



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

October 5, 2015

7:30 pm

*Ms. Deborah Amaral
Mr. Nate Bryant
Ms. Rachel Hunt*



*Mr. James M. Fleming
Mr. Patrick Schultz
Dr. Brendan Walsh*

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."

October 1, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Monday, October 5, 2015 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**REGULAR MEETING AGENDA
Monday, October 5, 2015**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation on the approval of the Minutes of the September 21 , 2015, Regular School Committee Meeting
- IV. Questions and Comments from the Audience**
- V. Superintendent Report – Ms. Margarita Ruiz**
- VI. Presentations and Reports**
 - a. Student Representative Report
 - b. Presentation on the Salem Public Schools 2015 MCAS Scores
 - c. Presentation and Discussion on prioritizing work for the 15-16 school year
- VII. Finance Report – Mr. Philip Littlehale, Business Manager**
 - a. **Approval of Warrants**
September 24, 2015 in the amount of \$341,726.89
October 1, 2015 in the amount of \$566,850.87
 - b. **Budget Transfer Request – if any**
- VIII. Action Items**
 - a. Deliberation on the appointment of Dr. Brendan Walsh as the Salem School Committee delegate to the MASC Annual Meeting on November 4, 2015
 - b. Deliberation on the approval of the Salem High School Culinary Arts Field Trip to Johnson and Wales on December 3, 2015

- c. Deliberation on the recommendation on Salem High School Athletic Fees and Student Activities Fees
- d. Deliberation on the clarification of policy 4119 ADDA Backgrounds Check (tabled 9/21/15)
- e. Deliberation on the approval of the **First** reading of the recommended revision to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual

5209 Extra Help – recommended for deletion
 5210 Homebound Instruction
 5214 Waiver of Graduation Requirements
 5416 Use of Physical Restraint

- f. Deliberation on the **Second** reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual:

5204 Student Progress Reports
 5206 Promotion and Retention
 5213 Field Trips and Excursions
 5806 Student Observations

- g. Deliberation on the **Third** and final reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual

5102 Enrollment of Salem Residents
 5102.01 Enrollment of Non Resident Students/School Choice
 5103.01 Student Assignment to Vocational Technical Programs
 5103.02 Student Assignment for Transfer Students
 5105 Pledge of Allegiance
 5109 Emergency Closings
 5114 Participation in Activities during Absence or Suspension
 5115 Dismissal at Parent Request
 5207 Parent Conferences
 5212.01 Equal Access

IX. Sub Committee Reports

Buildings and Grounds Subcommittee	Policy Subcommittee
Finance Subcommittee	Curriculum Subcommittee
Personnel Subcommittee	Committee of the Whole Report

XI. School Committee Concerns and Resolutions

XII. Next Regular Meeting Agenda – Monday, October 19, 2015

XIII. Questions and Comments from the Audience regarding the October 5, 2015 agenda

XIV. Adjourn to Executive Session for the purpose of discussing collective bargaining (if needed)

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
 Salem School Committee

Salem School Committee
Meeting Minutes
Tuesday, September 21, 2015

A regular meeting of the Salem School Committee was held on Tuesday, September 21, 2015 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mayor Kimberley Driscoll, Ms. Deborah Amaral, Mr. Nate Bryant, Mr. James Fleming, Ms. Rachel Hunt, Mr. Patrick Schultz, and Dr. Brendan Walsh

Members Absent: None

Others Present: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Business Manager Philip Littlehale and Eileen Sacco, Secretary

Call to Order

Mayor Driscoll called the Regular Meeting of the Salem School Committee to order at 7:30 p.m.

Mayor Driscoll recognized Mr. Fleming. Mr. Fleming addressed the School Committee and asked for a moment of silence in memory of Ward Seven Councillor Joseph A. O'Keefe who passed away last week.

Approval of the Agenda

Mr. Fleming moved to approve the agenda as presented. Dr. Walsh seconded the motion. The motion carried.

Approval of Minutes

The minutes of the Regular School Committee meeting held on Tuesday, September 8, 2015 were presented for approval.

Mr. Fleming moved approval. Ms. Hunt seconded the motion. The motion carried.

Questions and Comments from the Audience

There were no questions or comments from the audience.

Superintendent's Report

Superintendents Induction Program

Superintendent Margarita Ruiz addressed the School Committee and reported that she is participating in the New Superintendent's Induction Program and introduced her coach, Rose DiTullio. She explained that it is a three year program and is a partnership between the Department of Elementary and Secondary Education and the Massachusetts Association of School Superintendents.

Ms. Ruiz explained that Dr. DiTullio will be providing 8 hours of coaching in year one of the program. She explained that coaching focuses on effective implementation of content, participate with the superintendent in all Content Days as well as participate in 8 additional days per year of coach training to learn what it means to coach professionals in implementing content.

Report on Opening of School

Ms. Ruiz reported that she was able to visit all Salem Public Schools on opening day and reported on the activities that she participated in at the various schools.

Parent Information Center Change of Business Hours

Ms. Ruiz reported that the Parent Information Center will be changing their office hours effective October 5, 2015 to better accommodate families in the district. The new hours of the PIC will be Monday – Wednesday 8:00 a.m. to 4:00 p.m., Thursdays 8:00 a.m. to 6:30 p.m. and Fridays from 8:00 a.m. to 12:30 p.m.

Release of MCAS Data by the State

Ms. Ruiz reported that the State will be releasing statewide MCAS data tonight and they will be releasing the information for the districts on September 24, 2015.

Mr. Fleming reported that he has been told that parents are able to access their child's results now on iParent. Ms. Ruiz stated that the information is incorrect and the data is being release later this week.

Superintendent Forums

Ms. Ruiz announced that she has scheduled additional forums to be held on September 28, 20 and 30 and October 8. She noted that the Community Advisory Board will be hosting the forum on September 30, 2015 at Collins Middle School at 6:30 p.m.

Donation to Salem High School

Ms. Ruiz reported that Dick and Dianne Pabich have generously donated a "Freight Farm" to Salem High School. She showed the School Committee a brief video on Freight Farms and noted that she is excited for the students and the staff at Salem High School to participate in this activity. Salem High School teacher Gramm Marcoux was present at the meeting and stated that the staff is excited about bringing this to Salem High School.

Dr. Walsh noted that Mr. and Mrs. Pabich continually support Salem and Salem kids with their generosity and thanked them for this donation.

Mayor Driscoll asked at this time that the School Committee take the agenda out of order to take up the matter of the request of the Bentley Academy Charter School to use the Bentley School parking lot for fundraising.

Mr. Fleming moved to take the agenda out of order at this time to take up the matter requested by the Bentley Academy Charter School. Ms. Hunt seconded the motion. The motion carried.

Deliberation on the Request of the Bentley Academy Charter School PTO to use Bentley School Parking Lot for Fundraising

Jonathan Bailey, Treasurer of the Bentley Academy PTO addressed the School Committee and explained that the Bentley School and explained that they are requesting to use the Bentley School parking lot on the school campus to provide parking on popular weekends in October 2015 to raise funds to support the needs identified by Bentley School leadership and the PTO such as gym and playground equipment, courtyard improvements, and student enrichment.

He explained that the proposed dates and times for use of the parking lot are as follows:

Saturday and Sunday, October 10 and 11 – 12:00 p.m. to 6:00 p.m.
Saturday and Sunday, October 17 and 18 - 12:00 p.m. to 6:00 p.m.
Saturday and Sunday, October 24 and 25 - 12:00 p.m. to 6:00 p.m.
Friday, October 30 - 4:30 p.m. to 8:00 p.m.
Saturday, October 31 – 10:00 a.m. to 4:00 p.m.

Mr. Fleming stated that he would be concerned about the liability of the city and asked if they have looked into that.

Mr. Bailey explained that each parking customer will be given a flyer that states that the Bentley Academy Charter School, the PTO, School Committee and the City of Salem are not liable for any damage, theft, injury or other loss while parked on the school grounds. He also stated that they will keep a log of license plates and ask each customer to sign or initial the log as an acknowledgment of the waiver. He also stated that parking will be one way with no "in/out privileges and the cost will be \$10 to \$15 prior to October 30 and \$20 on October 30 and 31.

Mr. Bailey also reported that they are looking into working with the Salem Trolley to stop by the lot on while they are in operation to pick up passengers, noting that the trolley goes to Winter Island and Salem Willows.

Ms. Hunt moved to approve the request of the Bentley Academy PTO to use the Bentley School parking lot for charge for parking as a school fundraiser during the requested dates in October, 2015. Mr. Bryant seconded the motion. The motion carried.

Presentations and Reports

Presentation on the Revised Accelerated Improvement Plan for the Salem Public Schools

Ms. Ruiz made a presentation on the revised Accelerated Improvement Plan for the Salem Public Schools. She explained the AIP Objective as follows:

- Embed data driven systems that assess and support teaching and learning
- Increase instructional rigor in all classrooms
- Ensure high quality leadership that supports continuous improvement of teaching and learning

Ms. Ruiz stated that cohesive leadership structures in every school will include:

- High Functioning instructional leadership teams
- Strong common planning time practices
- Data Inquiry cycles at three levels: school, classroom, student – and also track progress of all subgroups
- Systems and protocols for collaboration and information dissemination

Ms. Ruiz reported that the AIP has a focus on meeting the needs of diverse learners with a concentration on:

- Leveraging data cycles and staff to differentiate supports for English Language Learners and Students with Disabilities
- Implement a highly effective tiered support model
- Instruction that is scaffolded and provides a variety of entry points for all learners

Ms. Ruiz reported that instruction will focus on:

- Implement instruction that is closely aligned to the rigor and shifts in the MA Common Core aligned standards
- Monitor instruction that closely aligns with the shifts in the MA Common Core aligned standards
- Differentiate supports to schools

Ms. Ruiz reviewed Educator Outcomes expectations as follows:

- 100% of classroom visits reflect instruction that is aligned to Common Core rigor through instructional rounds
- 100% of principals show evidence of providing feedback to teachers about improving access to content
- 100% of schools show evidence of having a cohesive leadership structure

Ms. Ruiz reviewed Student Outcome expectations as follows:

- 100% of K-5 students will make 1+ years growth on the Benchmark Assessment System (BAS)
- 100% of 6-8 students will make 1+ years growth on the ELA iReady Measure
- 100% of high school students will reach benchmarks in ELA and Math Galileo Measures

Ms. Ruiz stated that AIP priorities are creating cohesion and noted the following:

- The Summer Institute for Principals and Professional Development for Teachers
- Professional Development for Teachers
- Structures needs of diverse learners and rigorous instruction
- Instructional rounds and Professional Development for Principals

Ms. Ruiz reviewed the stakeholders for the Salem Public Schools and explained how the district is engaging them and reviewed the events that are planned.

Ms. Ruiz explained that three key initiatives will drive the work in each objective and explained that there will be a focus on structures to meet the needs of diverse learners and instruction will be aligned with CCSS rigor.

Ms. Ruiz reviewed the revised Salem Public Schools Accelerated Improvement Plan that has been submitted to the Department of Elementary and Secondary Education (DESE).

Mr. Shultz stated that we need to be meeting the needs of all learners. He notes that the feedback he has received from teachers is that they feel that the quality is a little negative.

Ms. Ruiz stated that the district is building capacity of instruction.

Mr. Fleming stated that he feels that one of the failures of the AIP is that the School Committee only gets quarterly reports on the progress and the failures of the plan. Ms. Ruiz agreed and noted that they will be updating the School Committee more often.

Update on New Transportation Manager

Mr. Littlehale reported that the district has hired Mr. Eric Fermon as the Salem Public Schools Transportation Manager. He explained that Mr. Fermon comes to us from First Student, the largest school bus operator in North America. He noted that Mr. Fermon has 10 years of experience in school transportation, most recently serving as the interim transportation manager for the Town of Sudbury.

Mr. Littlehale also reported that Mr. Fermon was the location manager for the Salem Public Schools from January 2012 to June of 2015 when the contract with First Student expired. He was also a bus driver for Salem for First Student and knows Salem. He stated that he is looking forward to working with Mr. Fermon and the expertise he will bring to the district.

Mr., Littlehale reported that the start of the school year has been successful for transportation and noted that the Business office has processed 1,750 applications for transportation.

Report on Athletic and Student Activities Fees at Salem High School

Salem High School Principal David Angeramo and Athletic Director Scott Connelly made a presentation on Athletic Fees and Student Activities Fees at Salem High School.

Mr. Angeramo addressed the School Committee and reported that the Athletic Fees collected for FY15 were \$33,000. He stated that transportation costs were \$5,000 and further noted that there was a

\$14,000 cut to that budget as well for a total of \$51,700 that the department would not have this year.

Mr. Littlehale reported that the cost to run Student Activities and Athletics is \$560,000, noting that transportation costs are up \$5,000. He also stated that if we eliminate the fees there may be an increase in participation in athletics and student activities by students.

Mr. Bryant questioned why the participation in athletics numbers are going down, noting that the girls soccer team was unable to field a JV team last year and this year Field Hockey is having a problem as well.

Ms. Amaral stated that she does not think that the decline in numbers is related to fees noting that the numbers in participation in youth sports are down as well.

Mr. Connelly reported that boys and girls soccer and cross country have high numbers. He also report that the Field Hockey has a JV team now and they are hoping to play some varsity games later in the season.

Mr. Fleming stated that he would like to see a budget for a reduction in the athletic fees.

Mayor Driscoll stated that some of the money goes to ongoing operational support such as uniforms etc. that may not need to be purchased every year. She noted that we are one of the only urban districts that charges a fee for athletics and student activities and she would like to see what we can do about that.

Mr. Schultz suggested that the School Committee hold a Committee of the Whole meeting to investigate this further noting that he would also information on the costs for student activities.

Ms. Amaral stated that the School Committee has frozen the fees for this year and she would like to take it a step further and freeze them for next year as well.

Mr. Bryant agreed noting that he would like to see the fees frozen for next year as well.

Mr. Fleming expressed concern that the there was a request for a 4th grade teacher at the Bates that has not come back to the School Committee. He stated that he would like to see the athletic fees eliminated but is concerned that we have to balance education and athletics.

Ms. Hunt stated that it would be helpful to put this on the agenda for the next meeting for a vote and requested information on where the funds would come from.

Mayor Driscoll agreed and suggested that the School Committee get a listing of all student activities and the cost to run them so that they can take a look at the best way to manage them.

Finance Report

a. Approval of Warrants

September 10, 2015 in the amount of \$204,300.14

September 17, 2015 in the amount of \$183,091.24

Mr. Fleming moved to approve the warrant as submitted. Ms. Hunt seconded the motion. The motion carried.

b. Budget Transfer Requests

Budget Transfer Request FY16-3

Mr. Littlehale explained that Principal Mark Higgins is requesting a budget transfer of \$2,500 from Instructional Supplies to Fringe/Stipends. This transfer is requested to restore ½ of the reduction in funds made in the FY16 budget for stipends. Currently \$9,000 is available out of \$17,500 budgeted in the instructional supply line as most instructional supply purchases have been made.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
9/15/2015	From	13570821	5514	Instructional Supplies	(2,500)
9/15/2015	To	13570820	5150	Fringe/Stipends	2,500

Mr. Fleming moved to approve the budget transfer request. Ms. Amaral seconded the motion. The motion was approved (7-0).

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Mr. Fleming moved to approve the budget transfer request. Ms. Amaral seconded the motion. The motion was approved (7-0).

VIII. Action Items

- a. Deliberation on the approval of the School Calendar and Charter Amendment for the New Liberty Charter School of Salem

Dr. Walsh moved approval, seconded by Mr. Fleming.

Ms. Amaral moved to table this matter noting that the Salem Teachers Union has not approved this and the School Committee needs more information. Dr. Walsh stated that he was unaware of that information and withdrew his motion to approve. Ms. Hunt seconded Ms. Amaral's motion to table. The motion carried.

- b. Deliberation on the acceptance of a materials donation from Cabot Wealth Management of unused stationary items valued at \$16,500.

Ms. Amaral moved that the School Committee approve this donation per School Committee policy that all donations over \$1,000 requires approval. Mr. Bryant seconded the motion. The motion carried.

- c. Deliberation on the approval of the Saltonstall School 7/8 Grade trip to Natures Classroom in Newbury, Mass. October 19-26, 2015

Dr. Walsh moved approval, seconded by Mr. Bryant. The motion carried.

- d. Deliberation on the acceptance of a donation of a Freight Farm for Salem High School

Ms. Hunt moved approval. Mr. Bryant seconded the motion. The motion carried.

- e. Deliberation on the acceptance of a snow blower from the "West Terrace Snow Blower Club

Mr. Fleming moved approval. Ms. Amaral seconded the motion. The motion carried.

- f. Deliberation on the approval of the Salem High School Band Trips for the 2015-16 School Year

Mr. Fleming moved approval. Ms. Amaral seconded the motion. The motion carried.

- g. Deliberation on the clarification of policy 4119 ADDA Backgrounds Check

Ms. Hunt moved approval. Dr. Walsh seconded the motion.

Discussion:

Ms. Hunt explained that the clarification involves the inclusion of one sentence to the policy that says that the Superintendent will develop policies for the implementation of the requirements of the policy. She noted that the state law is ambiguous as to who should be fingerprinted and it is up to the district to be specific about it.

Ms. Amaral stated that she feels that there are different layers that need to be considered in determining who should be fingerprinted. She noted that some parents volunteer all the time and have contact with kids and some not so often, using field day as an example where a parent who is not fingerprinted could not take a child to the restroom.

Ms. Ruiz agreed it is a grey area and stated that they would have to look at each situation on a case by case basis, noting that people with frequent exposure with students need to be fingerprinted and she would be looking at the length of exposure.

Ms. Amaral stated that she disagrees that the length of exposure is a key factor noting that predators can have infrequent exposure to kids. She also noted that Massachusetts C.O.R.I. are only good in Massachusetts which is why the fingerprinting has been included in the regulations.

Ms. Ruiz suggested that she would look at this with the administrative team and develop a policy and a system to put in place.

Ms. Amaral stated that there are other child protection policies that need to be in place and noted that we need to look beyond background checks.

Mayor Driscoll agreed that the language needs to be tightened and we need to determine who would be finger printed.

Dr. Walsh moved to table the matter for further information. Mr. Fleming seconded the motion. The motion carried.

- h. Deliberation on the Second reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual:

Ms. Hunt moved that the second reading of the policy 5233 Student Advisory Committee be tabled for further review. Mr. Fleming seconded the motion. The motion carried.

Ms. Hunt moved approval of the second reading of the policies recommended by the policy subcommittee listed below. Mr. Bryant seconded the motion. The motion carried.

5102 Enrollment of Salem Residents
5102.01 Enrollment of Non Resident Students/School Choice
5103.01 Student Assignment to Vocational Technical Programs
5103.02 Student Assignment for Transfer Students
5105 Pledge of Allegiance
5109 Emergency Closings
5114 Participation in Activities during Absence or Suspension
5115 Dismissal at Parent Request
5207 Parent Conferences
5212.01 Equal Access to be combined with 5218 Equal Educational Opportunities

- i. Deliberation on the first reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual

Ms. Hunt reported that the Policy Subcommittee recommends the first reading of the following revisions to policies. Mr. Bryant seconded the motion. The motion carried.

5203 Curriculum Adoption
5204 Student Progress Reports
5206 Promotion and Retention
5213 Field Trips and Excursions
5806 Student Observations

Ms. Hunt reported that the Policy Subcommittee is recommending the deletion of the following policies that are covered in other policies:

5410 Age of Majority – Delete Policy
5412 Chapter 766 – Delete (subsumed in newer discipline policies)

Ms. Hunt moved approval of the recommendation to delete policies 5410 Age of Majority and 5412 Chapter 766. Mr. Fleming seconded the motion. The motion carried.

- j. Deliberation on the complaint filed by Ms. Kayla Kirkpatrick regarding comments made by a School Committee member during a previous meeting.

Mayor Driscoll recalled that at the last meeting the School Committee received the complaint filed by Ms. Kirkpatrick and the School Committee received it and placed it on file. She explained that it is on the agenda this evening for the School Committee to reaffirm that action.

Ms. Hunt moved to confirm that the School Committee has received the complaint filed by Ms. Kirkpatrick and the matter has been placed on file. Ms. Amaral seconded the motion. The motion carried.

Subcommittee Reports

Policy Subcommittee

Ms. Hunt reported that the Policy Subcommittee continues to meet on the review of the 5000 and 6000 policy series

Personnel Subcommittee

Mr. Fleming reported that the Personnel Subcommittee is continuing with negotiations with the Salem Teachers Union.

Committee of the Whole

Mr. Shultz requested that the School Committee schedule a Committee of the Whole meeting for the purpose of discussing the Student Assignment Policy and to determine a timeline for the revision of it. Ms. Hunt suggested scheduling it before the October 5, 2015 regular meeting.

School Committee Concerns and Resolutions

Mr. Schultz requested that the School Committee members receive the data for the Athletic and Student activities fees at Salem High School in the meeting packet so that they can review it.

Mayor Driscoll recalled that the School Committee waived the rental fees for youth sports groups for one year at the last meeting. She explained that a request has been made that the groups be allowed to use the public address system and the score board during games and recommended that the School Committee consider allowing this.

Mr. Bryant suggested that the use policies need to be reviewed and include language on "You Break It You Buy It", noting that he supports allowing the use of the equipment and the custodian on duty should be able to provide access.

Mr. Fleming moved to allow the use of the Public Address System and the Scoreboard at Bertram Field during youth sporting activities. Dr. Walsh seconded the motion. The motion carried.

Mr. Fleming reported that on Monday, September 27, 2015 the annual Salem Day at Kernwood will be held and he is happy to report that all tee times are filled.

Questions and Comments from the Audience Regarding the September 21, 2015 Agenda

Kate Casiglia of the Salem Education Foundation addressed the School Committee and reported that the deadline for grant applications is October 2, 2015.

Lisa Golden, Assistant Principal of Collins Middle School addressed the School Committee and announced that the dedication of the Mary Manning Learning Commons will be held on Saturday, September 26, 2015 at 10:00 a.m. and the public is invited to attend.

Adjournment

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

The meeting adjourned at 10:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary

Meeting Materials and Reports

Minutes of Regular School Committee Meeting September 8, 2015

School Committee Agenda September 21, 2015

Revised Accelerated Improvement Plan

PowerPoint Presentation on AIP

5102 Enrollment of Salem Residents

5102.01 Enrollment of Non Resident Students/School Choice

5103.01 Student Assignment to Vocational Technical Programs

5103.02 Student Assignment for Transfer Students

5105 Pledge of Allegiance

5109 Emergency Closings

5114 Participation in Activities during Absence or Suspension

5115 Dismissal at Parent Request

5207 Parent Conferences

5211 Home Schooling

5212.01 Equal Access

5204 Student Progress Reports

5206 Promotion and Retention

5213 Field Trips and Excursions

5806 Student Observations



Salem Public Schools 2015 MCAS Data Overview

**Salem Public Schools
School Committee Presentation
October 5, 2015**

SALEM PUBLIC SCHOOLS

Accountability Terms

Composite Performance Index (CPI)

A score that shows **progress toward goal of narrowing proficiency gaps**. The CPI assigns 100, 75, 50, 25 or 0 points to each student depending on their performance. (A, P, NI, W)

The CPI is a number between 0 and 100 which indicates how close the school came to having all their students be Proficient/Advanced.

CPI = Proficiency rates at the school.

SALEM PUBLIC SCHOOLS

Accountability Terms

Student Growth Percentile (SGP)

Each student's rate of change is compared to other students with a similar test score history ("academic peers")

The rate of change is expressed as a percentile.

Example:

How much did John improve in mathematics from 5th grade to 6th grade, relative to his academic peers?

If John improved more than 65 percent of his academic peers, then his student growth percentile would be 65.

SALEM PUBLIC SCHOOLS

District: Improvement Highlights

Math

- Proficient/Advanced increased by 5%, higher than in any other year since 2012.
- Warning decreased by 5% from last year
- SGP increased by 10 points from 43 to 53, highest since 2012
- CPI increased from 67.5 to 71.8, highest since 2012

District: Improvement Highlights

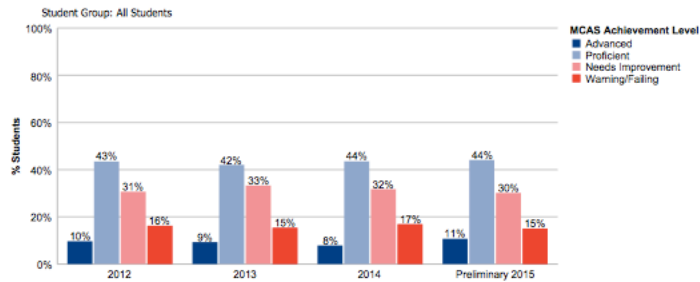
- **ELA**
- Proficient/Advanced increased by 3%
- Warning decreased by 2%
- SGP in ELA increased from 45 to 50, highest since 2012
- CPI increased from 76.1 to 77.9, highest since 2012

ELA: Steady CPI Gains in last 4 years



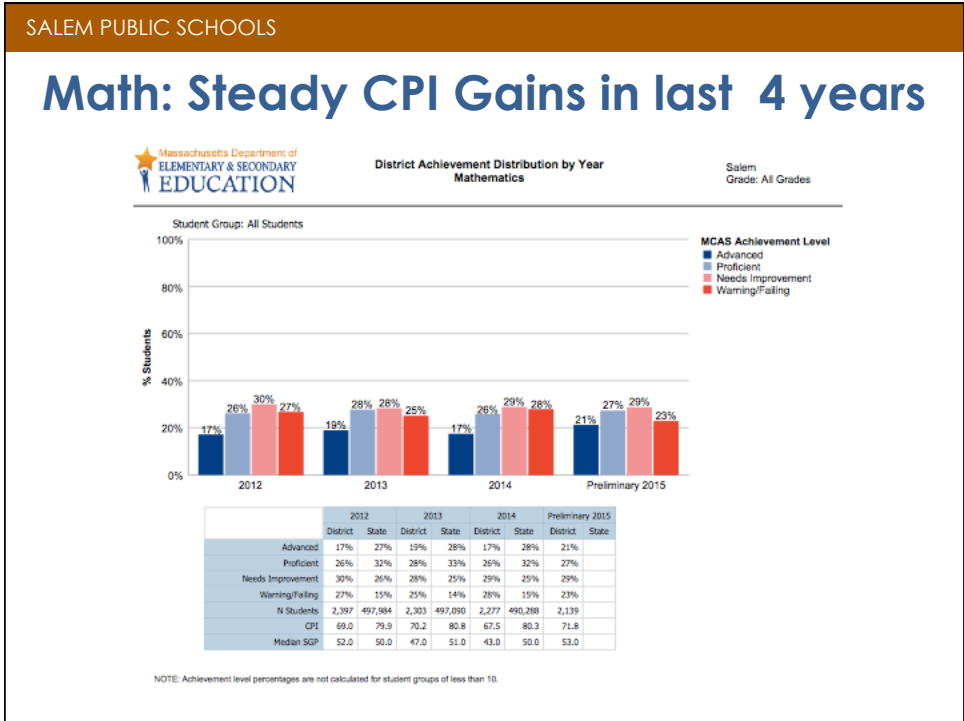
District Achievement Distribution by Year
English Language Arts

Salem
Grade: All Grades



	2012		2013		2014		Preliminary 2015	
	District	State	District	State	District	State	District	State
Advanced	10%	19%	9%	19%	8%	18%	11%	
Proficient	43%	50%	42%	50%	44%	51%	44%	
Needs Improvement	31%	22%	33%	23%	32%	22%	30%	
Warning/Failing	16%	9%	15%	8%	17%	8%	15%	
N Students	2,384	497,549	2,291	496,175	2,264	488,744	2,132	
CPI	77.2	86.7	76.6	86.8	76.1	86.7	77.9	
Median SGP	46.0	50.0	46.0	51.0	45.0	50.0	50.0	

NOTE: Achievement level percentages are not calculated for student groups of less than 10.



SALEM PUBLIC SCHOOLS

Growth in our Sub Groups Data

Students with Disabilities

Math
 SGP increase from **37 to 49**
 CPI increase from **42.3 to 47.2**

ELA
 SGP increase from **40 to 44**
 CPI increase from **76.1 to 77.9**

SALEM PUBLIC SCHOOLS

Growth in our Sub Groups Data

English Language Learners

Math

SGP increase from **49 to 54**

CPI increase from **41.4 to 47.9**

ELA

SGP increase from **52 to 54**

CPI increase from **46.9 to 51.8**

SALEM PUBLIC SCHOOLS

Good news at the school level

Bates

-Increased SGP in ELA (**30.5 to 52**) Math (**60 to 68**)

-**Increased % P/Advanced** – ELA (41% to 52%) Math (54% to 61%)

Bentley

-Increased SGP in Math (65 to 69) – considered high growth rate

-Between 2012 and 2015 have **reduced by ½ the number** of students **Warning** category in Math (34% to 15%)

Bowditch

-Increased **ELA CPI (63.1 to 65.2)**

-Increased **SGP for ELL in ELA (42.5 to 56.2)**

Good news at the school level

Carlton

- Between 2012 and 2105 **ELA CPI increased (70.5 to 81.6)** and **Math CPI increased (62.5 to 82.8)**
- Have also **decreased by 50%** or more the # of students in **Warning** category in both ELA and Math

Collins Middle

- Increased Math CPI from (60.2 to 69.6)** and **doubled the % of students in Advanced category (11% to 21%)**
- Increased Math SGP for SWD (35 to 53)** and for **ELL (55 to 64.5)**

Horace Mann

- Increased ELA CPI (68.1 to 76.6)** and **Math (67.2 to 72.6)**
- Increased ELA SGP (37 to 49)** and **Math (28 to 56.5)**

Good news at the school level

Saltonstall

- Performance has been consistent in 2014 and 2015 - very little change in CPI: ELA (80.3 to 80.3) Math (73.7 to 73)
- Increased ELL Math CPI (40 to 60.4)**

Witchcraft

- 63% of students scored Proficient/Advanced in ELA** – highest in past 4 years
- Math CPI at 86.2 – above district and state averages

Salem High School

- Increased % of students in Advanced Math (31% to 44%)**
- Increased % of students in Advanced ELA (24% to 41%)**
- Increased SGP for SWD in Math (39 to 70.5)**

We still have challenges to address

The % of students scoring Needs Improvement at the district level has remained flat in the past 4 years:

ELA 30% to 33%

Math 29% to 30%

Science 40% to 42%

This points to the need to focus on instructional rigor in ELA, Math and Science. Students in this category, **with effective, rigorous instruction** can be moved fairly quickly to **Proficient/Advanced**.

We still have challenges to address

District CPI for ELA and Math are at the highest levels in 4 years but:

****SPS is still performing lower than the state averages.**

Grade 7 Math CPI (59) and SGP (32) is lowest in our district – need to dig deeper

We still have challenges to address

Some SPS schools have SGP below 50

- Not on track to increase student growth at rapid rate.

There are achievement gaps in our subgroups in ELA, Math and Science.

- Our state accountability model is based on growth and performance of all subgroups in our district.
- Must meet sub group targets in order to increase accountability level at schools and district

Hope and Focus in SY 2015-2016

Accelerated Improvement Plan (AIP)

Focused on high leverage practices:

- **Rigor**
- **Meeting the Needs of Diverse Learners**
- **Effective School Structures**

AIP work will accelerate improvements in student performance aggregate and in subgroups.

Hope and Focus in SY 2015-2016

Bentley

- Already showing good gains
- First full year of charter focus grades K-5.

Bowditch

- New leadership with focus on rigor & achievement
- SPS/STU transformative efforts continue this year

Hope and Focus in SY 2015-2016

Support School Leadership

District working with school leaders to dig deeper in data and implement AIP initiatives.

Support Teacher Practice

Provide teachers with PD to increase their capacity to meet the needs of all learners in their classroom.

SALEM PUBLIC SCHOOLS

Engaging with our AIP...

**“Success usually comes to those who
are too busy to be looking for it.”**

~ Henry David Thoreau



Initiatives & Priorities for SY 2015-2016

**Salem Public Schools
School Committee Presentation
October 5, 2015**

SALEM PUBLIC SCHOOLS

Purpose

- **Reminder of priorities identified during July 11th School Committee retreat**
- **Update on initiatives that are well underway as well as those gearing up**
- **Update on how we are going about implementing the priorities**
- **Provide SC members with a sense of our work plan for 2015-16**

2015-16 Superintendent Initiatives

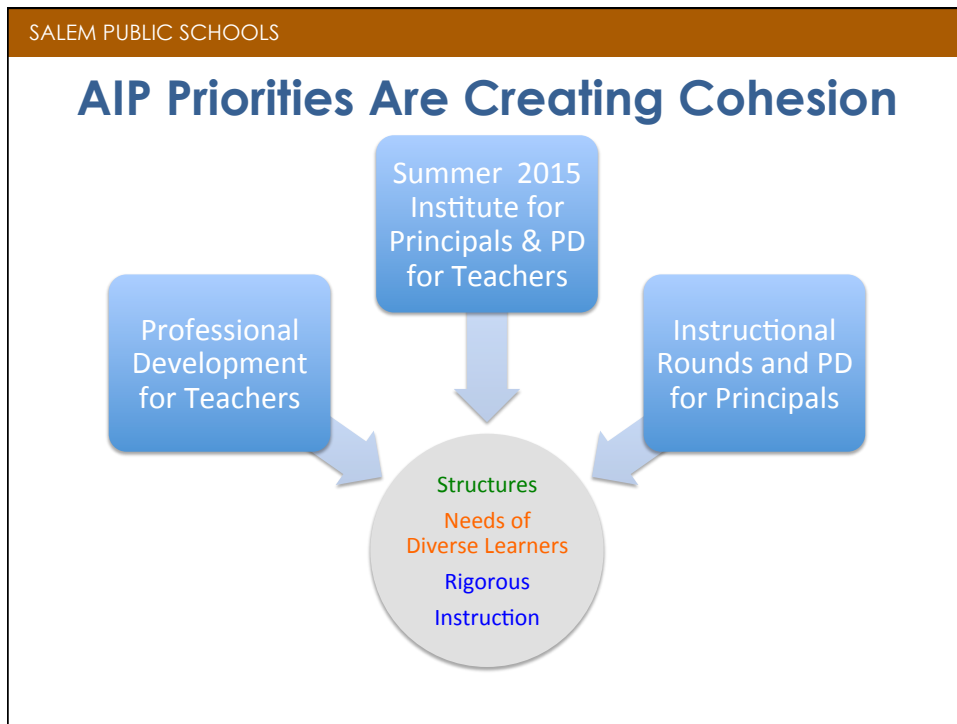
- **100 Day Listen & Learn Campaign**
 - Ongoing data collection (interviews, 11 forums, online survey)
 - Report on findings (expected December 2015)
- **Creating a Culture of Learning, Collaboration, & Innovation**
 - Primary frame for all of the work
 - Creating new structures & opportunities for openness and collaboration
 - Improve collaboration with Horace Mann Charters*
 - Continue efforts to foster culture of innovation*
- **Initiate long-term strategic plan for future of SPS**
 - To begin January 2016, based on entry plan findings
- **Update critical documents & resources**
 - Update emergency preparedness procedures manual

2015-16 Academic Initiatives

- **Recruiting & supporting school leaders**
 - New school leaders hired for Bowditch, Saltonstall & Horace Mann (interim)
 - Targeted and ongoing support for all school leaders
- **AIP Objectives & Priorities*****
 - Focus on structures
 - Meeting the needs of diverse learners
 - Instruction aligned with CCSS rigor

**Indicates priorities identified during July SC retreat*

****Indicates a top priority*



- SALEM PUBLIC SCHOOLS
- ## 2015-16 Academic Initiatives (cont...)
- **Continue improving educator evaluation & teacher leadership**
 - Increased training & supports
 - Teacher leadership initiative and ongoing support
 - **Ensure teacher qualifications & licensure**
 - Ensure Salem teachers obtain SEI endorsement by June 2016 (Salem is a Cohort #1 district)
 - **Respond to CPR findings**
 - Ensure responses (Special Education, Civil Rights, Vocational Education, etc.)

2015-16 Operational Initiatives

- **HR/Human Capital**
 - Contract negotiations*
 - Strategic improvements in HR functions*
- **Budget & Finance**
 - Strategic approach to budgeting process & functions***
 - Strategic improvements in transportation functions*
 - Strengthen data capacity and strategy
- **Engagement**
 - Improve accessibility of SC meeting & external communications*
 - Improve internal communications*
 - Teacher engagement strategy & plans*
 - Improve SIS and other data and/or technology systems that support schools*
 - Evaluate student assignment policy
 - Improve or expand PIC functions & capacity
 - Community engagement strategy & plans
 - Strategic partnership development

Indicates priorities identified during July SC retreat *Indicates a top priority*

Priorities Initiatives Well Underway for 2015-16

- **AIP Objectives & Priorities*****
- **Ongoing support for school leaders***
- **Contract negotiations***
- **Strategic improvements in HR***
- **Strategic process for 2016-17 budget*****
- **New SIS system***
- **Planning for future of New Liberty***
- **CPR corrective action steps**
- **SEI endorsement for teachers**

Indicates priorities identified during July SC retreat *Indicates a top priority*

Initiatives that are Gearing Up for 2015-16

- **Teacher engagement strategy***
- **Wrap up of listen & learn campaign and process for long-term strategic planning**
- **Strengthen data capacity & strategy**
- **Evaluation of student assignment policy in preparation for Year 5**
- **Parent/community engagement strategy**

Indicates priorities identified during July SC retreat *Indicates a top priority*

SPS Draft Work Plan for 2015-16

		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
Superintendent Priorities	100-day Listen & Learn Campaign	Ongoing data collection (interviews, 11 forums, online survey)			Data collection								
		Report on findings (expected December 2015)						Report on Findings to SC					
	Creating a culture of learning, collaboration & innovation	Primary frame for all of the work	Frame for leadership teams, convocation, PD, etc.										
		Creating new structures & opportunities for openness and collaboration		August Leadership Institute	Ongoing DLT and OLT meetings								
		Improve collaboration with Horace Mann Charters	Finalize Bentley MOU		Ongoing coordination and collaboration								
		Continue efforts to foster culture of innovation*	Planning for the future of New Liberty Charter School										
	Initiate long-term strategic plan for future of SPS	Develop plans and approach							Present recommendations to SC on process		Launch long-term strategic planning process		
Update critical documents	Emergency planning		Initial Mtg	Internal Meeting									
	New background check policy		SC Policy Passed	Clarifications on SC policy sought	Internal guidance released		All staff in compliance	Implementation					
Academic Priorities	Recruiting & supporting school leaders	New school leaders hired for Bowditch, Salts, & HM	2 leaders hired (Bowditch & Salts)	1 Interim leader hired (HM)			Initiate hiring process for permanent school leader at Horace Mann						
		Targeted and ongoing support for all school leaders***	Targeted and ongoing support for school leaders										
		Focus on structures***		August Leadership Institute	Ongoing emphasis of district-wide meetings and supports for schools								
	AIP Objectives & Priorities***	Meeting the needs of diverse learners***		August Leadership Institute	Ongoing emphasis of district-wide meetings and supports for schools								
		Instruction aligned with CCSS rigor***		August Leadership Institute	Ongoing emphasis of district-wide meetings and supports for schools								
Continue improving educator evaluation & teacher leadership	Increased training & PD for evaluation			Ongoing training and PD to support educator evaluation									
	Ongoing teacher leadership initiative	Ongoing teacher leadership support and initiatives											

SPS Draft Work Plan for 2015-16

		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
Ensure teacher qualifications & licensure	<i>Ensure Salem teachers obtain SEI endorsement by June 2016</i>			Develop plans for ensuring compliance		Promote and encourage compliance among Salem teachers							
	Respond to CPR findings	<i>Improve mandatory trainings</i>											
		<i>Student handbook</i>				Progress Report due 10/9/15						Full compliance required	
		<i>Other civil rights matters</i>											
	<i>Vocational Technical Education</i>												
Build an effective & strategic infrastructure that supports schools	<i>Contract negotiations</i>	Ongoing											
	<i>Strategic improvements in transportation</i>	New policy implementation	New software	New Transportation Director									
	<i>Strategic improvements in HR function***</i>	Assess current function	Support efficient & effective hiring; Improve internal communications; Begin tracking time to fill & other measures	Initiate plans to utilize online HR system (through Munis, Tyler Technologies, City of Salem already owns) as well as possibly a new recruitment site (Schoolspring contract is up in November)			Develop & begin implementing strategic recruitment plans for 2016-17			Initiate and complete (if possibly by end of June) hiring for 2016-17			
	<i>Strategic approach to budgeting process & functions***</i>			Begin to identify strategic priorities for budgeting process	Upgrade Munis system, Position Control, Assess current staff, roles, levels, etc.	Initiate budget planning process with schools		Hold budget hearings and finalize 2016-17 budget					
	<i>Improve SIS and other data and/or technology systems that support schools***</i>	Develop RFP for new SIS system			Review vendor responses to RFP and select vendor			Implement new SIS system					


SPS Draft Work Plan for 2015-16

		Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16
Operational Priorities	Evaluate student assignment policy				Update SC on current student assignment policy & suggested plans for year	Finalize plans to fully evaluate student assignment policy (data collection, task force, etc.) in preparation for Y5 decision	Launch task force and process to fully evaluate student assignment policy (data collection, experts, etc.) and develop recommendations for the future (NOTE: part of data collection may need to occur during the 2016-17 assignment process, so recommendations expected in Fall 2016)						
		Improve or expand PIC functions & capacity			Assess current functions & capacity				Develop & Implement plans for improving for 2016-17				
	Assess & strengthen data capacity in the district	Assess current data capacity and data availability				Develop strategic plan for data capacity			Implement strategic data plans				
	Improve SC meeting information & external communications*		Improve availability of SC meeting materials, posting info on website, etc.	Improve website content and push communications									
	Improve internal communications*			Improve internal memos	Launch Superintendent Circular	Release Superintendent Circular (monthly)							
	Engage entire community in improving our schools	Teacher engagement strategy & plans*			Announce intent to develop teacher engagement strategy at SC	Form internal planning team to develop teacher engagement strategy & develop plans		Launch new teacher engagement strategy					
	Community engagement strategy & plans	Conduct entry plan forums and assess options					Develop more concrete plans to improve community engagement						
	Strategic partnership development					Prepare for new partnership RFP							

Memorandum

To: Ms. Margarita Ruiz, Superintendent of Schools

CC: file

From: David J. Angeramo, Salem High Principal 

Date: September 30, 2015

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

This is to recommend the Culinary Arts Class field trip to Johnson and Wales College, Providence, RI. Last year, students enjoyed the activities at the college. This year's trip will take place December 3, 2015, from 7:30AM to 3:00PM. This trip will give our students the opportunity to visit and experience a Culinary Arts College. The one-day field trip will be chaperoned by Ms. Bridget Zanni, Mr. Judd Berman and Richard Hayward all are Culinary Arts instructors. A list of students (45 students) with permission slips will follow. Our school nurses have cleared all students attending. The students and chaperones will travel by bus (McGinn Bus Company, Lynn, MA). The Perkins Grant pays cost of the trip. I highly recommend this field trip for our Culinary Arts students. It will give them a hands-on-learning approach to the graduate opportunities in this field.

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

Please call me if you have any questions or concerns.

Attachment

School Committee to approve Field trip to Johnson and Wales University for
Culinary Arts
Teacher Ms. Zanni
Address Out of State
Johnson And Wales University Culinary Campus
8 Abbott Park Place
Providence RI, 02903
Phone # 401-598-4611

Amount of Students planning on attending field trip:

45

Classes going:

Culinary Arts II and III

Length of field trip

7:30-2:00-3:00

Bus Company:

McGinn out of Lynn

Date:

December 3 2015

Other teachers going:

Mr. Berman

Mr. Hayward

Cost of field trip

\$720.00 bus paid by Perkins Grant

Nurse

All Students attending Field trip have been cleared through the school Nurse

Field trip Learning objective

1. For students to see a culinary arts College
2. For our students to learn about different foods from countries around the world
3. Learn new dining room serve techniques
4. Baking knowledge
5. Cooking methods
6. Help plan out students future within the field of Culinary Arts

Connection to Course Curriculum

- 1 2.A.02c Define terminology used in food service.
- 2.D.01c Set up tables for service.
- 2.D.02c Set up various dining room stations for service (e.g. beverages, condiments, bread, salads, etc).

Describe cooking methods.

- 2.I.01 Identify cooking methods.
- 2.I.02 Demonstrate baking/roasting.
- 2.I.03 Demonstrate braising.
- 2.I.04 Demonstrate broiling.
- 2.I.05 Demonstrate deep-frying.
- 2.I.06 Demonstrate grilling.
- 2.I.07 Demonstrate griddling.
- 2.I.08 Demonstrate pan-frying.
- 2.I.09 Demonstrate poaching.
- 2.I.10 Demonstrate sautéing.
- 2.I.11 Demonstrate steaming.
- 2.I.12 Demonstrate stewing.
- 2.V.01 Identify ingredients used for baking
- 4.A.01a Evaluate industries, organizations, and careers based on multiple sources of research and information.
- 4.A.02a Assess interest areas to determine potential career pathways, including career ladders.
- 4.A.03a Develop a career plan with alternatives.

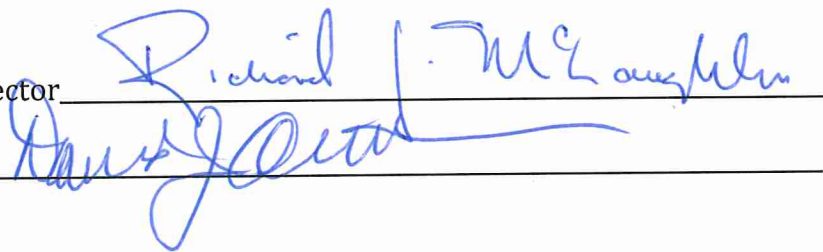
Assessment

Students will be writing an open response essay on what they observed and learned

Approval

Vocational Director _____

Principal _____



----- Original Message -----

Message Sep 30, 2015 12:08 PM
From: David Angeramo
To: Margarita Ruiz Philip Littlehale
Subject: SHS Student Fee Data
Attachments: SHS Student Fee Data.docx Microsoft Word document 63K

Margarita & Phil,

Attached is an overview of the Salem High School student fee information. I kept it simple with the information we presented last week along with additional information that was asked for. There are no other student activities that require an additional student fee besides Harvard Model Congress.

Please let me know if you need any additional information or have any questions.

Thanks,
Dave

SHS Student Fee Data

Athletic Fees

- \$200 per student per year – can play one, two, or three sports
- Collected approximately \$33,000 in FY15

Student Activity Fees

- \$25 per student per year – can be involved in any number of activities
- Collected approximately \$1000 in FY15

Harvard Model Congress

- Extra fees involved with participation
- SHS can take up to 24 students per year
- \$105 Delegate Fee per student
- \$350-400 per student for the hotel (Sheraton Boston)
- Total of \$450-500 per student to participate
- Two chaperones at \$400 each

Athletics Contracted Service Budget

- Reduced by \$13,750 (25%) from FY15

Transportation Fees

- Increase of approximately \$5000 due to new bus contract

PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

It shall be the policy of the Salem school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, student teachers or individuals in similar positions, who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. Individuals will have such opportunity if:

- He/she will be working or engaging in volunteer service that places him/her in proximity with students without the presence of an SPS staff member who has received a suitability determination
- He/she will be spending significant time on school grounds and may through their work or volunteer service have opportunity for direct and unmonitored contact with students without the presence of an SPS staff member who has received a suitability determination
- He/she will be working independently and may through their work or volunteer service have direct and unmonitored contact with students without the presence of an SPS staff member who has received a suitability determination

An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds such as hallways, an auditorium, or a cafeteria.

In all of the above cases, schools and SPS programs who engage volunteers and/or subcontractors may prevent the opportunity for direct and unmonitored contact with students by ensuring that an SPS staff member who has received a suitability determination remains present.

The Superintendent shall be responsible for developing implementation guidelines to support all SPS staff in implementing this policy including a timeline for ensuring that the district is fully compliant with this policy.

The Chairperson of the School Committee or his/her authorized designee, shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority (such as the Superintendent). In the case of an individual directly hired by a school committee, the Chair of the School Committee shall review the results of the national criminal history check.

The Director of HR shall be responsible for obtaining a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The, Director of Human Resources (HR) as appropriate, will obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children as determined by the above definition. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

Jill Conrad 9/29/2015 11:10 AM

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Jill Conrad 9/15/2015 11:00 PM

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The fee charged by the provider to the employee and educator for national fingerprint background checks will be the responsibility of school employees who are subject to licensure by DESE and/or employment by the district. (The fee may from time to time be adjusted by the appropriate agency). The employer shall require background checks every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment. This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes.

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the Human Resources Office. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will receive training and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- a. The suitability determination was made within the last seven years; and
- b. The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
- c. The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
- d. If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- a. Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- b. Provide the individual with a copy of this CHRI Policy;
- c. Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI;
- d. and
- e. Provide the individual with information on the process for updating, changing, or correcting CHRI.

Eileen Sacco 9/18/2015 1:11 AM

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A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

Eileen Sacco 9/18/2015 1:12 AM

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If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided;
- Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

Eileen Sacco 9/18/2015 1:12 AM

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C.O.R.I. REQUIREMENTS *(Replaces current policy)*

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Director of HR or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy two (72) hours' notice that a new CORI check will be conducted.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

The Director of HR or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Director of HR; however, failure to sign the

CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The Director of HR or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

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CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Hiring

In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision. The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record.*

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00

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803 CMR 3.05 (Chapter 149 of the Acts of 2004)
[FBI Criminal Justice Information Services Security Policy](#)
[Procedure for correcting a criminal record](#)
[FAQ – Background Checks](#)

Approved - August 10, 2015

[Clarification of Language: September 21, 2015](#)

Home/Hospital Bound Instruction

In accordance with 603 CMR 28.03(3)(C), the Salem Public Schools provides an instructional program for any student who, in the judgment of the student's physician, will have to **remain at home or in a hospital for medical reasons for a period of not less than fourteen days**. Upon receipt of a physician's written order verifying that any student enrolled in the district or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the principal shall arrange for provision of educational services in the home or hospital. Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Administrator of Special Education for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP.

A Home or Hospital Program is an extension of the school program in which the student is enrolled. The content of the program is the same as that of the class in which the student is enrolled. The home instructor coordinates the program with the teacher of the class that the student would be attending. The home instructor assists the student in maintaining effective progress in school subjects, and the classroom teacher assigns the actual grades. The Principal will ensure services are delivered in accordance with policy and monitor until student is able to return to school.

STUDENTS AND INSTRUCTION 5000

INSTRUCTIONAL PROGRAM 5200

WAIVER OF GRADUATION COURSE REQUIREMENTS 5214

The high school principal has the authority to waive or delay the completion of graduation course requirements, with the exception of Department of Education requirements. At the request of the Special Education IEP Team a principal may grant waiver from completion of foreign language requirements for students with documented language learning disabilities. The granting of such waivers should be undertaken with extreme care; as such waivers may impact the college application process. Regardless of any action approved by the principal, the designated number of credits by year of graduation must still be met to graduate.

For pertinent information refer to the Salem High School Program of Studies and Student Handbook.

RESTRAINT OF STUDENTS IN THE SALEM PUBLIC SCHOOLS

To the extent required by law, the **Salem** Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) restraint regulations, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property.

A brief overview of the Regulations is provided below.

Purpose. The purpose of this policy is to ensure that every student attending the **Salem** Public Schools is free from the unlawful use of physical restraint. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Use of Restraint. Physical restraint¹ shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives², or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint³ shall be prohibited in public education programs except to the extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

¹ Physical restraint shall mean direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

² **List description/explanation of school’s alternatives to physical restraint and method of physical restraint in emergency situations.**

³ Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student’s body to keep the student in the face-down position.

(c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;

(d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint⁴, medication restraint⁵, and seclusion⁶ shall be prohibited in public education programs. Seclusion does not include a time-out, as defined within the Regulations.⁷

The Regulations do not limit the protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

Proper Administration of Physical Restraint. Only **Salem** personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the **Salem Public Schools** from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Staff Training. All school staff must receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student.

Additionally, the school must identify specific staff who are authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals

⁴ Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement.

⁵ Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior.

⁶ Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

⁷ Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Requirements. Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or the DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall be in conformance with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

The Principal or designee shall review restraint data and determine necessary next steps, if any, as set forth in the Regulations.

As required by the Regulations, all physical restraints must be reported to the DESE.

Prevention of Dangerous Behavior. As set forth in the Regulations, the **Salem Public Schools** shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Including widespread Safety Care Training, as well as building based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

Parent Engagement. In accordance with the regulations, the **Salem Public Schools** shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure. Such discussions shall **include” Student Support Team (SST) and Individual Education Program (IEP) meetings for individual student concerns, and discussions at the Parent Advisory Committee (PAC) for district level concerns.**

Complaints. Complaints and investigations regarding restraint practices are covered by the Assistant Superintendent of Personal Services.

Additional information, including a copy of the regulations, can be obtained from the Assistant Superintendent of PPS] who can be reached at [978-740-1249]. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
GRADING AND PROGRESS REPORTS	5204

Each student will receive progress reports during the school year, as described in the school's student handbook. This report will contain information to inform parents/guardians about their child's performance in school.

SUGGESTED EDITS (replace the old policy with the text below):

The Salem School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

Each school in the district will issue at minimum three reports of progress annually with the first being issued no later than mid December.

The regularly scheduled conferences shall be held in December and in March after report cards have been issued and distributed to parents/guardians.

In addition to the periodic reports, parents/guardians will be notified when a student's performance requires special notification.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals/heads of upper school, parents, and the Superintendent or designee, who will submit the proposal to the School Committee for consideration and approval.

First Reading: September 21, 2015
Second Reading: October 5, 2015

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
PROMOTION/RETENTION/LEVEL CHANGE	5206

It is the policy of the Salem School Committee that in general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress from grade to grade, with students generally spending one year in each grade. There are times, however, when a student may benefit from taking more time in the same grade.

Parents will be notified about the possibility of retention through the parent/teacher conference. Before any final recommendation is made, parents will be engaged in a collaborative dialogue concerning advantages and disadvantages of the retention through the Instructional Support Team process. After this consultation, the Principal will make the final decision.

The decision to retain is based on a combination of the student's daily performance, assessment data, and developmental growth as determined by the school team which will include at minimum the classroom teacher, instructional specialists, and the principal.

For any student who is retained, careful consideration will be given to what will change in the upcoming school year and what supports will be in place to address and monitor particular areas of concern.

First Reading: September 21, 2015
 Second Reading: October 5, 2015

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Such retention may be considered when:

Retention would have a reasonable chance of benefiting the student;

The student is achieving significantly below ability and/or grade level;

Retention would not cause an undue social and/or emotional adjustment.

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
FIELD TRIPS AND EXCURSIONS	5213

It is the policy of the Salem School Committee that field trips are to be planned for the purpose of enhancing the instructional program. The teacher planning the field trip must submit a statement to his/her administrator explaining specifically how the field trip supports the curriculum.

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All field trips require the advance approval of the principal.

Teachers facilitating field trips should notify the school nurse, at least two (2) weeks in advance in order for the nurse to determine if nursing services are necessary.

All overnight field trips (in-state, out-of-state or out-of-country) require the advance approval of the Superintendent of Schools and the School Committee. All requests for approval must be submitted in writing to the Superintendent at least 30 days prior to the scheduled departure date. Consideration for approval will be taken up at the next regularly scheduled School Committee meeting.

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AMUSEMENT PARKS

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No field trips to amusement parks will be approved, with the exception of the senior trip and the eighth grade trip. Group competitions that are hosted at amusement parks may be considered on an individual basis by the superintendent and the School Committee.

Educationally the committee feels that, with the exceptions noted, no trip to an amusement park should be scheduled on a school day. The School Committee feels that there is little, if any academic focus on such trips.

In order to control the quality and number of field trips, the following procedures are to be followed:

ONE-DAY FIELD TRIPS

The teacher planning the trip must submit a statement to his/her administrator explaining specifically how the field trip supports the curriculum. A list of students who are going on the trip must be submitted to all teachers at least two weeks before the trip. A teacher may recommend to the principal that a student be removed from the list if he or she:

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Is currently in academic difficulty in the class;

Has been absent more than a reasonable number of days;

Has been a chronic discipline problem.

All work missed because of the field trip must be made up promptly according to the school's current make-up policy as stated in the student handbook. All rules and regulations in the student handbook shall apply.

OUT-OF-STATE/OUT-OF-COUNTRY FIELD TRIPS

Requests for out-of-state field trips incorporating an overnight stay of a student shall be presented in writing to the Superintendent of Schools for his or her approval, and then for recommendation to the School Committee at least 30 days in advance of the scheduled trip and shall contain the following information:

- School
- Class or Classes
- Destination
- Educational objectives directly related to curricula
- Departure date/time/location
- Return date/time/location
- Number of students attending
- Ratio of chaperones to students
- Behavior contract
- Parent permission slips – [received](#)
- Medical release forms – [received](#)
- Number of buses required/name of bus company
- Cost of trip (% paid by fundraising)
- Daily itinerary [and supervision plan](#)
- Evidence of conformance to applicable statutes: Hazing Law, ADA accommodations

NOTE: Whenever possible, field trips will be scheduled so as to cause as little interruption to the students' class schedules as possible.

SAFETY

Students are required to wear personal protective equipment such as ski helmets when participating in activities, which may risk bodily harm.

[First Reading: September 21, 2015](#)
[Second Reading: October 5, 2015](#)

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STUDENTS AND INSTRUCTION 5000

MISCELLANEOUS ITEMS 5800 Observations 5806

Parents are encouraged to participate fully and effectively with school personnel in the development of appropriate educational programs for their children. To that end, the Salem Public Schools has established guidelines regarding parents' observations of their child's program conducted by themselves, their educational advocate, or an evaluator. Working cooperatively is essential to ensure the safety of children and the integrity of the program while under observation.

Requesting an Observation: A request for any kind of observation shall be made to the Principal or Team Chairperson minimally 2 days in advance by a parent and 7 days in advance of observations to be conducted by [an educational advocate or an evaluator](#), on behalf of the family. **Requests for observations to be conducted by an educational advocate or an evaluator on behalf of the family must always be referred to the Team Chairperson.** Any evaluator must be credentialed/licensed in the area being evaluated. Parents are asked to submit their observation requests in writing to their Team Chairperson and include the following information:

- Student's name
- Parent's name, telephone and/or email contact information
- Student's classroom teacher and assigned grade
- Observer's name, and if the observer is someone other than the parent, any relevant affiliation of the observer, along with telephone number and/or email
- Purpose of the observation, including any particular part of the school day the observer wishes to see, and the desired outcome of the observation
- Signed Release of Information giving permission for the district and observer to exchange information, including directly scheduling the observation

The Team Chairperson will immediately notify the school principal, and determine the appropriateness of the specific date requested. Please note:

- Different observation requests may require more planning and observation time than others, the duration and extent of the observation will be determined on an individual basis.
- To limit impact on students being observed the district reserves the right to limit an individual observation to 2 hours, however multiple observation may be scheduled.
- The school system has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff so as to give adequate notice to the staff of the impending visits.
- At all times school staff will accompany observers/evaluators/ parents and advocates during observation. The school reserves the right to select such staff and to schedule the observation in coordination with the availability of said staff.

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Comment [1]: I have kept the language consistent with the first paragraph which describes what kind of professional would a parent request to conduct the observation. I have also specified that these types of requests must always be made to the Team Chairperson. Does this make sense?

- The district does not generally schedule observations for certain portions of the year such as during MCAS testing or during the first few weeks of school or the month of June.
- School staff retains the right and obligation to restrict program observation where necessary to protect the safety of a child or the integrity of program.
- For evaluators, the length of the observation shall be a reasonable time to address the purpose of the observation and desired outcome, but shall be limited to 2 hour intervals whenever possible.
- No more than 2 people shall be scheduled to observe a child or program at one time. No children may accompany a parent, advocate, or evaluator. A school staff member shall accompany the observer(s) during the observation.
- Given the ongoing responsibility of teachers or therapists to serve students, they will not be available for conversation during or immediately before/after the observation period.
- Those observing will be seated in an area that will not disrupt instruction.
- Staff members involved in a classroom observation will welcome observers to the class but will not interact with the observers before, during, or immediately after the observation period. Discussion of the observation may take place at a subsequent conference and the Team Chairperson and/or accompanying school staff will be present. This quick debrief shall last no more than 20 minutes unless a Team Meeting is scheduled.
- Those observers shall respect student confidentiality and shall not share any impressions of other students with anyone. Observers will be asked to sign a statement that any personally identifiable or confidential information obtained during the course of an evaluation/observation will remain confidential.

School safety procedures will be adhered to at all times. All visitors must register in the main office upon arriving and sign out when leaving. Any visitor who fails to comply with school rules will be immediately asked to leave school grounds. Principals retain the authority to exercise their discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or the program being observed or when necessary to protect:

- the safety of the children in the program during the observation
- the integrity of the program during the observation
- children in the program from disclosure by an observer of confidential or personally identifiable information he/she may obtain while observing

If the parent requests a Team Meeting to review the observation/evaluation, the parent shall provide a written evaluation report to the district at least 10 days prior to the scheduling of a Team Meeting.

[First Reading: September 21, 2015](#)

[Second Reading: October 5, 2015](#)

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STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
ENROLLMENT – SALEM RESIDENTS	5102

Any child who is of school age and resides in the City of Salem may attend the Salem Public Schools.

RESIDENT CHILDREN

1. Children must be 5 years old on or before August 31st of any given year, as verified by a birth certificate, to be eligible for Kindergarten that September. Children who are 6 years old on or before August 31st of any given year, as verified by a birth certificate, must enroll in grade one (1) that September. Children who do not meet these age requirements will not be eligible. This enrollment policy does not apply to the trimester age requirements at the Carlton Elementary Innovation School, effective with the Fall semester 2012 enrollments.

Students accepted in and having attended a school utilizing a rolling-admissions process based on age, and desiring to transfer, are subject to the same age requirements as all other Salem children as specified above.

2. Children who wish to enroll in the Salem Public Schools, and who have previously attended other approved schools, must present evidence (school records) of satisfactory completion of prior grade requirements, and must be recommended by the sending school for grade assignment. Health records, including proof of required vaccinations must be received prior to the student starting in the Salem Public Schools.
3. Adult students (those over 18 years of age) whose parents or guardians do not reside in Salem are eligible to attend Salem Public Schools if the student is a legal resident of the City of Salem.

A child is eligible to attend the Salem Public Schools if the child is living with a Salem resident by arrangement with the Executive Office of Health & Human Services or by court order, even if the child’s parents or guardians are non-residents.

Parents, guardian, or students 18 years or over, may appeal an administrative decision concerning school attendance to the Superintendent of Schools. In the event the appellant is not satisfied with the Superintendent’s decision, he or she may appeal the decision to the School Committee. The granting of such a hearing before the School Committee shall not constitute an admission by the School Committee that it has failed to furnish school accommodations. In any such hearing before the School Committee, it shall be the burden of the appellant to show that the School Committee has failed to furnish school accommodations.

At the end of each school year, the Superintendent shall review each student older than 18 for approval or denial of attendance for the ensuing school year.

Legal Reference: MGL CH 76 Sec. 1

Revised: 20 August 2012

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 21, 2015

Third Reading – October 5, 2015

STUDENTS AND INSTRUCTION		5000
<u>ATTENDANCE</u>	Annual Review	5100
ENROLLMENT OF NON-RESIDENT STUDENTS/SCHOOL CHOICE		5102.01

Massachusetts General Laws Chapter 76, Section 12B, paragraph (d) states in part: "...that this obligation (school choice) to enroll non-resident students shall not apply to a school department for a school year in which its School Committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation for the school year beginning the following September..."

Therefore, the Salem School Committee shall vote annually as to whether the District is accepting students under the school choice option.

When the parents or guardian of a student move from Salem and wish to have their children attend the Salem Public School in the forthcoming or ongoing school year, the students may stay in the school under the conditions indicated below with the permission of the principal in consultation with the superintendent:

A child may continue in attendance for the purpose of completing the school year, provided that the period of time since the relinquishment of residence and the end of the school year does not exceed three (3) calendar months. In situations of hardship, a family may appeal to the superintendent to waive this condition.

A student who has continuously attended Salem High School for the three (3) years prior to his or her senior year, may complete his or her senior year at Salem High School, regardless of the residence of his or her parents.

Legal References: MGL 71:6, 6A; 74:8; 76.6, 12, and 12B

Revised: 20 August 2012

First Reading of Revision – September 8, 2015

Second Reading of Revision – September 21, 2015

Third Reading of Revision – October 5, 2015

STUDENTS AND INSTRUCTION**5000****ATTENDANCE****5100****STUDENT ASSIGNMENT - VOCATIONAL TECHNICAL EDUCATION PROGRAMS****5103.01**

The School Committee establishes the following requirements and conditions regarding the admission of students to vocational-technical programs offered by the Salem Public Schools.

1. Enrollment in Salem High School's vocational-technical programs shall be limited by the following factors: (a) what is required for effective learning conditions to obtain in each program; (b) what is required for the learning environment to be safe for students and instructors; and (c) the Massachusetts Department of Elementary & Secondary Education's Chapter 74 requirements for maximum class size and other pertinent matters within the purview of the Department and the Massachusetts Board of Education.
2. A student who has participated in vocational-technical exploratory programs will be admitted to a specific regular vocational-technical multi-year program based on (a) a formal evaluation of that student's performance, including her/his demonstrated motivation and effort, made by the teacher of the exploratory program (e.g., automobile technology, culinary arts, etc.) to which the student is seeking regular admittance, and (b) the availability of space consistent with the restrictions set forth in Paragraph 1, above.
3. Consistent with standard practices at Salem High School for quarterly reporting of student performance, mid-quarter and quarterly formal evaluations of each student's performance in a given exploratory subject course shall be completed by the student's exploratory subject teacher. Consistent with federal and Massachusetts student records and privacy statutes and regulations, these evaluations shall be made available in a timely manner to each student and to that student's parent or guardian.
4. A decision not to admit a student to a vocational-technical program may be appealed to the Principal of Salem High School. Any such appeal shall be made in writing, and shall be submitted to the Principal not later than seven (7) school days after the student receives notice that she/he has not been admitted to the program to which she/he was seeking admittance. The Principal shall make a determination on the student's admittance to the specific program whenever an appeal is duly submitted. The Principal's determination in the matter shall be final.
5. Chapter 74 Vocational programs at Salem High School shall be offered, on a space available basis, to students residing in communities which do not have Vocational programs and/or to whom programs are closed.

The sending communities of such students shall be charged tuition at a rate established by the Department of Elementary and Secondary Education.

Acceptance or rejection of such applications shall be made by the Principal of Salem High School.

Consistent with the requirements and limitations described in pertinent federal and Massachusetts law, no Salem High School student shall be excluded from enrollment in a vocational-technical course or program on the basis of that student's handicap or disability, or on the basis of her/his English language proficiency.

References M.G.L. c. 74 §§ 13,
14 603 C.M.R.
4.00 20 U.S.C § 1
232g 34 C.F.R. Pt. 99
M.G.L. c. 71 §§ 34D, 34E 603
C.M.R. 23.07

Approved: March 9, 2009
First Reading of Revision: September 8, 2015
Second Reading of Revision: September 21, 2015
Third Reading of Revision: October 5, 2015

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

STUDENT ASSIGNMENT – ENROLLMENT OF STUDENTS FROM OTHER SCHOOLS **5103.02**

The Salem School Committee recognizes that a student residing in Salem may wish to enroll in the Salem Public Schools through transfer from another school. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the Superintendent of Schools shall ensure that the principal of the school in which said student seeks enrollment, or the principal's designee, consults with the student's sending school regarding academic placement and eligibility for graduation; and that, on the basis of such consultation, as well as other pertinent information available, when the student enrolls she/he enters at the grade level and, where applicable, with the accumulated earned credits toward graduation that the Salem Public Schools determines is appropriate. The time of the school year when the student seeks to enroll shall be a factor in determining the student's grade level, program of study to be completed, and, where applicable, calculation of credits that have been earned toward graduation. The Salem Public Schools may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that academic year.

Approved – March 21, 2011

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Second Reading of Revision – September 21, 2015

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STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

FLAGS AND THE PLEDGE OF ALLEGIANCE 5105

Flags shall be displayed outside of each school building, in each assembly hall or other room in each school where the opening exercises on each school day are held, and in each classroom. Daily, in each classroom, the class will salute the flag and recite the Pledge of Allegiance. No teacher or student shall be forced to salute the flag or recite the pledge. Individuals who choose not to participate shall remain silent and shall not pose a distraction during the pledge.

Legal Reference: MGL 71:69

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STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
EMERGENCY CLOSINGS	5109

All emergency closings or delayed openings will be at the discretion of the superintendent of schools. In the event of inclement weather, which requires the closing of schools, or delayed opening, every attempt will be made to notify families by utilizing appropriate media outlets (i.e., television and radio) and/or the districts telephone alert system. Announcements of school cancellations will be made no later than 6:00 am.

There may be occasions when parents feel that their children, for health or safety reasons, should not attempt to attend school. School administrators, after communicating with a parent, will accept the judgment of the parents and allow for an excused absence.

First Reading: September 8, 2015

Second Reading: September 21, 2015

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- Nate Bryant 8/21/2015 3:28 PM
Deleted:
- Nate Bryant 8/21/2015 3:25 PM
Deleted: severe
- Nate Bryant 8/21/2015 3:26 PM
Deleted: disturbances
- Nate Bryant 8/21/2015 3:26 PM
Deleted: requiring
- Nate Bryant 8/21/2015 3:27 PM
Deleted: residents
- Nate Bryant 8/21/2015 3:13 PM
Comment [1]: Not sure what the alert system is called.
- Nate Bryant 8/21/2015 3:07 PM
Deleted: as early as possible
- Nate Bryant 8/21/2015 3:12 PM
Deleted: Announcements will be made by radio on stations WBZ 1030 AM, WESX 1230 AM and on television stations WBZ channel 4, WCVB channel 5, WHDH channel 7 and WLVI channel 56. School cancellations will also be listed on the local cable station, Salem Access TV.
- Nate Bryant 8/21/2015 3:12 PM
Deleted: after
- Nate Bryant 8/21/2015 3:13 PM
Deleted: .
- Nate Bryant 8/21/2015 3:28 PM
Deleted: will
- Nate Bryant 8/21/2015 3:31 PM
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- Nate Bryant 8/21/2015 3:28 PM
Deleted: All emergency closings or delayed openings will be at the discretion of the superintendent of schools

STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
PARTCIPATION IN ACTIVITIES DURING ABSENCE OR SUSPENSION	5114

A student's participation in co-curricular or athletic activities is a privilege, not a right or entitlement. Students who have reported absent for the day or are suspended out-of-school, are not allowed to be in school or on school property at any time during the period of absence or suspension and are not allowed to attend any school sponsored activities. In the case of an absence, the principal may grant permission to participate in an activity. These decisions will be made on a case by case basis.

Any student receiving in-school suspension may be subject to the same penalties noted above.

Please refer to the student handbook for additional information.

First Reading September 8, 2015
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Third Reading: October 5, 2015

STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	5100
DISMISSAL AT PARENTAL REQUEST	5115

A student may only be dismissed from a Salem public elementary school to a parent, guardian, or representative previously designated in writing appearing personally at the school.

At the middle school and high school levels, students may be dismissed at the discretion of the principal, providing that a written, dated request, signed by a parent or guardian, is presented in advance.

The principal or his/her designee may verify requests for dismissal by telephone if the parent or guardian in person does not present the written request.

Approval of requests must be by the Principal or his/her designee.

First Reading of Revision: September 8, 2015
Second Reading of Revision: September 21, 2015
Third Reading of Revision – October 5, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

PARENT/GUARDIAN CONFERENCES 5207

Parent/guardian and teacher conferences are held on a periodic basis as scheduled by each individual school principal. Individual conferences with teachers or the principal are available by request. The frequency of conferences shall be set in accordance with the current Collective Bargaining Agreement.

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Third Reading of Revision – October 5, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

EQUAL EDUCATIONAL ACCESS & OPPORTUNITY **5212.01**

State law provides the following:

Every child shall have a right to attend the public schools of the town where he/she actually resides, subject to the provisions of Chapter 76. All enrolled students shall have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

In compliance with state and federal laws, the Salem Public Schools maintains a nondiscrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges and courses of study of our schools, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extra-curricular activities.

State Requirements: Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03

Federal Requirements (IDEA-2004) Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4);

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