the situation is remedied the member district shall be an inactive member, shall not count toward a quorum, and shall not have voting rights on the Board but shall continue to have all other rights and responsibilities of membership.

6. Each appointed representative must complete training required by the Department of Elementary and Secondary Education (herein DESE) as outline in M.G.L. c. 40, § 4E. Should an appointed representative fail to complete the required training, the member district shall automatically become an inactive member of the Board, shall not count toward a quorum, and shall not have voting rights on the Board, but shall continue to have all other rights and obligations of membership until such time as the appointed representative completes the training.
7. No appointed representative on the Board shall serve as a member of a board of directors or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E.
8. No appointed representative shall receive an additional salary or stipend for his/her service as a Board member.
9. A quorum of the Board consists of a majority of the appointed representatives, but less than a majority may adjourn or fix the time and place for a subsequent meeting.
10. Member districts shall not delegate the authority to approve the collaborative agreement or amendments to the collaborative agreement to any other person or entity.
11. The appointed representative shall not delegate his/her powers or send a representative in his/her place as a voting member.

SECTION VI: POWERS AND DUTIES OF THE BOARD AND APPOINTED REPRESENTATIVES TO THE BOARD

The Board shall govern the educational collaborative and shall be responsible for providing fiduciary and management oversight and accountability over the operation of the educational collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate policy for the collaborative and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.
2. The Consortium is a public entity.
3. The Board shall be vested with the authority to enter into agreements with member and non-member districts or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
4. The Board shall be responsible for:
 - a. Ensuring adherence to this collaborative agreement and progress toward achieving the purposes and objectives set forth in the agreement;
 - b. Determining the cost-effectiveness of programs and services offered by the collaborative;
 - c. Ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the collaborative is established, in the best interest of the collaborative and its member districts, and consistent with the terms of this agreement, including the terms of Section VII; and
 - d. Approving all expenditures, including, but not limited to, contracts, borrowing, and the purchase and sale of assets.
5. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
6. The Board is a public employer and shall hire all employees of the educational collaborative and ensure that all employees possess the necessary and required licenses and approvals as required by 603 CMR 50.00 and other laws and regulations.
7. The Board shall hire an executive director to oversee and manage the operation of the collaborative, a business manager or an employee with responsibilities similar to those of a town accountant to oversee collaborative finances, and a treasurer, who shall verify revenues on a monthly basis, give bond annually consistent with the requirements of M.G.L. c. 40, § 4E, and perform other duties as the Board may direct. The Board shall ensure that there is segregation of duties between the executive director, treasurer, and business manager, and that these employees shall not serve as a member of the collaborative Board or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. c. 40, § 4E.

8. The Board shall ensure that no employee of the educational collaborative is employed at any related for-profit or non-profit organization.
9. The Board shall develop such policies as it deems necessary to support the operation of the collaborative, including, but not limited to, policies relative to personnel, students, finance and internal controls, health and nursing, and any other policies required by state or federal law and regulation. The Board shall review the effectiveness of such policies to ensure currency and appropriateness, and may establish a subcommittee to make recommendations to the Board concerning such policies.
10. The Board shall ensure that the collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing information, reports or documents as required by statute or regulation. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.
11. The Board shall establish a process to provide to member districts, students, parents/guardians, the Board of Elementary and Secondary Education, and the public all information required by law and regulation.
12. The Consortium shall establish and maintain a website in accordance with M.G.L. c. 40, § 4E that shall include a list of the appointed representatives on the Board, copies of minutes of open meetings held by the Board, a copy of the collaborative agreement and any amendments, a copy of the annual report and independent audit and contact information for key collaborative staff members.

SECTION VII: FINANCE

1. Financial Terms:
 - a. Membership dues shall be set by the Board each year to partially offset the administrative and overhead costs of the collaborative. Dues will be a flat fee for all member districts and will be determined annually as part of the budget development process.
 - b. The collaborative will determine on an annual basis the fees, tuitions, and rates to be charged to member districts as described in section 5 below.

- c. Surcharges or fees may be charged to non-member districts for services rendered by the collaborative. The Board shall establish the surcharge or fee annually based on the additional administrative and overhead costs that arise from the provision of these services and in order to assure the development and sustainability of the collaborative. The collaborative may waive or decrease the percentage of the surcharge or fee charged to non-member districts when doing so is determined to be in the best interest of the collaborative.
 - d. Upon withdrawal from the collaborative, a former member district of the collaborative shall not be entitled to any assets of the collaborative, including any surplus funds, nor be responsible for any liabilities of the collaborative, beyond that fiscal year, except in the instance of the termination of the collaborative. For the year of withdrawal, the withdrawing member district's share of the collaborative's change in net position or surplus funds will be determined as outlined in Section X, 5. In the case of termination of the collaborative, distribution of assets and responsibility for liabilities shall be allocated in the manner outlined in Section XI, 6 and 7.
 - e. The Board may apply, by majority vote, for state, federal, corporate, or foundation grants and may accept gifts, grants, or contributions from governmental and private sources, whether in cash or in kind.
 - f. The Board may enter into contracts to obtain the funds necessary to carry out the purpose for which the collaborative was established.
 - g. The collaborative is subject to M.G.L. c. 30B for the procurement of goods and services.
2. Collaborative Fund:
- a. The Board shall establish and manage a fund to be known as the *Northshore Education Consortium Fund* (herein, "the NEC fund").
 - b. The NEC fund shall be the depository of all monies paid by the member districts and non-member districts and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Board and deposited in the fund.
 - c. The treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to the collaborative without further appropriation.
 - d. The Board must approve all payments.

- e. Subject to Board approval, the treasurer may make appropriate investments of funds of the collaborative not immediately necessary for operations, consistent with M.G.L. c. 44, § 55B.
3. Borrowing, Loans, and Mortgages:
- a. The Board may authorize the borrowing of funds or enter into short- or long-term agreements or mortgages, and acquire or improve real property to support collaborative operations, subject to the following procedures:
 - i. All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
 - ii. The Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application; and
 - iii. The Board shall determine, at a public meeting, through a two-thirds majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and the Board shall determine, at a public meeting, through a two-thirds majority vote, that the borrowing, loans, and mortgages are necessary to carry out the purposes for which the collaborative is established.
 - iv. In the event that such borrowing, loan or mortgage is for the acquisition or improvement of real property:
 - a) The Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the collaborative Board at which the final vote is taken;
 - b) The Board shall provide notice to each member district within thirty (30) calendar days of applying for real estate mortgages; and
 - c) The Board shall approve such action by a two-thirds majority vote.
4. Surplus Funds: Unexpended general funds (as defined in 603 CMR 50.00) at the end of the fiscal year plus any previous year's surplus funds, as determined through the financial statements, will be considered cumulative surplus.
- a. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, and any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.

- b. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5)(b)10.
- c. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.
- d. The Board shall annually determine whether such final dollar amount of surplus funds is within the established 25 percent limit, and whether the funds will be retained by the collaborative or whether all or some portion will be refunded to the member districts or credited to support programs and services offered to member districts.
- e. In the event that an amount is to be refunded or credited to member districts, each member district shall receive a share determined by the calculation of its district billings for the fiscal year for which the refund or credit is attributed to divided by the total billings to all member districts to which the refund or credit is attributed.

5. Annual Budget Preparation and Assessment of Costs

- a. Development of the Collaborative Budget: The Board shall annually determine the collaborative budget consistent with the timelines, terms, and requirements in M.G.L. c. 40, § 4E, regulations promulgated by the Board of Elementary and Secondary Education, and this agreement.
 - i. By April 30 of each year, the Board shall propose a budget for the upcoming fiscal year. The budget shall identify all of the programs or services to be offered by the collaborative in the upcoming fiscal year and the corresponding costs.
 - ii. The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
 - iii. The proposed budget will be developed with input from program directors and feedback from member districts regarding anticipated needs.
 - iv. Management will work closely with the Board finance committee in the preparation of the budget.
 - v. Expenditures from grant funds, trust funds and other funds not designated as general funds that by law may be expended by the Board without further appropriation shall be segregated in the budget.

- vi. The general fund budget shall segregate all operating expenditures, capital expenditures, debt service payments and deposits to capital reserve.
- vii. The proposed budget shall be classified into such line items as the Board shall determine, but shall, at a minimum, delineate amounts for operating expenditures, including, administration, instructional and rental expenses and capital expenditures, including debt service payments and deposits to capital reserve.
- viii. The proposed budget shall include the methodology used to determine tuition prices and fees-for-service for member and non-member districts. Tuition prices shall be based on the total cost of the programs divided by the projected number of students enrolled in such programs. Capital costs will be included in the budget and will be apportioned in either tuition prices, fees for services, or membership dues. Fees-for-service are determined based on the cost of service, projected utilization and applicable overhead. Non-member districts may be charged higher tuition and fees to reflect increased overhead, as well as the fact that member districts are subsidizing program costs through their dues.
- ix. Each member district shall be charged membership dues that shall be set by the Board within the annual operating budget.
- x. The proposed budget shall be discussed at a public meeting of the Board and notice shall be provided to each member district ten (10) working days before the date of the Board meeting at which the proposed budget will be discussed.
- xi. The Board shall adopt the final budget by an affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the collaborative budget was first proposed but no later than June 30 of the preceding fiscal year.

6. Transmitting the Budget and Payment Terms:

- a. The treasurer shall certify and transmit the budget and the tuition rates, membership dues and fees-for-service for the upcoming fiscal year to each member district not later than June 30 of the preceding fiscal year.
- b. The collaborative shall bill for payment of tuition and fees for service on a monthly basis. Tuition payments and fees for service shall be paid by member and non-member districts on a monthly basis.

- c. Membership dues shall be billed on an annual basis. Any changes in the amount of dues are communicated in the spring along with annual tuition rate changes and the approval of the annual budget. Payment of membership dues is expected by September 1st.

7. Procedure for Amending the Budget:

- a. All budget amendments shall be proposed at a public meeting of the Board, and must be approved by a majority vote of the Board to take effect.
- b. Any amendment to the budget that results in an increase in the tuition rates, membership dues or fees-for-service shall adhere to the following procedures:
 - i. All appointed representatives shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their member districts the content of the proposed amendment.
 - ii. All amendments shall be voted on by the Board at a second public meeting of the Board no earlier than thirty (30) working days after the Board meeting at which the amendment was first proposed; adoption shall require a majority vote.
 - iii. The treasurer shall certify and transmit the amended tuition rates, membership dues and fees-for-service to each member district not later than ten (10) working days following the affirmative vote of the Board.
- c. The Board has the authority to reduce tuition rates, membership dues, and fees-for-service to member and non-member districts when doing so is determined to be in the best interest of the collaborative.

SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT

- 1. A proposal for amendment of the Collaborative Agreement may be initiated by a member district, appointed representative, or executive director.
- 2. The proposed amendment shall be presented in writing to the executive director of the collaborative and the chair of the Board no less than twenty (20) working days prior to a meeting of the Board at which it shall first be discussed. No less than ten (10) working days prior to the Board meeting at which the amendment is first discussed, the executive director shall cause copies thereof to be sent to all Board members and the chairs of the

school committees and/or chairs of the charter school boards of the member districts together with notice as to the time and place of the first reading of the amendment.

3. Following the first reading of any proposed amendment and any changes as requested by the Board, the executive director shall submit the proposed amendment to DESE for initial review.
4. Following the DESE review, the executive director shall report to the Board any changes proposed by the DESE and seek the guidance of the Board.
5. No less than ten (10) working days prior to the Board meeting at which the revised amendment will be discussed, the executive director shall cause copies thereof to be sent to all Board members and the chairs of the school committees and/or chairs of the charter school boards of the member districts, together with notice as to the time and place of the second reading of the amendment.
6. The proposed amendment shall be read a second time at the regular meeting next subsequent to the DESE review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment. Following approval by the Board, the amended agreement shall be submitted by the chair of the Board to the chairs of the school committees and/or chairs of the charter school boards of the member districts for a vote to approve the amended agreement.
7. Once a majority of all member districts have approved and signed the amended agreement, the collaborative shall submit the signed amended agreement in accordance with 603 CMR 50.03 to the Commissioner for approval by the Board of Elementary and Secondary Education.
8. No amendment to the collaborative agreement shall be effective until approved and authorized by a majority of the member districts and by the Board of Elementary and Secondary Education.

SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS

1. A school district, through a vote of its school committee, or charter school board, may become a member of the educational collaborative consistent with the following terms:
2. At least 180 days prior to the beginning of a new fiscal year, the prospective member district shall submit to the chair of the Board and the executive director of the collaborative notification of intent to join the collaborative and a copy of the school

committee/charter school board meeting minutes that indicates an affirmative vote of the committee/charter school board to seek membership in the collaborative.

- a. Upon receipt of the prospective member district's notification of intent to join the collaborative and the minutes, the Board will consider the request.
- b. Upon a majority affirmative vote of the Board, the collaborative agreement shall be amended to add the new member district. The collaborative agreement shall be amended consistent with Section VIII of this agreement.
- c. The authorizing votes of the member districts may provide for the deferral of the admission of a new member district until July 1 of the subsequent fiscal year.
- d. A school committee or charter school board may be admitted to the collaborative as of July 1st of any fiscal year provided that all required approvals, including that of the Board of Elementary and Secondary Education, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new member district is to be admitted to the collaborative. The collaborative agreement must be amended in keeping with Section VIII of this agreement.

SECTION X: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)

1. A member district may withdraw from the Consortium as of July 1st of any year provided that such member district provides written notice of such intent to every other member district that is party to this agreement as well as to the executive director of the collaborative and the collaborative Board at least 180 days before the end of such fiscal year, and provided that the Board of Elementary and Secondary Education has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
2. Written notification of a member district's intent to withdraw from the collaborative at the end of a fiscal year shall include the following:
 - a. Notification addressed to the chair of the Board and the executive director that the member district has voted to withdraw from the collaborative with the effective date of withdrawal; and
 - b. A copy of the minutes from the school committee or charter school board meeting in which the member district voted to withdraw from the collaborative.
3. Within thirty (30) days of notification of a member district's intent to withdraw from the collaborative, an amendment shall be prepared to reflect changes in the agreement caused as a result of the change in membership of the collaborative. This amendment must be

approved in a process consistent with Section VIII.

4. The withdrawing school committee or charter school board must fulfill all of its financial obligations and commitments to the collaborative.
5. The withdrawing member district shall be entitled to its share of the change in net position, if any, as well as to any distributed surplus funds for the fiscal year at the end of which the withdrawal is effective, to the same extent as a remaining member district. Share will be determined by the calculation of the withdrawing member district's billings for that fiscal year divided by the total billings to all collaborative members districts for that fiscal year.
6. Upon withdrawal, the withdrawing member district will be reimbursed any funds prepaid to the collaborative by the member district for tuition or services under M.G.L. c. 40, § 4E.
7. The withdrawal of any member district(s) at any time shall not affect the status of the collaborative agreement and the same shall remain in full force and effect until specifically changed or amended by the Board, and approved by the member districts and the Board of Elementary and Secondary Education.
8. If, after the withdrawal of a member district(s), less than two member districts remain, the collaborative Board will initiate termination proceedings as provided in Section XI.

SECTION XI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT

1. A member district may request that the Board initiate proceedings to terminate this collaborative agreement by giving notice to all other member districts and the executive director at least *twelve (12) months* before the end of the current fiscal year.
2. Within thirty (30) days of a request that the Board initiate termination proceedings, the Board shall discuss the request to terminate the collaborative and determine next steps. A two-thirds (2/3) vote of the Board is required in order to initiate termination proceedings. Should the Board vote to initiate termination proceedings, notice must be provided to all member districts within ten (10) working days of such vote.
3. The collaborative agreement shall only be terminated at the end of a fiscal year.

4. The collaborative agreement shall be terminated at the end of any fiscal year following votes in favor of termination by two-thirds (2/3) of the member districts.
5. Following the affirmative votes of the member districts to terminate the collaborative agreement, the executive director shall inform the member districts and non-member districts who are served by the collaborative and DESE in writing 180 days prior to the effective date of any termination.
6. Following the affirmative votes of the member districts to terminate the collaborative agreement, a final independent audit will take place and will be provided to all appointed representatives of current member districts and superintendents of former member districts that have an ongoing responsibility for debt service (debt service as defined to include all liabilities evidenced by a financial institution's instrument of indebtedness that requires payment of principle and interest) as well as to DESE including an accounting of assets and liabilities (debts and obligations) of the collaborative and the proposed disposition of same.
7. Prior to termination, the Board shall:
 - a. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies;
 - b. Identify the member district responsible for maintaining all fiscal records;
 - c. Identify the district(s) responsible for maintaining student, employee and program records; and
 - d. Determine the means of meeting all liabilities (debts and obligations) of the collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to member districts.
 - e. Ensure the appropriate disposition of all assets of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless the Board determines otherwise, all assets shall be sold. The Board will ensure that the assets from sale of real property owned by the Consortium shall be used to satisfy any obligations from a mortgage(s) on the property.
 - f. Any surplus funds remaining after satisfying all liabilities, shall be distributed by the calculation of total billings to each member district or former member district who had debt service for the preceding five (5) fiscal year period as measured from the date of termination divided by the total billings to all member districts

for the preceding five (5) fiscal year period as measured from the date of termination.

- g. Any deficit of funds that needs to be paid to creditors will be the responsibility of member districts calculated in the manner outlined in Section XI. 7.f
- 8. Following the affirmative vote of the member districts to terminate the collaborative agreement, the Board shall notify DESE of the official termination date of the collaborative and shall submit the documentation required by 603 CMR 50.11 to DESE.
- 9. Should DESE revoke and/or suspend the approval of the collaborative agreement, the Board will follow all instructions from DESE and Sections XI. 5 through XI. 8 inclusive, shall be implemented to the extent these procedures are consistent with the order of DESE terminating the collaborative agreement.

SECTION XII: NON-DISCRIMINATION

The Northshore Education Consortium does not discriminate on the basis of race, color, gender, sexual orientation, gender identity, age, disability, religion, national or ethnic origin. This policy of non-discrimination applies to students, employees, the general public, and individuals or companies with whom it does business. The Consortium is committed to ensuring that all students have equal rights of access. The Consortium is an Equal Opportunity Employer.

This agreement shall take effect on July 1, 2018. This agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

Microsoft Office User 1/22/2018 9:58 AM

Deleted: the date of approval by the Board of Elementary and Secondary Education and shall continue indefinitely.

Approved by Northshore Education Consortium Board of Directors and Member School Committees on (See attached signatures).

Approved by the Massachusetts Board of Elementary and Secondary Education:

Commissioner of Elementary and Secondary Education

Date

Memorandum

RECEIVED

JAN 22 2018

S.P.S.
Supt.'s Office

To: Ms. Margarita Ruiz, Superintendent of Schools
CC: file
From: David J. Angeramo, Salem High Principal 
Date: January 16, 2018
Re: Harvard Model Congress 2018

This is to recommend the Salem High School Harvard Model Team be given permission to participate in a four-day conference in Boston, MA. This trip will take place during vacation week; February 22 to February 25, 2018; the trip will give students the opportunity to participate in this conference. Advisors/Chaperones, Andrew Bub and Amy Selvaggio are both Salem High School teachers.

The group will stay at the Sheraton Boston Hotel. Cost of the trip is \$334.00 per student. They will travel by LBK Transportation and the driver will have a CORI. A list of students attending and the itinerary are enclosed. The students are planning several fundraisers to defray the cost.

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.

Attachments

4

**Salem High School
Harvard Model Congress
Memo**

To: David Angeramo, Principal, Salem High School; Margarita Ruiz, Superintendent, Salem Public Schools; Members of the Salem School Committee

From: Andrew Bub and Amy Selvaggio, co-advisors of Harvard Model Congress at Salem High School

Date: January 10, 2018

Topic: Attending the Harvard Model Congress Conference at the Boston Sheraton Hotel, February 22- February 25, 2018

Participating in Harvard Model Congress (HMC) over February vacation has been an honored tradition at Salem High School for over 25 years. Run by a staff of Harvard undergraduates and overseen by prestigious faculty members, HMC is the largest simulation of U.S. Government, attracting high school students from across the nation and around the world including students from Venezuela, United Arab Emirates, and Israel. In recent years, Harvard has expanded this immersive experience to include conferences in San Francisco, CA; Dubai, United Arab Emirates; São Paulo, Brazil; Hong Kong, SAR; and Madrid, Spain. HMC is a living lesson in civics with students assigned the role of an actual senator or congressman/woman, or participating in Special Programs such as the West Wing, Cabinet, FBI, G-20, and Supreme Court to name a few.

Students are expected to maximize their experience at HMC by thoroughly researching their assigned role and preparing short speeches, and policy proposals prior to the conference. Students become experts on the handpicked issues and briefings for their committee, and must confront the unique challenge of defending positions that they may not agree with personally. At the conference, engaging in open debates, caucuses, trials, press conferences, and testimonies, students are able to better appreciate the purpose and role of the political process. A committed staff of Harvard students strives to facilitate a supportive and educational learning environment that focuses on student participation. First and foremost a teaching institution, HMC dedicates itself to providing an enjoyable and instructive atmosphere in which to develop a commitment to and interest in American government and civic engagement.

This year, HMC will take place Thursday February 22 through Sunday February 25, 2018. Most students have been busy fundraising to help cover the cost of the trip (\$115.00 Harvard Delegate Fee, \$334.00 for the hotel, plus spending money for food) as the costs have continued to increase each year. Additionally, Harvard has selected several of our students as recipients of full scholarships.

As the co-advisors of Harvard Model Congress, we are asking that the students be allowed to attend the HMC conference over February break. The relationships and lessons our students are exposed to on this trip are invaluable.

Thank you for your time and consideration.

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		1/10/18	2/22 - 2/25 2018	
Coordinator Contact Info	Phone: Email: amyselvaggio@salemksd.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	24	10:00 AM 2/22	2:00 PM 2/25
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Boston Sheraton Hotel Guest Rooms & Conference/Ball rooms 39 Dalton Street Boston, MA 02199	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input checked="" type="checkbox"/> In-state – within MA <input type="checkbox"/> Out of state – travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

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

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	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>[Signature]</i>		Date: 1/16/2018

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) LBR <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 type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: 10:15 am Pick Up Location: SHS	Return Time: 2:00 pm Return Location: SHS

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 checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 1/16/18

Salem High School
Field Trip Approval Form

Administrator's Approval: JA Date of Approval: 1/18/16

Teacher's Name: Selvaggio/Bub

Date of Trip: Thursday 2/22 - Sunday 2/25

Student: _____ Field Trip Class: Harvard Model Congress

Activity: HMC Conference 2018 Location: Boston Sheraton Hotel

Departure Time: 10:00 am 2/22 Return Time: approx: 2:00 2/25

This form must be completed and returned to the teacher by: 2/16

The top part of this form MUST be completely filled out before class/teacher permission is sought.

Red Day	White Day
A Block	E Block
Teacher's Signature	Teacher's Signature
B Block	F Block
Teacher's Signature	Teacher's Signature
C Block	G Block
Teacher's Signature	Teacher's Signature
D Block	H Block
Teacher's Signature	Teacher's Signature

I agree to make up All class work missed as a result of this field trip.

Student's Signature: _____ Date: _____

Parental Approval: My son/daughter has permission to participate in this activity.

Parent's Signature: _____ Date: _____



Transportation Permission Slip

I _____ give my son/daughter _____
Name of Parent/Guardian Student's Name

Permission to attend field trip/event/program HMC Conference 2018
Name of the event/program

On date: Thurs. 2/22/18 - Sun. 2/25/18 at time: 10:00 am - 2:00 pm which takes place at

The following location: Boston Sheraton Hotel

I understand that the Salem School Department will/ will not (circle one) provide transportation to and from this event. In the event that transportation is not being provided by the Salem School Department or if the parent or guardian prefers that the student drive or be driven in a private vehicle to and from this event, a separate vehicle permission slip (below) must be completed. In granting my permission for my child to attend this program, I understand that the Salem School Department shall not be liable for any injuries or damages sustained as a result of the student's participation in this program.

Signature of Parent/Guardian Date

Signature of Student if 18 or older

.....
PERMISSION FOR TRANSPORTATION IN A PRIVATE VEHICLE

My child: _____ has my permission to drive his/~~her~~ vehicle

To and from _____ or to be transported by a fellow

Student or the instructor in a private vehicle. I understand that transportation home from this

Location will/will not (circle one) be provided for those who are not otherwise driving their own

Vehicles, and that my child will need to be picked up at this location at _____

I further understand that the Salem School Department shall not be liable for any injuries or damages

Sustained as a result of these transportation arrangements.

Parent/Guardian's Signature Date

Memorandum

RECEIVED

JAN 30 2018

S.P.S.
Supt.'s Office

To: Ms. Margarita Ruiz, Superintendent of Salem Public Schools
CC: file
From: Mr. David Angeramo, Salem High Principal 
Date: January 22, 2018
Re: Band Field Trips for 2018 school year

This is to recommend the Salem High School's Color Guard and Percussion Ensemble to given permission to participate in the following out-of-state trips for the 2018 school year.

- o **Saturday, March 3, 2018:** Winter Guard International Regional Percussion Competition in Trumbull, CT. The eighteen students and chaperones will depart Saturday morning and therefore will miss no school in order to participate in this event. This is a mandatory event to qualify for the World Championships. Travel will be by Danvers Ford rented vans driven by chaperones. A more detailed itinerary will be submitted once approval has been given.
- o **Saturday, March 10, 2018,** Winter Guard International Eastern Finals Competition in Salem, New Hampshire. Students will miss no school. No overnight accommodations are necessary. Travel will be by Danvers Ford rented vans driven by chaperones. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given.
- o **Wednesday-Saturday, April 18 to 21, 2018:** Winter Guard International Color Guard in Dayton, Ohio. The students will not miss school in order to participate in this event because it is being held during school vacation. Travel will be by Danvers Ford rented vans driven by chaperones. The hotel is the Ramada Plaza, 2301 Wagner Ford Road, Dayton, Ohio. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given.
- o **Wednesday-Saturday, April 13 to 16, 2018:** Winter Guard International Color Guard in Dayton, Ohio. The students will not miss school in order to participate in this event. Travel will be by Danvers Ford rented vans driven by chaperones. The hotel is the Ramada Plaza, 2301 Wagner Ford Road, Dayton, Ohio. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given.
- o **Friday, June 8 or 15, 2018,** Music Department's annual trip to Canobie Lake Park in New Hampshire. This is an after school event and no school will be missed. There will be a least one chaperone for every ten students attending this trip. Travel by Salem Public Schools busses.

These trips will give Salem High students the opportunity to attend a variety of musical trips and competitions. All parent chaperones including teachers from Salem High have had a CORI. A list of students with permission slips will follow. This is a great opportunity for our students to participate in unique educational and musical events. Fundraising has been ongoing for the events. Please note that NO school will be missed to participate in these activities.

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. *Attachments

The Salem Public Schools
City of Salem

Salem High School
Cynthia Napierkowski, Coordinator of Music

77 Willson St., Salem, MA 01970
(978) 740-1136 Fax (978) 740-1110

January 2, 2018

Mr. David Angeramo, Principal
77 Willson St.
Salem, MA 01970

Dear Mr. Angeramo,

I am writing on behalf of the music department students to respectfully request permission to attend the following out of state trips during the 2017-2018 school year:

1. Saturday, March 3, 20178 - Winter Guard International Regional Percussion Competition in Trumbull, CT. This one day trip departs and returns on a Saturday and therefore students will miss no school in order to participate in this event and no overnight accommodations are necessary. Travel will be by Danvers Ford rented vans driven by a teacher or a chaperone. The percussion ensemble will compete in the "Concert A" class and will be adjudicated by outstanding professionals in the field of percussion. In addition, they will attend performances of many other high school and independent ensembles from around the United States and Canada. A definite itinerary is being devised by Winter Guard International and the Salem High School Music Faculty.
2. Saturday, March 10, 2018 - New England Scholastic Band Association Winter Colorguard and Percussion Ensemble Competition at Salem High School in Salem, NH. This is a regular season competition for the colorguard and percussion ensemble and the students will miss no school in order to participate in this one day event. Transportation will be by Salem Public Schools bus.
3. Wednesday-Saturday, April 18-21, 2018 Winter Guard International Percussion Championships in Dayton, Ohio. This trip falls during the April vacation so students will not miss any school in order to participate in this event. Travel will be by Danvers Ford rented vans driven by a teacher or a chaperone. The hotel is the Holiday Inn Express and Suites 5610 Merily Way in Huber Heights, Ohio 45424. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given and plans are finalized.
5. Friday, June 8 or 15, 2018 - Music Dept. annual trip to Canobie Lake Park in New Hampshire. The students will depart after school and will therefore miss no school in order to attend this event (no overnight.) There will be at least one chaperone for every ten students attending this trip. Travel will be by Salem Public Schools' busses.

All chaperones have been or will be completing CORI checks. We have utilized Danvers Ford for many years and the hotel has been approved by WGI which has strict requirements for the hotels it recommends. The organizations have already begun raising the necessary funds to attend these events and are anxious to obtain official approval to attend. These are truly marvelous opportunities for our students to participate in unique educational, musical, social, cultural and recreational activities.

Should you have any questions, please do not hesitate to contact me at the high school at 978-740-1136.

Sincerely yours,



Cynthia Napierkowski
Band, Colorguard & Percussion Ensemble director

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	Cynthia Napierkowski		1-22-18	March 3, 2018	
Coordinator Contact Info	Phone: 978-740-1136 Email: Cynthia.napierkowski@salemki2.org	Total Number of Students	Departure Time	Return Time	
Grade Level(s)	9-12	TBA	AM	PM	
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Winterguard Internationals Trumbull, CT		Location and Duration		
			<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip one-day -		

II. Learning and Accessibility

Instructional Alignment	Accessibility and Inclusion for All Students
<input type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input type="checkbox"/> Post-Trip Plan: Students will synthesize learning <u>Comments:</u>	<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 <u>Comments:</u>

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:		Date:

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
<u>Comments:</u> No school		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input 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 type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: _____ Pick Up Location: TBA	Return Time: _____ Return Location: TBA

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

School Principal Signature:	Date:
A. J. Angeramo	1-22-18

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	<i>Salem High School</i>		Date of Request	<i>1-22-18</i>		Date of Field Trip	<i>March 10, 2018</i>	
Coordinator	<i>Cynthia Napierkowski</i>		Total Number of Students	Departure Time	Return Time			
Coordinator Contact Info	Phone: <i>978-740-1136</i> Email:							
Grade Level(s)	<i>9-12</i>		<i>TBA</i>	<i>TBA</i>	<i>TBA</i>			
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	<i>N.E. Scholastic Bnd Salem, N. H.</i>		Location and Duration					
			<input type="checkbox"/> Local trip within Salem/North Shore <input checked="" type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip					

II. Learning and Accessibility

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

III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date:

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: <i>no school</i>		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input 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 type="checkbox"/> Other:
<i>Bus</i>	Pick Up Time: <i>TBA</i> Pick Up Location:	Return Time: <i>TBA</i> Return Location:

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

School Principal Signature:	Date:
<i>David J. Angeramo</i>	<i>1-22-18</i>

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	Cynthia Napierkowski	1-22-18	1-22-18 April 18-21	
Coordinator Contact Info	Phone: 978-740-1136 Email: cynthia.napierkowski@salem.k12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	TBA	TBA	TBA
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Winter Guard Dayton, Ohio	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

II. Learning and Accessibility

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

III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date:

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 type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No How many? _____
Comments: no school		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input 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 type="checkbox"/> Other:
If SPS Bus needed, please specify the following information:	Pick Up Time: TBA Pick Up Location: TBA	Return Time: TBA Return Location: TBA

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

School Principal Signature:	Date:
David J. Angeramo	1-22-18

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	Cynthia Napiorkowski	1-22-18	June 8 or 15, 2018	
Coordinator Contact Info	Phone: 978-740-1136 Email:	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	TBA	TBA	TBA
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Canobie Lake Pk. Salem, N. H.	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input checked="" type="checkbox"/> In-state - within MA <input type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

II. Learning and Accessibility

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

III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
School Nurse Signature:		Date:

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments: no school -		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input 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 type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: TBA Pick Up Location: TBA	Return Time: TBA Return Location: TBA

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

School Principal Signature:	Date:
David J. Angeramo	1-22-18

RECEIVED

JAN 30 2018

S.P.S.
Supt.'s Office

Memorandum

To: Ms. Margarita Ruiz, Superintendent of Schools
CC: file
From: David J. Angeramo, Salem High Principal 
Date: January 24, 2018
Re: ROTC Out-of-State Field Trip Request- New Jersey

This is to recommend the Salem High JR. R.O.T.C be given permission to attend a two-day field trip to Halsey Academy, Elizabeth, N.J. This trip will take place March 23, 24, 2018. The trip will be chaperoned by 1st Sgt. David Grinstead, Sr., and one teacher all have had a CORI. A list of twelve students with permission slips/health records is available if needed. The students & chaperones will travel by a private bus vendor. Accommodations are free at Halsey Academy. We look forward to receiving your official approval.

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.

Attachments

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		23 JAN 18	23, 24 March 18	
Coordinator Contact Info	Phone: 302-569-2256 Email: davidgrinsteadsr@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	12	TBD	TBD
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	641 South St Elizabeth, NJ 07202 Halsey Academy H.S.	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> in-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

II. Learning and Accessibility

Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input checked="" type="checkbox"/> Post-Trip Plan: Students will synthesize learning Comments:	Accessibility and Inclusion for All Students <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip Comments:
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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>R Smith RN</i>		Date: 1/24/2017

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 type="checkbox"/> Yes <input checked="" 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?	<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 type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: 0700 / 23 MARCH Pick Up Location: Salem H.S.	Return Time: 2100 / 24 MARCH Return Location: Salem H.S.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

School Principal Signature: <i>[Signature]</i>	Date: 1/24/18
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Salem High School
Field Trip Approval Form

Administrator's Approval: _____ Date of Approval: _____

Teacher's Name: 1st Sgt Grinstead, D.W.

Date of Trip: 23, 24 March 2018

Student: _____ Field Trip Class: MC JROTC

Activity: YPFT National Location: Halcyon H.S. / N.J.

Departure Time: 0700 / 23 MAR Return Time: 2100 / 24 MAR

This form must be completed and returned to the teacher by: _____

The top part of this form MUST be completely filled out before class/teacher permission is sought.

Red Day	White Day
A Block Teacher's Signature	E Block Teacher's Signature
B Block Teacher's Signature	F Block Teacher's Signature
C Block Teacher's Signature	G Block Teacher's Signature
D Block Teacher's Signature	H Block Teacher's Signature

I agree to make up All class work missed as a result of this field trip.

Student's Signature: _____ Date: _____

Parental Approval: My son/daughter has permission to participate in this activity.

Parent's Signature: _____ Date: _____

RECEIVED

JAN 30 2018

S.P.S.
Supt.'s Office

Memorandum

To: Ms. Margarita Ruiz, Superintendent of Salem Public Schools
CC: file
From: Mr. David Angeramo, Salem High Principal 
Date: January 23, 2018
Re: Science Field Trip/ Science Meet for March 3, 2018 school year

This is to recommend the Salem High School's Science Team to given permission to participate in the following one-day out-of-state trip for the 2018 school year.

March 3, 2018

University of Connecticut, Laurel Hall, Fairfield Way, Storrs, Connecticut. Science Teacher Advisors. Susanna Castillo & Victor Brandalise will take 10 students to participate in a Science Meet. They will leave at 5:30AM from Salem High and return at approximately 7:00PM.

A list of students with permission slips will follow. This is a great opportunity for our students to participate in a unique science educational event.

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 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	Victor Brandalise & Susanna Castillo	12/15/17	3/13/18	
Coordinator Contact Info	Phone: 781-592-0244 Email: victorbrandalise@salemk12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	10-12	10	5:30 AM	7:00 PM
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	University of Connecticut Laurel Hall Fairfield Way Storrs, Connecticut 06269	Location and Duration		
		<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

II. Learning and Accessibility

Instructional Alignment <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input type="checkbox"/> Preparation Plan: Students will be prepared for trip <input type="checkbox"/> Post-Trip Plan: Students will synthesize learning <u>Comments:</u>	Accessibility and Inclusion for All Students <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input 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 <u>Comments:</u>
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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 checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Romith RN BSN</i>		Date: 12/20/2017

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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
<u>Comments:</u> N/A		

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input 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: <i>My Vehicle & Ms. Castillo</i>
If SPS Bus needed, please specify the following information:	Pick Up Time: <i>SHS</i> Pick Up Location: <i>5:30 AM</i>	Return Time: <i>7:00 pm</i> Return Location: <i>SHS</i>

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 checked="" type="checkbox"/> No	

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

School Principal Signature: <i>[Signature]</i>	Date:
--	-------

UConn UNIVERSITY OF CONNECTICUT

OFFICE OF THE REGISTRAR

UConn Classrooms (Storrs campus)

Laurel Hall 101



Classroom Technology and Features

Full vs. Basic Hi-Tech

Video Conference

- Teach From Video Conference
- Seminar Video Conference
- Full Video Conference

Lecture Capture

- Self-Service
- Scheduled/Live Streaming

Classroom usage and reservations

When not being used for classes, classrooms are available to instructors for review sessions, seminars, exams, and other academic purposes. Great effort has been taken to provide accurate information about each room. If you find problems, please notify Scheduling, Office of the Registrar. To check availability and make a reservation, contact the Office of the Registrar's classroom scheduling number, (860) 486-3329 or via email.

Tech Training

To request training in any classroom on campus, complete the Training Request form on the Audiovisual Technologies website. To receive keys to operate the equipment in rooms that have multimedia capabilities, please contact Audiovisual Technology Services.

Accessibility and Accommodations

See the Center for Students with Disabilities website for Campus Building Accessibility Information. To request an accommodation under the Americans with Disabilities Act (ADA), in regards to specific classroom needs, University employees are encouraged to contact Vicki Fry, ADA Accommodations Case Manager, Human Resources.

Outside Organizations:

Contact University Events and Conference Services (UECS) at conferences@uconn.edu or (860) 486-0229. Visit conferences.uconn.edu for more information and an inquiry form that may be completed to describe specific needs.

New England Regional Turfgrass Conference

Saturday, March 3, 2018

All day

Repeats daily until 03/05/2018.

Other

Providence Convention Center, Providence RI

Extension educators will be presenting throughout the day.

Contact Gary Sykes for more information and details. gsykes@nertf.necoxmail.com

<http://events.uconn.edu/event/57868/2018-03-03>

Contact:

Victoria.Wallace@uconn.edu

Extension (*primary*), College of Agriculture, Health and Natural Resources, Office of Public Engagement,
UConn Master Calendar