



School Committee Meeting Materials

Regular School Committee Meeting

December 18, 2017

7:00pm

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



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

Mayor Kimberley Driscoll, Chair

"Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and City Ordinance Sections 2-2028 through 2-2033."

December 14, 2017

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, December 18, 2017 at 7:00 p.m. The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

AGENDA

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation and Vote on the Minutes of the Committee of the Whole (COW) Meeting held October 16, 2017
 - b. Deliberation and Vote on the Minutes of the Committee of Whole (COW) Meeting held November 9, 2017
 - c. Deliberation and Vote on the Minutes of the Committee of the Whole (COW) Meeting held November 20, 2017
 - d. Deliberation and Vote on the Minutes of the Regular School Committee Meeting held December 4, 2017
- IV. Questions and Comments from the Audience**
- V. Superintendent's Report – Margarita Ruiz**
- VI. Presentation and Reports**

Strategic Plan Pillar #1: Create a Vibrant K-12 Learning Ecosystem – Academic and Social/Emotional Structures and Supports at Salem Prep High School
- VII. Action Items**
 - a. Deliberation and Vote on the Approval of the Superintendent's Annual Salary Increase per the Employment Contract
 - b. Deliberation and Vote on the Superintendent's 2017-18 Evaluation Goals

- c. Deliberation and Vote on the establishment of a Subcommittee to Initiate Negotiations to Renew the Superintendent's Contract

VIII. Finance Report

a. **Approval of Warrants**

December 14, 2017 in the amount of \$113, 991.59

December 21, 2017 in the amount of \$545, 607.29

b. **Budget Transfers**

IX. Subcommittee Reports

Policy Subcommittee

- a. Deliberation and Vote on the Third Reading of Policy 5103 Student Assignment

X. **School Committee Concerns and Resolutions**

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

Respectfully submitted by:

Angelica Alayon, Secretary to the
Salem School Committee

Salem School Committee
Meeting Minutes
Monday, October 16, 2017

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Monday, October 16, 2017 at 5:00 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: Dr. Brendan R. Walsh

Others Present: None

Call to Order

Mr. Patrick Schultz called the Committee of the Whole (COW) Meeting of the Salem School Committee to order at 5:00 p.m.

Discussion on Review of Superintendent Margarita Ruiz's Evaluation

School Committee members carefully reviewed the provided documents of the Evaluation template, Assessment document dated November 7, 2017, Superintendent Self-Assessment for the past year with highlights in the areas of Student Learning, Professional Practice, and Goals and entire Educator Evaluation rubric to use as a tool. Mr. Schultz walked members through the documentation that members are to complete.

Step 1 is the *Assessed Progressive Towards the Goals* form that evaluates Superintendent Ruiz's approved goals from the prior year. Mr. Schultz reviewed the expectations. He noted that the form could not be completed due to the delay in student performance data from DESE.

Step 2 is the *Assessment Performance on Educator Standards*, which assesses how the Superintendent performed against each of the standards. Members discussed last year's evaluation and the start of this year's summative and evaluation process.

Discussion

Members discussed the Superintendent's contract dates.

Superintendent Ruiz's Self Evaluation

Superintendent Ruiz presented her self-assessment on Standard 1 that focused on the key areas of work: Curriculum, Instruction, Assessment, Evaluation, and Data Informed Decision-Making and talked about the development of the district's comprehensive Strategic Plan approved by the School Committee. The Strategic Plan was developed using a community engagement process that allowed strong participation of teachers, paraprofessionals, parents, school leaders, and community members. Superintendent Ruiz explained noted the continuation of the full implementation of the Standards Based report cards in grades K-8 in 2016 and 2017 school years and rollout to 9th graders in 2017 and 2018 school years. Superintendent Ruiz commented on the revised reading and writing curriculum in grades K-8 that is fully aligned with the standards-based report cards. Superintendent Ruiz reported that the district is piloting a new PALS assessment in Kindergarten. They also rolled out an accelerated literacy program in Middle School grades last year. They engaged in a cross-functional team last year selecting a platform for assessments that include an online assessment at the request of many teachers.

Students will be taking formative assessments online this year.

Discussion

Members engaged in discussion on a number of the highlights that Ms. Ruiz presented. Mr. Fleming who they attributed the authorship of the Strategic Plan to. Ms. Amaral responded that it was to the District Personnel, in partnership with the School Committee, who approved it. Ms. Ruiz said that the New Profit was there just to support the process throughout. They were the organizers and helping out. They took notes. They did a lot of what the School Committee Secretary does: taking the Minutes and organizing Agendas but as far as the content, under what is included in the plan, that was strictly a process that was done with the district, with community input, and the convenings. Ms. Manning said she was on the Steering Committee. She watched them all year because she had plenty of experiences with outsiders who came in and shared their feedback and it was not followed through with. The Steering Committee was totally organizational and supportive. Mr. Fleming commented on the tool kit that Ms. Ruiz mentioned, regarding teachers now having an amazing tool kit. He agreed and said he saw an example of the rosters teachers are using. He said it is a very good implementation of technique, and shared an example of the student quiet time after recess. Ms. Manning asked Superintendent Ruiz if the PALS assessment is an individual assessment. Ms. Ruiz said it was and that some parts of it can also be done in groups. Mr. Fleming asked if it is used across the board for all Kindergarteners. Ms. Ruiz responded that it was. Ms. Amaral asked about the students who do not speak fluent English. Ms. Ruiz said that it would depend on the level they were in. Level 1 and 2 would take the LEAD assessment.

Mayor Driscoll stated that online assessments involve both teacher and Information Technology and inquired as to how that worked in the first year of implementation of Whole School assessments online. Ms. Ruiz shared that the IT Department have been an amazing partner in this work. Members engaged further in the topic of new assessments. Superintendent Ruiz shared that decisions are never made by one person but by a cross-reference group of teachers and administrators in order to include everyone's input and make the best decisions. Ms. Ruiz informed that new assessments replace A-NET and are less expensive. The assessment tool, School City, will enable teachers to adjust and even create their own interim assessments in-between common assessments. Ms. Ruiz said that this is what they like about School City. They would chronicle the data. She would be able to look at the dashboard and see how all of their graders are doing in the Science Common assessment.

Briefing on Standard 1

Superintendent Ruiz reported they wrote all the curriculum maps for Social Studies aligning them to the States' standards. They completely replaced and revamped their K-12 curriculum. At the High School level, they also launched a group, which started out largely and is now a group of teachers that are looking to infuse a Social Studies curriculum. They also engaged in the revising and renewing of the Carleton Innovation Plan, which was successfully done. They successfully implemented the MCAS 2.0 online assessment in grades 4 and 8 as mandated by the state. All of the students were able to take the assessment online. Testing occurred without major hitches. In terms of Extended Learning time, the Salem YMCA was successfully incorporated as part of the Extended Day Model at the Bowditch School. Going to the YMCA as part of the Extended Day is now standard at Bowditch. Ms. Ruiz shared that they aligned the timing and location of summer programs to leverage resources and reduce overall expenses. Superintendent Ruiz said that she also collaborated with the Bentley Board in the evaluation of Marlana Alfonso, the Head of School. The Board is the primary evaluator signed as secondary collaborator. Ms. Ruiz stated that they continue to conduct instructional rounds. This is also standardized as part of the practice. It is done twice a year. They conduct observations and

provide school leaders with useful feedback on the areas of improvement. They have been doing that systematically since 2015 and continue to do so. Superintendent Ruiz shared that they still have some work in terms of college and career growing culture. Work began in High School in the creation of redesigning the Director of Guidance Counselor positions and the College and Career Readiness Center, in addition to the new positions that were created for the externships and career readiness coordinator. Ms. Ruiz told members they heard this year of the work that is being done in the redesigning of the High School. Ms. Ruiz stated that she had not come prepared this evening to talk about data. She wanted to reserve her data for the Student Learning goals. What she has is not the comprehensive list of the data. Ms. Ruiz ended her briefing stating that she pointed out the highlights. Much more work was done but she forwarded the highlights for the committee members.

Discussion on Standard 1

Mr. Fleming asked Superintendent Ruiz if the Bentley Board used the same evaluation tools that are required of them. Ms. Ruiz responded that they did.

Mayor Driscoll inquired if there is an established protocol or a practical way to engage leadership within the buildings or what their expectations were for classrooms. She asked Superintendent Ruiz for insight. Ms. Ruiz responded that they still require principals to conduct instructional rounds. They created a shared document, a folder on a Google Drive that uploads their feedback. Feedback is shared among all. Superintendent Ruiz gave the members further insight and details regarding instructional rounds. Mayor Driscoll clarified that teachers have some flexibility. Ms. Ruiz responded that they do depending on the schools' data and the patterns seen on the data.

Mr. Schultz asked if the district personnel looked at the feedback of principals and other evaluators. What they have heard is that it was not balanced at all/it was unbalanced; that there was an unbalanced approach to evaluations. Ms. Ruiz said they do that work several ways. As part of the evaluations of principals, Ms. Ruiz goes into Teach Point and reviews teachers' feedback. She, Kate Carbone, or Margaret Marotta provide feedback. They also have a consultant working with their district who provides rounds. She goes into classrooms with principals to conduct observations with the principals and guides the principals on the feedback. Ms. Ruiz continued that it is an area of continuous growth. Ms. Ruiz further explained why they are working closely with teachers to help them develop that eye of observation. They have different levels of proficiency among administrators. Some are less experienced and thus are developing that ability. Others have been at it for longer period of time. She does look before she rates principals at Standard 1. Ms. Ruiz continued that she is aware that the quality of the feedback has been improving, as understanding of its methodology has increased. Work still needs to be done.

Mr. Fleming commented that if they are not going to be talking about data they would then skip through *Total Enrollments*. Ms. Ruiz agreed. Ms. Manning asked Superintendent Ruiz who supervises or supports the Adjustment Councilors of the Career and College Department. Ms. Ruiz responded that it should be the Team Chair along with Margaret and one of the Principals. Ms. Manning clarified that it was not a specific position. Ms. Ruiz said that they are organized; they do not work in a vacuum.

Ms. Amaral asked Superintendent Ruiz if she knew how the graduation rate compare to the state. Ms. Ruiz responded that she did not have that data with her. Rate had changed from 5 to 4 and some of the numbers may have gone down because of it. Ms. Ruiz said she would get the data by the next meeting.

Superintendent's Briefing on Standard 2

Superintendent Ruiz guided the members to the 5 areas under Standard 2. Superintendent Ruiz stated that one of the big priorities of this past year was the establishment of a structure to provide students with a systematic wraparound support and the adoption of City Connects as a structure. There was much preparation last year for the implementation of City Connects this year. They only added one position to the budget related to City Connects. Ms. Marotta was able to organize her staffing in order to ensure that all of their schools have an adjustment counselor and a Citi Connects Coordinator. They have the Citi Connects supervisor that oversees Citi Connects Coordinators in the district. Last year, they did all the training and prepping. They are doing all class reviews this year in October and gathering data. Ellen Weinstein will be present this evening at the Regular School Committee meeting to provide more information. Superintendent Ruiz reported that they adopted Talent Ed platform for School Spring. They are still using School Spring. It is still used for anyone looking for a job in Salem. The positions are there, however viewers are forwarded to Talent Ed when applying. It is a much better system for keeping track of the entire application process.

Collective Bargaining

Ms. Ruiz stated that they have collaborated with the Policy Subcommittee and the Committee at Large to negotiate contracts for teachers, paraprofessionals, and administrators this year. Ms. Ruiz stated they had Operational Institute this summer. They met with all of the principals and went over all of the aspects of the district. Ms. Ruiz mentioned the hiring of two assistant principals at the Bowditch School, Superintendent advisory on staff attendance, addressed issues of safety in their buildings. Staffs are now supposed to sign in when entering the building. They also implemented A-SUB, an online staff tracking system to help ensure the district have more data.

Communications

Ms. Ruiz reported that there is improvement on consistency and level of communications from Central Office, E-News letter, etc.

Discussion on Bargaining

Ms. Manning asked about the hiring of the Bowditch School principal. Superintendent Ruiz said that things are going well. There are students who are resisting the structure that is being put in place. Students are used to a certain way and may resist change. The difference this year is that students are adjusting to the new Principal very well, and she only hears positive things from staff. Members shared feedback. Ms. Ruiz shared further insight on family engagement and Citi Connects.

Discussion on Communication

Mr. Fleming commented on the status of the website. Superintendent Ruiz said that the website is going to be redesigned this year, it will be one of the highlights next year.

Adjournment

There being no further business to come before the Committee of the Whole (COW) School Committee this evening, Mr. Fleming entertained the motion to adjourn. Ms. Manning seconded the motion. The meeting was adjourned.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials

COW Notice 10/16/17

Evaluation Template

Assessment Document

Superintendent past year self-assessment with highlights

Educator Evaluation Rubric tool

Salem School Committee
Meeting Minutes
Monday, November 9, 2017

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Thursday, November 9, 2017 at 4:00 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: Dr. Brendan R. Walsh

Others Present: None

Call to Order

Mr. Patrick Schultz called the Committee of the Whole (COW) Meeting of the Salem School Committee to order at 4:00 p.m.

Discussion on Review of Superintendent Margarita Ruiz's Evaluation

School Committee members carefully reviewed the documents before them: Evaluation template, Assessment document dated November 7, 2017, Superintendent Self-Assessment for the past year with highlights Student Learning, Professional Practice, and Goals and entire Educator Evaluation rubric tool. Member gathered their paperwork together. Mr. Schultz reaffirmed that they were waiting to receive the *Learning Goals* from the Superintendent. They were waiting on data. Superintendent Ruiz agreed. Mr. Schultz listed the data that they have thus far. They have the AP data comparing 2015 to 2016 and 2016 to 2017. That is one thing they do not have. He suggested to the Superintendent that it would be okay if she could send that to them. Superintendent Ruiz agreed and confirmed that she would. Mr. Fleming suggested they proceed with what they do have at this time. Mr. Schultz stated that the professional practice is really all about the Strategic Planning process. They have enough information to score that. All agreed. Mr. Schultz guided members forward to the Student Learning page and explained that these goals are broken down to benchmarks. They will look at each individual benchmark. The first benchmark is the CPI.

Superintendent Ruiz informed that she did not bring the data for the benchmarks, because the goal is rated in absence of the data that the goal is stated on. Mr. Schultz set an example to clarify Ms. Ruiz's statement and asked if for example "CPI in Math for the district will increase by at least 4 points?" Members discussed this further for clarification. To clarify, Mr. Fleming asked that they would not have the benchmark information but would be looking at the CPI. Mr. Schultz confirmed. Superintendent Ruiz stated that it is not possible to make a year-to-year comparison, because 2017 student performance data was Next Generation MCAS.

Ms. Ruiz continued that the only thing they could compare is the district's performance gap with the state. Mr. Schultz said that they could not choose any of the CPI unless they agree to score that on the gap closure percentage. They would all have to agree on the same metric. Discussion ensued on how best to measure progress given the change in the tests. After much discussion, members agreed to use High School CPI and science, which were not impacted by Next Generation MCAS. Mayor Driscoll agreed and said they are looking at Student Learning. They would be closing the gap in terms of the state average, based on what they saw.

Mr. Schultz said they have the High School and asked if they could work with that. Members confirmed. Mr. Schultz commented that they could see the improvement from 2016 and 2017 when looking at ELA. Members agreed and said they could use the gap. Mayor Driscoll asked Superintendent Ruiz if she had those numbers handy. Superintendent Ruiz read the 2015 and 2016 measurements for the High School:

- In ELA the CPI in 2015 was 95.1 and in 2016 it was 92.1.
- In Math the CPI in 2015 was 79.4 and in 2016 it was 82
- In Science the CPI in 2015 was 65.9 and in 2016 (for the district it was 70.1 as they used the 'Legacy') which equaled to 4.2 – *the goal was met*

Mr. Schultz asked Superintendent to please go over her data presentation. They would first look at the Math data, the SGP and then the gap between district and state. Superintendent Ruiz looked at her paperwork, skipped through the urban district (as agreed) and reported the benchmarks - the closing and the gaps. This would be the state gap data for Salem Public Schools (SPS) ELA and Math on grades 3 through 8th. Mr. Schultz read the data that the gap between the state and Salem Public Schools closed by 7 points in ELA twice. Superintendent Ruiz said that it is a percent in proficient advancement in 2014. Mr. Schultz read the data that the math gap closed by 4 points. Superintendent Ruiz agreed. Mr. Schultz stated that the science gap closed by 8 ½ percent. Members agreed that science was a win.

Superintendent Ruiz reported the growth for the High School and the SGP in both ELA and Math.

High School SGP:

- In ELA the SGP in 2015 was 43 and in 2016 it was 43.
- In Math the SGP in 2015 was 48 and in 2016 it was 60.5

SGP growth rate aggregate for the entire **district**:

- In ELA the SGP in 2015 was 57 and in 2016 it was 49
- In Math the SGP in 2015 was 49.5 and in 2016 it was 46

Superintendent Ruiz said she had the subgroup, which compares them with the states'. Mr. Schultz clarified asking it was for student with disabilities. Ms. Ruiz said yes and that she also has it for ELL, for grades 3 to 8 combined. Mr. Schultz reviewed that there was modest improvement but there was improvement in both for Math and ELA, both subgroups. Ms. Ruiz agreed. Ms. Ruiz said that one of the things she has been talking about with principals and to the team was that when they started in 2015 and Rebecca Westlake had began to do the review for the entire ELL Department, it was one of the data points here in Salem that was concerning – Ms. Westlake started working with the schools in fortifying ESL instruction, the ESL instruction that students with different levels receive, with a focus on the pull out program for the levels 1 and 2 which is where students are in need of intensive help. They are working on fortifying that program and see gains in some areas for that. The next level of work where they are at, there is the question “How do we work well with teachers when ELL levels that are in 3, 4, and 5 are in the general education classrooms; they are not being pulled out for ESL and how is learning being done. Ms. Ruiz continued that it is the next phase of the work. They have been doing a better job of having ELLs across the district, which is great news and is helping with the diversity of the district, but it also means that they need to train teachers that are non-ESL, the content area teachers in really implementing the SEI strategy. Ms. Amaral asked that

once the SEI is endorsed, is not mandated to do anything more after that. Superintendent Ruiz agreed and continued that Rebecca's first two years of work consisted in focusing on the teachers and fortifying that. They have a great cohort of teachers and now they have the WIDA assessment model and data cycles for ELLs in the ESL program. The area of intense work now is when the ELLs are not with the ESL teacher and they go to Math, Science, and other content areas. Mr. Schultz said that the low numbers are concerning. With this new assessment, they only have 4% of ELLs getting in the two highest categories. Superintendent Ruiz agreed. Mr. Schultz asked members if they had any other data points they might like to address. Mayor Driscoll asked if they would like to look at the SATs. Mr. Schultz and members responded not yet. Mr. Schultz suggested looking at the first 3 Student Learning goals CPIs in Math, Science, and English were good with the data and now they are left on their own to decide on whether or not that is okay. Superintendent Ruiz said that the total AP enrollment have been increasing from 2016/2017 to the present the numbers they have now. Ms. Ruiz apologized for not having the information from year 2015/2016. She spoke with Dave about this data and the numbers have increased, not by major numbers. It is a modest improvement. Mr. Schultz clarified that the modest improvement is for this year. Ms. Ruiz said she would get that data. Mr. Schultz asked to also get the demographic data. Mr. Fleming said they need the AP data (number of enrollments) list for 2015-2016. Mr. Schultz commented that if the goals were written and agreed to in November/December of last year that would be the increase in the AP number of enrollments. Mr. Fleming said it would be the 2% number they have before them. Mr. Schultz and Superintendent Ruiz agreed. Mr. Schultz said that they set the goal at 2% and it shows to be met according to the current enrollment shown on the data before them. Mr. Schultz said this seems to be accurate. Mr. Schultz said that the numbers they have are the numbers they need; they do not need 2015-2016. Superintendent Ruiz stated that this (the data on the last column they were looking at) would become the 2017-2018 baselines. Mr. Schultz commented that Ms. Ruiz had maybe mentioned it would be her goal for 2017-2018 but if the 22% number they were looking at exists now, that would be the baseline. Superintendent Ruiz agreed. She asked when are they going to do this process again as they need to talk about the timeline, because they would be talking about different numbers if they are wrapping up her evaluation this year and at the end of June. They could use the information they have as a baseline and she would have that data for next fall if they were doing her evaluation in October. Mr. Schultz and Mr. Fleming said that would be fine. Members further reviewed the data for diversity. Mr. Schultz reviewed the SAT data increased the number of students taking it by 10%. Ms. Manning sought clarification as to why members thought it was okay to use 2015-2016 data for certain evaluations and 2017-2018 for others. Mr. Schultz explained that it was because the enrollment for AP courses happens in the spring. That happened during this evaluation period. However, a better number are students in courses now because it is past the drop date. Mr. Schultz guessed that the percentage would probably have been higher in the spring. It would make sense if they changed the evaluation cycle in order to get the MCAS data into the final evaluation otherwise the final evaluation would have been in June. Mayor Driscoll commented that Superintendent Ruiz would not have the 2017-2018 MCAS testing data until next year, which comes after the school year whereas she does have the AP enrollment data as that happens at the beginning. They know how many students are enrolled in AP, but they do not know how many took the SAT or the SAT for 2017-2018; it is a little inconsistent. Superintendent Ruiz used the 2015-2016 and 2016-2017 on the SAT and SAT but not on the AP enrollment because she happens to have the most up-to-date number. Ms. Manning clarified that it does not matter that they are not the same year. Mr. Schultz and Mr. Fleming agreed that it does not. Mr. Fleming stated that it is the only measurements they can use. Mr. Schultz and Mayor Driscoll agreed. Mr. Schultz confirmed the numbers with Superintendent Ruiz. Members discussed the revisit for actual goals. Mr. Schultz said that Ms. Ruiz is going to present her goals this evening. They will have an opportunity to provide feedback on those

goals. Superintendent Ruiz reminded the members that she added the AP goals as a result of the feedback she received from the Committee. Mr. Schultz said they have the ACT and the SAT. Everyone would take that and simply figure out the percentages. The ACT percentage is almost there but the SAT is not. Members agreed and noticed the huge drop on the SAT. Mayor Driscoll asked Superintendent Ruiz if she knew what might have triggered the decrease or if it was a reflection of fewer students and part of low enrollment. Members wondered if this was in relation to fewer senior students. Ms. Ruiz responded that she does not have the enrollment numbers of the senior class but could certainly get that. They had a drop of close to 40 students from one year to the other. Mayor Driscoll said she does not know what 204 would relate to, how many students are in the class versus 225? Is it 225 out of a class of 300 and 204 out of a class of 275? Superintendent Ruiz understood to provide more detail relating to student proportion. Members further discussed the PSAT and SAT topic for juniors and seniors. Mr. Schultz suggested to finding out the total number of student who took the SAT. Ms. Ruiz noted to provide the total percentages of sophomores, juniors, and seniors who took the tests out of relative enrollment for those grade levels. Mr. Schultz said that would be good, because then she would have the total number of students too. Everyone agreed. Mr. Schultz asked Superintendent Ruiz if there is any chance they might receive the data the following day. Members said there was no school the following day. Mr. Schultz went over what they have. They have what they need for the Student Learning. Members agreed. Mr. Schultz suggested if they could quickly go through the District Improvements. He asked Superintendent Ruiz if she could give them a nutshell analysis.

District Improvement

Superintendent Ruiz said they did a lot of work. It may have been presented to the Committee at the Summer Institute. They launched the work of the structures at the school level showing that all the schools have prescheduled data cycles and that they have protocols. They talk about the structure for data analysis when they visit schools and meet with school leaders. Ms. Ruiz gave an example of when she met with four principals. She asked them to upload artifacts that show the data cycles, the materials they use, and different levels of analyzed data at school level as part of their evaluation. They have cemented that practice in the schools. Now, on year 3, she is in the process of going back and talking with the school leaders and asking for that evidence. Moving forward this year, she is excited about the School City online platform where she is able to see and review the data. That is going to facilitate the data cycles tremendously. They ask school leaders to upload artifacts. They have a Google drive where they ask them to upload samples that answer some of the following questions:

- ✓ What do you use?
- ✓ What is your agenda for a Data meeting?
- ✓ Who is involved?
- ✓ When does your Isle team meet to look at data?
- ✓ When are your teachers' planning time?

All these things are organized at the school level and they have to provide evidence for that. Mr. Fleming asked what evidence they have that it has been done across the district. Mayor Driscoll pointed out that they did not have any uniform assessment tool before they had ANET. They have Galileo at the High School. Every school now has an ILT. They never had formal ILTs in every single school. They have data walls. She remembered that previously Carlton and the Collins school were the only schools that had a data wall. They certainly did not have a lot of data usage within their schools and now they do. There has been a lot more qualitative training and not quantitative. Mr. Schultz asked of any new happenings last year. Superintendent Ruiz responded that working with the principals on establishing the structure of

the data cycles. They had noticed the first year that schools were not really down to the subgroups. One thing they did last year, that Rebecca Westlake did, instituted the WIDA model, which is an assessment system for ELL. This was before the ESL teachers did data cycles, because they did not have an instrument. To clarify, Mr. Schultz asked Superintendent Ruiz that they had not used WIDA until last year. Mr. Fleming said they did use WIDA last year. Superintendent Ruiz clarified that she was referring to the *'assessment'*. The WIDA standards have been implemented in the district, but then WIDA came out with an actual formative assessment for ELLs. This was being rolled as a new assessment in a lot of districts out when she first started in Salem. Mr. Schultz asked if this is a choice that districts have or a mandate. Superintendent Ruiz responded that it is a choice and provided the members with an overview of the benefits and how the WIDA assessments are being used.

Discussion on Instruction Rigor

Mr. Schultz asked Superintendent Ruiz what is happening with rigor on grades K through 8 or 3 through 8 with the students who are relatively high achievers. Are there extra things they are doing? Superintendent Ruiz responded that differentiating instruction also look at students that are performing on or above grade level. They implemented an accelerated program last year for all the middle school grades 6 through 8. They are being careful that they do not build differentiation as a way of only addressing low achievers. Ms. Ruiz shared further insight as to why. Mr. Schultz asked if there are pullouts anywhere in the district for high achiever students in Math, English, or any topic for additional supplementing. Superintendent Ruiz responded that is what they want classroom teachers to do. There is no pullout. Ms. Amaral commented that there is an academy. Ms. Ruiz said there is an accelerated Math program she mentioned but students are not pulled outside of the classrooms to do acceleration. She thinks that is also part of what should be happening in Tier 1 Instruction. Mr. Fleming asked if there is any other differentiated support, besides the accelerated Math program. Ms. Ruiz said they have taken a step in the right direction with the middle accelerated program. Ms. Manning stated that there were many differentiated instructions in the ELA. Superintendent Ruiz commented a differentiated program at the High School and said she would provide that information to them.

Discussion on the Implement Instruction Closely Aligned to the Common Core

Superintendent Ruiz informed members that all the work around Standards Based Practices that Ms. Carbone has presented to the Committee fall under Common Core. Members briefly discussed student literacy learning in their native language.

Discussion on Data Cycles

Superintendent Ruiz informed members that in building capacity to leverage school staff and structures to implement a highly effective tier model is related to the data cycles. They have, in addition to teachers, adults in their schools. They looked at data cycles and instruction differentiation, and then paraprofessional leveraging. Special Ed teachers work together with other teachers and in leveraging their reading specialist. Superintendent Ruiz provided further details on the work they did around DLT and school visits. When doing school visits, Superintendent Ruiz, Kate Carbone, Margaret Marotta, and Rebecca Westlake conduct a series of observations throughout the building. They all use their own lens and provide principals with specific feedback. Mr. Schultz asked Superintendent Ruiz if she also meets with other members of school leadership teams when she returns and debriefs them on her observations and to provide other information she brings to these visits. He asked if she sits down with their leadership team, because the principal may not know everything. Superintendent Ruiz said they do not do that with the leadership team, because that is the role of the principal. Assistant Principals are present when these meeting take place. The understanding is that Principals take the feedback, return to the Instructional Leadership team and teachers to determine the types of

instructional rounds they need to conduct and review their professional development based on the feedback. Ms. Ruiz said they do not do that work for them. They see the Principal's role is to leverage that work of the school level. Meeting with team leaders would be taking on the Principals' role. Mr. Schultz shared his view that it may or may not be that way. It would be meetings on occasion, because with a random visit where a challenge is observed and the principal had not originally observed that as a challenge – then how well equipped is that principal is to then manage his leadership team on that issue. Superintendent Ruiz said that with the new catheter of principals they have now, often times what happens is that they would say, *"We are glad that you saw that because this is something we are seeing too"*. Often times it is affirming to them.

Discussion on Building Capacity to Leverage School Staff Instructors

Ms. Ruiz said they follow up on their next visit to see if school leaders have acted upon the feedback they provided, if they see growth or necessary changes have been implemented, and if any resources are needed to help provide them in that growth. Mr. Schultz asked if that would speak to that third bullet: ***Build Capacity to Leverage School Staff Instructors to Implement Highly Effective...*** Ms. Ruiz said yes.

Discussion on Leadership – Monitor Instruction

Superintendent Ruiz said that one of the ways they do this is through the school visits mentioned earlier. The other is they look at how principals are giving feedback to teachers. As part of the principal's evaluation, they sit on Teach Point and get an example of teachers and look at the feedback that teachers are getting and how targeted the feedback is. They look at whether it is aligned with the focus of the work of the school.

Discussion on Supporting Implementation of Scaffold Instruction

Superintendent Ruiz said that this involves a variety of entry points. It is the vein of Rebecca Westlake and Margaret Marotta, the bucket of work that they've been doing in terms of working with the coaches and teacher teams. There has been a lot of progress but there is still work to be done.

Final Discussion on Superintendent's Evaluation II

Mr. Schultz asked members if they needed any more information to fill out their evaluation. Members said they have what they need. Mayor Driscoll said they were just looking at the Instructional goals, Performance goals. She asked Superintendent Ruiz if there was anything else with respect to the rest of the Standard that she may want to make sure they knew. Ms. Ruiz responded she believes she provided a comprehensive list of highlights by standards. School Committee members said she gave that at the last meeting. Members agreed they have enough information. Mr. Schultz said they are just waiting on a little bit of information from Superintendent Ruiz.

Discussion on New Goals

Superintendent Ruiz began sharing the new goals for the 2017-2018 school year. She said that one of the biggest accomplishments, in terms of the work they had last year, was the completion of the strategic plan. The AIP was in place when she first began work in Salem. The AIP was in some sense the guiding document for the work. Now, the Strategic Plan takes place of that. Ms. Ruiz's handouts provided the members of a visual. They have the four pillars in their strategic plan but they also have the conditions for success that are at the base. Ms. Ruiz read those conditions out loud for the members stating that those areas are very much part of the work. Some are not fully fleshed in the Superintendent's evaluation rubric, but she also wanted to highlight that they are going to continue working on making gains of student performance but

also looking equity and access in their district, given they are a district who have many high needs students. How do they equitable access to learning opportunities and operational efficiencies. They are going to continue with a strong focus on looking at the needs of their high needs students and strategies, systematically and individualized, to address those factors. In addition to doing the operational work they are going to take a deep look at their transportation office and operation for efficiencies and prevent the pitfall they had this fall. Mr. Fleming asked if that has started. Ms. Ruiz said they are earnest in that work with the new staffing. She wanted to assure the members of this, because her student learning and professional practice goals do not necessarily encompass this information. Superintendent Ruiz said that the Student Learning goals are aligned with the Strategic Plan and continued with her goals on shrinking the gap between the Salem schools and the states'. Members sought clarification, shared feedback, and discussed the performance gap percentages on Superintendent Ruiz's future goals in greater detail. Members suggested change in wording to clarify actual goal percentages exact target point. Superintendent Ruiz agreed to make the changes in the wording and exact target point on her goals for the coming year. Mr. Schultz asked if the action steps have completely been laid out. Superintendent Ruiz responded that they are in the process of doing that. Members and Superintendent agreed that goals be more specified.

Discussion on Increasing Enrollment and Diversity in AP Courses

Mr. Fleming said he thinks that should still be a call, because it did not show much increase this year. Mayor Driscoll said she is fine with AP still being there. She just wants to make sure they are measuring what they really care about. She said they also talked about dual enrollment. She wondered if that was a real potential to increase dual enrollment. More students are looking at dual enrollment as opposed to AP. They have some programs with Salem State. Superintendent Ruiz responded that they are getting some programs off the ground. Mayor Driscoll asked if that is something they want to look at: to have the SAT or ACT measurement. She thinks AP is great but it would be helpful if they also have a movement towards goal enrollment. Mr. Schultz said he thinks they have to pick one. He shared that, in terms of rigor, statistically; students do better in college if they take AP rather than dual enrollment by 7 or 8%. Members shared further discussion, insight, and feedback on college prep and facilitating the process of college applications for High School students: how to increase standards for college readiness. Superintendent Ruiz suggested she look at where they are and propose a draft goal on what is the metric of student that apply for college.

Ms. Manning asked if they would be meeting again for continuation of the Superintendent's evaluation. Members said they would.

Final Discussion on Superintendent's Goals

Mayor Driscoll suggested that members provide Superintendent Ruiz with more feedback before she updates her draft to incorporate the requested changes. Ms. Ruiz would make the edits on the Student Learning Goals and members would provide the feedback. She would add some of the target data they talked about this evening; make an amended version of this evening's goals to request some of the conversations to date and ask the members for feedback on those areas before providing School Committee members with an updated version of the goals. Members hope to approve the final set of goals before the end of this calendar year.

Superintendent Ruiz will refine the goals based on the conversations they had this evening, benchmarks they changed, and additions. She will send it out electronically to the members where they would provide their feedback on those areas. Members and Superintendent Ruiz would meet again to finalize. In the meantime, members need the evaluation by Tuesday.

Superintendent Ruiz would provide them with the percent of students who took the SAT, increased enrollments. Superintendent Ruiz said she could get the accelerated differentiation program but the percent of students who took the SAT may take longer. Members need one more meeting to relook at the goals.

Adjournment

There being no further business to come before the Committee of the Whole (COW) School Committee this evening. Mr. Schultz entertained the motion to adjourn. Ms. Amaral seconded the motion. The meeting was adjourned.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials

COW Notice 10/16/17

Evaluation Template

Assessment Document

Superintendent Self-Assessment for the Past Year with highlights

Educator Evaluation Rubric as a tool

Salem School Committee
Meeting Minutes
Monday, November 20, 2017

A Committee of the Whole (COW) meeting of the Salem School Committee was held on Monday, November 20, 2017 at 4:16 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mr. Patrick Schultz, Dr. Brendan Walsh, Ms. Mary Manning, Ms. Kristine Wilson, and Ms. Deborah Amaral

Members Absent: Mayor Kimberley Driscoll, Mr. James Fleming

Others Present: Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent for Teaching and Learning, Margaret Marotta, Assistant Superintendent for Pupil Personnel Services, Kristin Shaver, Business Manager, Jill Conrad, Chief of Systems Strategy, Kelley Rice, Chief of Communications, Sayonara Reyes, Manager of the Parent Information Center (PIC)

Call to Order

Dr. Walsh called the Committee of the Whole (COW) Meeting of the Salem School Committee to order at 4:16 p.m.

Review of the Revised Policy #5103 Controlled Choice Student Assignment

Superintendent Ruiz began with an introduction of the policy. They have been through a journey in developing this policy since July of this year. Ms. Ruiz introduced the changes on the policy. From the discussions of the policy, the Subcommittee decided to keep the concept of choice as part of the policy as well as the concept of the 5% objectives of achieving balanced enrollments across all schools. Those continue to be big tenets on this new policy. The new iteration of the policy does the following:

- This policy much more clearly outlines the Controlled Choice Student Assignment process in much more detail than the other.
- It introduces the concept of assigning individual enrollment targets relative to each school in terms of achieving that 5% balance enrollment. It looks at the enrollment of each particular school and analyzes how close they are to meeting that 5% and gives the Superintendent the ability to set specific number targets for both low and non-low income categories based on each individual school.
- Removes language from the previous policy stating that open seats would be given to those on waiting lists, regardless of their income category. Waiting lists would still be maintained, but spaces would only be assigned based on the designated income category.

Superintendent Ruiz continued that one of the big tenets of this new policy is placing strong emphasis on the outreach that is needed in order to make sure that populations around the city, especially those that are more marginalized and do not have access to information. It answers the questions what are we doing as a district to ensure that we are reaching out to those families so that they understand the choices they have in order to make a good choice for themselves. The Assignment policy is rooted in this concept of choice. Superintendent Ruiz continued that she believes that the biggest change to the policy is really the concept of individual school enrollment targets - how to systematically help their schools get closer to that 5% threshold. It is all based on the current enrollment of the school. Superintendent Ruiz informed the members

that they prepared an example of what things would look like in terms of actual numbers in their schools and asked Ms. Conrad to walk the committee through the different sections of the policy, which provided further details. Ms. Conrad passed out a handout to the School Committee members and read the Introduction out loud, the first page of the packet being a summary of the highlights that they talked about.

School Enrollment Targets

Ms. Conrad continued that one of the key features of this policy, which is different from the other policy, is the individual school enrollment target. The previous policy set the enrollment target for each school in the same proportion as the district-wide average for each school, regardless of where that individual school was relative to its demographics. With this, they have the opportunity to differentiate those targets by school depending on which school may need to enroll more low income or more non-low income – students in order to become more balanced. They can see that as an opportunity to push the needle a little further in either direction. Ms. Conrad directed members to an example they included in the packet. She referred them to the updated copy of the language inside the packet.

Ms. Conrad continued that the first page graph shows the current percentages of low income or non-low income, as measured by the percentage economically disadvantaged students, which is published by the state. This is from the most recently published which is the language in the policy. Ms. Conrad continued by reading out loud the average percentages for the district on the graph before them. They would apply a ‘*One Size Fits All*’ for all schools proportion if they were using the current policy. With the new policy, they would take a look at where each school is relative to this district average and set targets and put more emphasis on the category that need to increase or be decreased.

As an example, Ms. Conrad used the Saltonstall School averages as compared to the district – the *Non-Economically Disadvantaged* category red bar is far higher than the *District-Wide* average and the *Economically Disadvantaged* category blue bar is lower than the *District-Wide* average. They would want to set the target for Saltonstall in a way that weighs the opposite. One way of doing it would be to just flip the proportions – 66% of the available spaces could go to *Economically Disadvantage* students. With this scenario, more seats would be available for students who were economically disadvantaged than those who were non-economically disadvantaged. What is proposed is the general concept that they would look at the data every year and set targets that move the needle for every school. Members continued reviewing the percentage comparisons of the percentages of the economically disadvantaged students and district-wide average. It looks at whether the schools are imbalanced according to the objective as written in the policy, which is to be within 5% of the economically disadvantaged. There are two schools that meet the objective as written in the policy.

Two Different Scenarios for Setting Enrollment Targets

Ms. Conrad walked members through two different scenarios on setting enrollment targets. One scenario is a little more aggressive in setting those targets than the other. By aggressive (just for example purposes) the proportions are simply switched with a little bit of rounding involved. Ms. Conrad gave an example of the Bates School’s targets for the economically and non-economically disadvantaged percentages, which reverses their current proportions. This is just an example of targets that could be set being more aggressive in one direction or another. Ms. Conrad further clarified the process. Members sought further clarification, had questions, and shared feedback. In response to some of the concerns, Ms. Conrad suggested that another way of being moderate is to assign at same proportions as the district level. Ms. Conrad explained that the point of this is to show that it is something where they can use the

information they have to set targets that will help them achieve the overall policy objective but be almost customized for each school based on factors that are important to consider. Members continued discussion and shared feedback on the topic.

Removal of the Choice Procedure Language

Ms. Conrad read the last paragraph on the copy of the current policy 5103 out loud for the members, the paragraph that starts with '*Choice Procedures*.' Essentially, under the current policy, students get on a waiting list when they do not get their first choice. With this language, open seats that are available at the end of the process can be released to those on a waiting list, regardless of income category. That is something that has been allowed by this policy but they are proposing to remove this clause from in the future so that enrollment targets can be maintained with integrity. The updated track changes language in the newly edited policy in the packet.

Ms. Conrad continued by directing the members to page 10 of the packet at hand where they would see the track changes shown in red. The only time they would allow that situation of assigning a student out of category (meaning *low* and *non-low income*) would be if there truly were no spaces available anywhere in the district, in that category, when they come in to register.

There may be a case where the student can come in at some point during the year and there is no space available anywhere in the district, regardless what the student's choices are, in their category, because of the way they did enrollment targets that year, etc. In that case, they would need a practical solution in the moment to get the student to a school – this language would allow them to assign the student to the closest school where there is space available but it would require the Superintendent to document every instance when that happens, so that these situations can be tracked. They can be tracking and reporting on that and using that information to inform the setting of enrollment targets for the future. This would also help the district think more deeply about the enrollment targets together with how they create the supply of available seats in the district.

Discussion on Transportation

Ms. Amaral asked how that would affect bussing; would students get bussing if they were forced to attend another school that is not in their neighborhood. Ms. Conrad responded that it is the same transportation policy that applies to all students. Members agreed that they would have to provide transportation for the students. Ms. Shaver added that students could get the transportation they needed if they lived far enough away, according to the transportation policy. Members shared further insight and feedback on when transportation is and is not provided. Superintendent Ruiz stated that they transport students all over the district whether there is choice or not. It is a matter of distance from the school and home. Members continued to share further insight and feedback.

Discussion on Tracking Additional Factors

Ms. Conrad continued that part of the research in creating this policy involved much discussion and speaking with Consultant Michael Alves who worked with many districts doing Control Choice. Many districts are moving towards what they call this multifactor tracking of Socio-Economic status, rather than just using the one standard measure of socioeconomic status, collecting and identifying additional indicators that help identify, within the category of low income, a set of students who experience high levels of risk factors. An easy one to track that they have data on are '*homeless*' students for example.

Discussion on Section #3 of the New Policy (page 4 of the handout)

Ms. Conrad explained that section 3 of the new policy would mean that they would start to collect additional information and maybe begin to track what that would look like over time. In addition to just looking at the low income measure, they would seek other indicators that would help them to think about how they are enrolling and distributing their highest need students. Ms. Amaral asked if the homeless population tend to change throughout the year or is it pretty constant that they all start in September. Ms. Conrad responded that it does not – they come in all throughout the year.

Discussion on Section #4 Concept of Transparency

Ms. Conrad explained that section 4 places more emphasis on outreach communication, clarifying the process in a very easy transparent accessible way, if at all possible. They tried to get the word out last year, more than before. They can try to continue working to improve it. One of the things they are planning this year is to propose a 2nd Kindergarten event instead of one. The 2nd event would be Spanish speaking with English translation, similar to what they did with the City Wide conversation, maybe held at the Saltonstall School or someplace near the point neighborhood to reach out to families in a more targeted way they have not seen as represented in other Kindergarten nights. Ms. Carbone asked if there was also discussion on not only to hold separate events but also to actively reach out to families. Mr. Schultz added that it was to also actively recruit economically disadvantaged students to Witchcraft and the Saltonstall – to conduct outreach to them informing them that *‘this is the policy, this is what they want to achieve, this is a wonderful school, but it lacks the diversity of other schools and they want them to seriously consider sending their child there.’* Ms. Manning asked when the first batch would open. Ms. Conrad responded that it would be the morning after the Kindergarten Information night, which falls on the 2nd week of January. Members had questions, shared feedback, and discussed the topic further. Ms. Conrad said that another strategy would be to have more family engagement facilitators (*staff members*) out in the schools to have better understanding of how the Controlled Choice Student Assignment policy works, so that they can be ambassadors and help navigate the process. Members further discussed concerns, insight, and feedback.

Further Discussion on Updated Policy Language

Ms. Conrad continued that the only other thing that is different from the last time they reviewed this policy is that couple of weeks ago, they talked about a 3-year time frame for this policy and they now have pulled that back to just 2 years and included an additional paragraph that is focusing on really making sure that they are bringing this concept out into the community to talk about student assignment and what should the future of student assignment be so that they can evaluate and determine, in 2 years, whether this is something they want to continue investigating and developing or going in a different direction. Ms. Amaral asked Ms. Conrad if they plan on simplifying this student assignment draft policy before it is posted to the general public. Superintendent Ruiz responded that there are certainly language sections that can be simplified. Members discussed cohabitation of choice and balance.

Setting of the Target Language (page 3 of the handout, #2)

Members carefully read the setting of the target language. Dr. Walsh commented that it is all well and good but ignores the sibling factor. The sibling factor skews the numbers. Ms. Manning suggested they ensure to truly holding the 2 to 1 (such as in the Saltonstall for example) in the few seats that are left over after the siblings are brought in. Mr. Schultz and Ms. Manning agreed that is all they can do. Members further discussed the topic and the Saltonstall School. They wondered of the imbalance at the Saltonstall, being in one of the best neighborhoods in town. It has been there since it opened. Ms. Amaral commented that one

reason might be because all ELL classes have been removed. There were 3 or 4 ELL classes before. Members shared feedback on the topic. Mr. Schultz stated they have a couple of outliers on both sides of the spectrum that they need to be aggressive with. Members discussed the possible feedback they might receive from others. Superintendent Ruiz said they are proposing this policy. She believes it is a good step in the right direction, and there might be others that may not be pleased with the result of the implementation of the policy.

Student Registration Procedures and Requirements (page 6 of the handout)

Ms. Amaral referred to the *Student Registration Procedures and Requirements* on page 6 of the handout where it says, *“In order to qualify for assignment to a school all parents/guardians must complete all student registration forms including submitting required documentation. The following documents are required to enroll a child in the Salem Public Schools”* which is different from registering. That could be a barrier for some families. The list of requirements is just to get a spot. It may not allow parents or guardians to gather everything prior to the start of the school. Ms. Manning that parents might not have all of their child’s immunizations by January. Ms. Conrad said that as long as they receive them before the start of school is okay. Ms. Amaral said that they want to make it as easy as possible for families with fewer resources. Ms. Conrad sought clarification. Members agreed that they were referring to the timing of when the requirements need to be received; it is the timing of when to expect families to provide everything on the list. Members agreed to add a sentence clarifying when all documentation is required before the start of school. Ms. Manning suggested added wording such as the following, *“In order to begin school, you will also need to provide immunization records.”* Mr. Schultz said it is just another sentence. Dr. Walsh stated that it is not part of the selection or enrollment process. School Committee members agreed that they wanted the language to be updated to allow families who may not have the immunizations to be processed for assignment, so long as they submit the documents by the time the child starts school. Ms. Conrad asked Ms. Reyes if applications are processed when they come in, despite not having obtained everything on the list of requirements. Ms. Reyes responded that applications are processed despite not having everything that is required; they do begin processing applications. Families are asked to submit the remaining documentation before the start of school. Ms. Reyes stated that the other issue is that physicals are sometimes held in the summer time. Families are asked to submit recent physicals and then submit those that are done later.

Mr. Schultz asked Ms. Amaral, for clarification, that applicants should not be required to have their immunizations, or more than their immunizations, for the Choice process to begin and for them to put in their choices/make their selections. Ms. Amaral responded that she is saying that they should try to make the application process as easy as possible for families to apply. Mr. Schultz agreed. Ms. Conrad said that what she takes from this is to make sure to clarify language that if families do not happen to have the immunization records, it is not an inhibitor to participate in Batch 1. Dr. Walsh suggested that the fewer words the better. Why have it as part of the Assignment policy? That is a part of the Admission to the schools, which comes later. It doesn’t have to be part of the Assignment policy at all. Ms. Amaral agreed. Ms. Conrad responded that the only reason they did put it in is to try to have all the sections of this policy to have everything in one document that can be referred to. Dr. Walsh said it has nothing to do with the assignment. Ms. Amaral believes it can get overwhelming. Superintendent Ruiz suggested developing an implementation guide that would help families understand the policy. Ms. Amaral said that even if they put the word *‘implementation’*, they have to be careful not to put things in that might inhibit others. For example, proof of residency – hopefully others understand that it is about residing in Salem and not citizenship.

a piece of mail and not citizenship. Mr. Schultz agreed that language be clear enough for everyone. Mr. Schultz suggested they could put the word ‘*not citizenship*’ in parenthesis next to ‘*residency*.’ Ms. Manning suggested that for proof of residency, for example, they could specifically request an electric bill and utility or any other bill. Ms. Conrad suggested the deletion of the sentence altogether or delete section 5 altogether. Members agreed they should clarify proof of residency and put a sentence in that says, “*Immunization records will be required for the child to start school in September.*” Members also discussed the option of the Central Office notifying the families of the need for immunizations once the student has been assigned.

Ms. Amaral had a question pertaining to page 11, the very last page of the handout. Ms. Conrad said that this is saying that over the next two years, they have the responsibility to not just implement this policy but also continue this conversation about the future of controlled choice student assignment. She thought there were many questions that were raised and the decision related to the timing with other things that were going on to keep this more confined. Ms. Manning said they have next year and September to discuss this with them/others. Ms. Amaral said that the reason why no attention was paid to this is due to lack of a show of interest; there have been no complaints for a long time. Members shared feedback, insight, and discussed the topic further.

Conclusion

Ms. Conrad sought clarification/clarity from the members on the final changes in the language for this policy. Members decided to change the policy duration back to 3 years. They have Kindergarten night on January 9, 2018, have two more regular School Committee meetings left, and they need three readings and voted in to be finalized. Members (Dr. Walsh and Ms. Manning) agreed that it could be brought up in tonight’s regular meeting at 7pm and voted on the last two meetings. Ms. Conrad stated that this is not in the Agenda for this evening’s regular School Committee meeting. Dr. Walsh said it is okay. Ms. Manning said that it would come out of the committee. Dr. Walsh said that someone could make a motion to accept the policy, as written, for First reading – knowing that there are going to be changes. He will make the announcement at the regular School Committee meeting this evening. Ms. Conrad offered to make the edit changes now and provide them to the members this evening. Members agreed that the changes are not immediately needed at this time as it would be a First Reading with the understanding that there are going to be changes from now until the next reading.

Adjournment

There being no further business to come before the Committee of the Whole (COW) School Committee this evening. Dr. Walsh entertained the motion to adjourn. Ms. Amaral seconded the motion. The meeting was adjourned.

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials

COW Notice 11/20/17
Policy #5103 Controlled Choice Student Assignment
Handout

Salem School Committee
Meeting Minutes
Monday, December 4, 2017

A regular meeting of the Salem School Committee was held on Monday, December 4, 2017 at 7:05 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mayor Kimberley Driscoll, Mr. Patrick Schultz, Dr. Brendan Walsh, Ms. Mary Manning, Ms. Kristine Wilson, and Ms. Deborah Amaral

Members Absent: Mr. James Fleming

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

Call to Order

Mr. Patrick Schultz called the regular meeting of the Salem School Committee to order at 7:05 p.m.

Approval of the Agenda

Dr. Walsh moved to approve the agenda as presented. Ms. Amaral seconded the motion. The Motion carried.

Approval of Minutes

Deliberation and Vote on the Minutes of the Regular School Committee meeting held November 20, 2017

Dr. Walsh motioned to approve the Minutes of the Regular School Committee meeting held on November 20, 2017. Ms. Amaral seconded the Motion. The Motion carried.

Questions and Comments From the Audience

There were no questions or comments from the audience.

Superintendent Report – Margarita Ruiz

Superintendent Ruiz congratulated the 20 Salem High School Scholars who were inducted into the Tri-M Music Honor Society last week. Ms. Ruiz also congratulated Geoffrey Raywood, Collins Middle School Band Director, for being presented with a lifetime honorary membership for his dedication to music and music education. Superintendent Ruiz announced that Salem High School marks its first year that families with students in the 9th grade will be receiving a Standards Based report card. Superintendent Ruiz continued that School Committee might recall that the District implemented the Standards Based Report Card for all students in grades K-8 last year. Their plan was to begin rolling this out with the 9th Grade at Salem High School. The format may seem familiar to Salem's 8th Grade students and their families. They will be posting updated information of how to read and interpret Standards Based report cards, along with a Questions and Answers (Q&A) document on the School's website, in both English and Spanish.

Superintendent Ruiz reported that Senator Joan Lovely, Representatives Paul Tucker and Thomas P. Walsh, along with members of Greater Boston Food Bank and Project Bread, visited the Carlton Innovation School for a special observation of the *Breakfast After the Bell* program last week. The program allows all students to eat breakfast in their classrooms, after the morning bell, regardless of their family income levels. This ensures that all students are fed and ready to learn. A growing number of schools have implemented this program. It has shown significant impact on school attendance, test

scores, and health. There has been a reduction in number of visits to the nurse. Superintendent Ruiz informed the invitation of the Food and Nutrition Services Director Deborah Jeffers to provide School Committee members with an update on this program and other innovations.

While Ms. Jeffers prepared, Ms. Ruiz continued that School Committee members and the public might have noticed the new Bay State recycling white boxes located outside of each of their school buildings. Salem residents may place their unwanted textiles into the boxes. This includes clothing, shoes, handbags, stuffed animals, and household items. The boxes help reduce 520 million pounds of unwanted textiles. Bay State Textile sends a monthly rebate based on the weight of the donations. It is a way of raising funds. It is also a feel-good program to support their school Certification of Early Intervention Specialists (CEIS) programs with unwanted clutter. Superintendent Ruiz ended her report.

Presentations and Reports

Strategic Plans: Conditions for Success

Superintendent Ruiz said they have aligned presentations this year with the Strategic Plan. They have a series of operational updates this evening. One of the areas they have identified as part of the plan that sustains the 4 pillars is *Infrastructure*. Ms. Ruiz asked Ms. Jeffers to begin the presentation.

Operations Update: Food Services

Deborah Jeffers, Food and Nutrition Services Director, introduced Patrice Toomey, her Assistant Food Service Director, who takes care of the breakfast in the classroom. Ms. Jeffers continued with an update of their Food and Nutrition Services Department and walked members through the presentation slides. The presentation detailed breakfast and lunch menu items and mentioned the positive energy from students as a result. Ms. Jeffers continued that there have been 6 new hires with 2 of them being fulltime positions. They do professional development for all of their staff. They provide training for all throughout the year that involves student safety and scratch cooking. They do a School Nutrition Association (SNA) Certificate and have 32 people this year who were certified. Ms. Jeffers talked about the farms and mentioned the local Salem Company they purchase from when they cannot get through the farm. They have money that comes from the Department of Defense (DOD). DOD comes through the Department of Education's Department. Ms. Jeffers continued walking the members through the slides on student taste testing and their refrigerated truck that keeps produce fresh as it is delivered to all Salem schools.

Ms. Toomey introduced the new brand rollup process. They have developed 3 pillars, which are *High Quality Food, Honesty, and Nourishing the Whole Child Through Mind, Body, and Spirit*.

Discussion on Scratch Cooking

Ms. Manning asked for clarification on the '*scratch cooking*,' if meals are literally prepared from scratch; she asked which specific menu items are made from scratch. Ms. Jeffers responded that they are not able to do some preparations due to time constraint. The bread is not made from scratch. They make their own sauces such as pineapple salsa, which is completely scratch-cooked. They would make their own meatloaf when it is on the menu. Ms. Jeffers explained process of preparation in detail. Fish is seasoned and baked at the school. Potatoes are farm fresh or from the local distributor and are not processed. They aim for less processed foods.

Discussion on Funding

Dr. Walsh inquired about the funding of this program. The program is funded through the Department of Education and United States Department of Agriculture (USDA). It is state and federal funding.

Discussion on *Breakfast in the Classroom* Percentage Drop

Mr. Schultz asked for a follow-up on the 15% drop of *Breakfast in the Classroom* at the Bowditch School.

Kristin Shaver provided a quick update on transportation and Buildings and Grounds. They would be providing a more complete presentation to School Committee members but wanted to fill them in on a couple of things. The Transportation office is now fully staffed. All 3 members of the office are bilingual in English and Spanish, a need that was highlighted at the beginning of the school year. All 8 Monitor positions have been filled. In terms of the Buildings and Grounds, Ms. Shaver continued that they received funds through the Green Communities Division Grant program to update lighting at 5 of their schools. It would be happening at the beginning of year 2018. Their website request for proposals (RFP) is published and out, and the deadline is Wednesday. They will hopefully receive proposals for redesigning their website and getting it to move forward.

Action Item

Deliberation and Vote on the Ratings for the Superintendent's Evaluation for the SY2016-2017

Ms. Amaral motioned to review and vote on the ratings for the Superintendent's evaluation for the SY2016-2017 as per that explained by Mr. Schultz. Ms. Manning seconded the motion. The Motion carried.

Discussion

Mr. Schultz provided the School Committee members with a handout of 2 documents. One is a summary of their ratings on the Superintendent's evaluation that are broken up into 3 general categories: Professional Practice Goals, Student Learning and District Improvement Goals. There is also a Summary document, a compilation document of all School Committee members' specific comments on the Standards and final ratings. He did not see questions on his email today and expect all is clear. Mr. Schultz informed members of the audience that there are a few printouts of the Excel sheet on the table for members of the audience.

Mr. Schultz went over a summary scoring on each of the categories. The first category is the *Professional Practice Goals*. Mr. Schultz briefly explained that every Superintendent submits goals for a particular school year. Superintendent Ruiz proposed goals for the 2016 and 2017 school year that are then negotiated with her by School Committee members and finalized. She then works throughout the year to achieve those goals. School Committee members then rate the Superintendent on those goals at time of evaluation, and these are the first categories. The Professional Practice Goals are broken up into 5 benchmarks. Mr. Schultz continued explaining that he averaged those benchmarks into ratings per goal whether Professional Practice Learning or District Improvement, for example. Mr. Schultz walked everyone through the goals, benchmarks, and ratings category details of the evaluation as well as the states' Standards expectations.

Ms. Amaral motioned to accept and approve the report produced by Mr. Schultz for review and vote on the ratings for the Superintendent's evaluation for the SY2016-2017. Dr. Walsh seconded the motion. The Motion carried.

Deliberation and Vote on the Memorandum of Agreement Between the Salem Administrators Association and the Salem School Committee, 2016-2019

Discussion

Dr. Walsh motioned to approve the Memorandum of Agreement between the Salem Administrators Association and the Salem School Committee. Ms. Wilson seconded the motion. Dr. Walsh called for a Roll-Call Vote.

School Committee Secretary Roll Call:

Ms. Deborah Amaral	Yes
Ms. Mary Manning	Yes
Mr. Patrick Schultz	Yes
Dr. Brendan Walsh	Yes
Ms. Kristin Wilson	Yes
Mayor Kimberley Driscoll	Yes

6 Members voted, 6 in the *affirmative*. The Motion carried.

Deliberation and Vote on the Carlton Innovation School Request for the 5th Grade Overnight Field Trip to the Farm School in Athol, MA on February 26-28, 2018

Dr. Walsh motioned to approve the Carlton Innovation School request for the 5th Grade overnight field trip to the farm school in Athol, MA on February 26-28, 2018. Ms. Wilson seconded the motion. The Motion carried.

Deliberation and Vote on the Recommendation for the MCJROTC Student Permissions to Travel to Reading, PA From December 15-16, 2017 for the Purpose of Attending and Participating in Physical Training and Marksmanship Competition

Ms. Amaral motioned to approve the MCJROTC permission to travel to Reading, PA from December 15 to December 16, 2017 for the purpose of attending and participating in physical training and marksmanship competition. Ms. Manning and Mr. Walsh voted '*Negative*.' Ms. Wilson seconded the motion. The Motion carried.

Finance Report

a. Approval of Warrants

October 26, 2017 in the amount of \$163,597.74
November 30, 2017 in the amount of \$378,614.71
December 7, 2017 in the amount of \$405,125.96

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

b. Budget Transfer Requests

There were no budget transfer requests

Subcommittee Reports

Policy Subcommittee

Deliberation and Vote on the Third Reading of Policy 6406 Voting Method

Discussion

Ms. Amaral informed members that the only thing added since the last meeting was that Dr. Walsh pointed out that the words “*majority of the quorum*” needed to be added and all else would stay the same as was at the 2nd meeting. Some of the compromise came from an example of what 4 votes affirmative means and the fact that anyone can ask for a roll call at any time. That is when they would actually record the votes.

Ms. Amaral motioned to approve the third reading of Policy 6406 Voting Method. Dr. Walsh seconded the motion. The Motion for Third reading of Policy 6406 Voting Method was approved.

Deliberation and Vote on the Second Reading of Policy 5103 Controlled Choice Student Assignment

Discussion

Ms. Amaral reported that there have been many changes. Some changes had come from the Committee of the Whole (COW). Ms. Amaral informed everyone that if anyone has any questions or need for discussion to please reach out to Superintendent Ruiz or Ms. Jill Conrad. Mayor Driscoll was concerned on whether the policy is clear in its explanation to parents and family members of their school choices. Their options are still unclear under the current policy. Mayor Driscoll continued that if this policy does not clarify the options for parents and families then they still have work to do. Parents and families should be able to read the policy and know what their likelihood of being accepted or assigned is. Dr. Walsh feels the policy is very long and also understands there is no other way around it. He does not know how many people have the endurance to get through the policy but he thinks it has to be the way it is. It is possible that they can have bullets for simplification. Ms. Amaral stated that the positive of the policy is that it provides everyone with clear information that there is a truly weighted average to each school. One of the suggestions Policy Subcommittee had for implementation was that a letter would be sent to the homes before with some information on the two schools closest to them along with their addresses.

Mayor Driscoll asked if they ever closed the loop, or have additional thoughts, on transportation and the impact the Student Assignment policy has on it relative to parents who chooses a school further away from their home. Dr. Walsh stated that it is a different policy. Mr. Schultz said that they had agreed that there would not be a charge for transportation if parents or families were to be beyond a certain distance to a school they may want to go to, because that would become a negative policy against those in need. Mr. Schultz recommended that it is strongly important to emphasize to parents the difference between the needs; that in order to equalize the demographics to the extent that they can, parents need to understand that if they do not qualify for the economically disadvantaged – that they may not get into another school of their choice if in fact disadvantaged students have filled the seats. It is important to make it clear that they are going to stand firm on this policy and that Kindergarten seats from the other category may not be made available despite empty seats (except as a last resort) to their children if they are not economically disadvantaged.

Ms. Ruiz talked of the emphasis on outreach. Dr. Walsh commented that the biggest stumbling block in the current policy to making the school more balanced is the sibling provision and provided an example. Ms. Manning explained that School Committee members had agreed with the Superintendent, when

discussing the policy, of the responsibility of creating a simplified sheet. Another topic that was also previously discussed and agreed upon was that there would be more training of current workers in each building to better explain the policy to families and help them understand it. Ms. Manning continued that there is a specific provision in the policy that states that a specific situation could go to the Superintendent. Ms. Manning wanted to make clear that when she is voting for this, she would be voting under the assumption that out of category assignments would be a very rare specific situation. She is voting for this policy with that understanding. Mayor Driscoll stated she feels it is very important to have a flow chart, with some scenarios, and review before they vote on the policy. The policy is still unclear and would need simplification for parents, families, and readers to better understand how the policy works and how it applies to them. Everyone agreed that it would be worked on and provided before the policy's 3rd and final reading at the next Regular School Committee meeting on December 18, 2017.

Members discussed further concerns, insight, and feedback. Mayor Driscoll requested a copy of the Transportation policy that was circulated.

Mayor Driscoll said it is only the 2nd reading of the policy. They will be looking for that flow chart of information that would give some examples of what would happen to hypothetical families living across the district and an understanding what happens when you apply; an implementation guide.

Ms. Amaral motioned to approve the Second Reading of Policy 5103 Student Assignment. Ms. Wilson seconded the motion. The motion for Second reading of Policy 5103 Student Assignment was approved.

School Committee Concerns and Resolutions

Mayor Driscoll announced that they are looking to schedule a full School Committee Retreat meeting for 2018 with the new School Committee incoming members to bring them up to speed. Superintendent explained that the circulation would be a form with proposed dates and times with simple 'Yes' and 'No' formatting.

Dr. Walsh reminded the audience, School Committee members, and everyone of the 24th annual Salem Children's Christmas Party at Victoria Station on Tuesday night, December 12, 2017. Sheila Billings, a great artist, would provide a couple of paintings available for auction. There will be several stay and dine options. There will be a popular Breakfast with the Mayor auction!

Ms. Manning said that she was coming down Lafayette Street at 20 minutes to 4pm. She was at a red light stop at about 3 cars behind the bus. A student exited the bus and crossed the street. Ms. Manning was concerned of students who might cross the street after school hours (3pm). She asked Superintendent Ruiz to please check on the Lafayette Street bus schedule for accuracy. Ms. Manning also asked Ms. Ruiz to be included in the circulation about events such as the Geoffrey Raywood celebration.

Questions and Comments From the Audience

There were no questions or

Adjournment

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

Respectfully submitted by:

Angelica Alayon, Secretary
Salem School Committee

Meeting Materials and Reports
School Committee Agenda December 4, 2017
Minutes of the November 20, 2017 Regular School Committee Meeting
Carlton Innovation 5th Grade Overnight Field Trip School Request
MCJROTC Permission Request to Travel to Reading, PA
Policy 6406 Voting Method
Policy 5103 Controlled Choice Student Assignment Policy

SALEM PREP: A Reimagined High School Experience



Mission:

Within a safe, supportive and positive environment, Salem Prep collaborates with families, community partners, and the district to develop student proficiency in academic, and social emotional learning competencies through planful evidence-based integration of academic and therapeutic practice.

A little history...

- Moved from Derby St.
- New school leadership
- New faculty members and larger student population
- Developed new school systems and structures



(Re)imagining a Welcoming Community

The first experiences of Salem Prep for students and families are:

- A tour of the school, meeting administrators, staff, and students
- An informal meeting with parents/caregivers/guardians, the student, and administration to ask and answer questions about the student's past and current school experiences

(Re)imagining a Welcoming Community

The first experiences of Salem Prep for students and families are:

- A 1:1 interview with a staff member and the student designed to develop a deep knowledge of the student and build a first relationship in the opening days of school
- Check-ins with the counselor and administrators with the parent/caregiver to elicit feedback and provide support and communication from school to home

Vibrant K-12 Teaching & Learning Ecosystem at the Salem

- Reinforcement System
- Behavior Management System
- Schedule Change - Common Planning Time (CPT)
- Social Emotional Learning: Curriculum Plus Counseling

Reinforcement “Point” System

- What: A system to promote, encourage and celebrate adherence to behavioral expectations (use coping strategies, be safe, follow directions, use appropriate voice, use nice language).
- Why: Positive reinforcement of desirable behavior is an effective way of changing behavior that doesn't produce the counterproductive outcomes that punishment systems tend to create (damaged relationships, lowered self-esteem, etc.).
- How: By providing feedback from staff, both positive and corrective, prosocial/adaptive behaviors are more likely to occur in the future.

Student Name:

Teacher Name:

SPHS – Point system – Scoring Rubric

<i>Use Coping Strategies</i>	<i>Be Safe</i>	<i>Follow Directions</i>	<i>Appropriate Voice</i>	<i>Use Nice Language</i>
4 – Uses a coping strategy in 80-100% of opportunities 3 –Uses a coping strategy in 60-79% of opportunities 2 – Uses a coping strategy in 40-59% of opportunities 1 – Uses a coping strategy in fewer than 40% of opportunities	4 – Maintained safety throughout the entire class. 3 – Maintained safety almost all of the time with no more than two instances of not maintaining a safety. 2 – Maintained safety most of the time with 3 – 7 instances of not maintaining a safety. 1 – Displayed more than 7 instances of not maintaining safety	4 – Followed all staff directions within 5-10 seconds of them being delivered. 3 – Followed staff directions almost all of the time with no more than two instances of not following directions. 2 – Followed staff directions most of the time with 3 – 7 instances of not following directions. 1 – Displayed more than 7 instances of not following directions.	4 – Maintained appropriate voice throughout the entire class. 3 – Maintained appropriate voice almost all of the time with no more than two instances of not maintaining an appropriate voice. 2 – Maintained appropriate voice most of the time with 3 – 7 instances of not maintaining an appropriate voice. 1 – Displayed more than 7 instances of not maintaining appropriate voice.	4 – Used only nice words. 3 – Used nice words almost all of the time with no more than two instances of not using nice words. 2 – Used nice words most of the time but there were 3 – 7 instances of not using nice words. 1 – Displayed more than 7 instances of not using nice words.

Use Coping Strategies – The student makes specific efforts, both behavioral and psychological to master, tolerate, reduce, or minimize stressful events.

Be Safe – Remaining in seat during seated activities, keeping hands to self, keeping movements under control, staying alert.

Follow Staff Directions – Responding to instructions delivered by staff within 10 seconds of delivery

Use an Appropriate Voice – Keeping voice volume and tone to a level that is consistent with the context of the environment.

Using Nice Language – Saying words and making comments that are appropriate for school. (not swearing, using bathroom humor, etc.).

Behavior Management System

What: A system of procedures to guide staff protocol on how to handle to challenging behavior.

Why: Establishes clear and predictable expectations of student behavior, and provides students with consistency.

How: Through the establishment of data collection, monitoring fidelity to protocol, and feedback to staff.

Salem Prep High School Behavior Flow Chart

Staff Behavior Management Strategies

Intervention 1:
Redirect to
expected
behavior to
meet
expectations

Intervention 2:
Fill out Re-
teach sheet to
help student
better
understand
behavior (1to1)

Intervention 3:
Direct student
to complete
reflection sheet
with counselor

Should the behavior be managed by STAFF or the COUNSELOR?

Staff Managed Problem Behaviors	Managed Problem Behaviors
Inappropriate language - Name Calling	Abusive language - Racial taunting
Physical contact (reaction) - <u>Wrestling</u> w/another student - <u>pushing/shoving/kicking</u> - <u>biting</u> (w/no marks)	Fighting/physical aggression (intent) - <u>hitting</u> , hitting, pushing, shoving, biting, etc. w/intent to do harm
Disrespect - Talking back	Leaving school grounds w/out permission
Defiance - Not completing class work - Not following directions/ <u>noncompliance</u>	Threat or Intimidation/Bullying - Verbal threats of serious/credible aggression against another person - Harassment of others
Observable Behavior - <u>running</u> in the hallway - <u>throwing</u> food	Vandalism of personal/school property
Disruptive - <u>distracting</u> other students	Weapons/Dangerous Items - <u>knives</u> , guns, lighters, matches, etc.
Property misuse - " <u>scooping</u> " in other's desk or bags/belongings	Lying/cheating - Forgery - <u>plagiarism</u>
Stealing - <u>petty</u> theft = with little or no value	* Theft - <u>major</u> theft = items of high value

Counselor Behavior Management Strategies

Intervention 1:
Student and counselor complete reflection sheet together - administration notified

Intervention 2:
Student's parent notified and admin assigns consequence behavior to meet expectations

Common Planning Time (CPT)

What: A planning time through which teachers conceptualize, plan, and implement academic and therapeutic teaching practices.

Why: CPT is the engine that drives teacher practice and collaboration. All adults involved with the school have a role in CPT.

How: By meeting four times a week with content coaches, the instructional coordinator, and any combination of the transition coordinator, the assistive technology specialist and the team chair. Google Classroom is the forum for this work.

Salem Prep Staff



Amy Martyn



Brian Edmunds



Isabelle Pisini

Select theme
Upload photo

Due tomorrow
CPT 12.13.17: Lesson Plan...

[VIEW ALL](#)

TOPICS

Behavior Management Pro...

Calendar

CPT



Amy Martyn

Dec 12 (Edited Dec 13)



Lesson Plans

Due Tomorrow

CPT 12.13.17: Lesson Plans for next week! Good morning, everyone! I am committed to the Language-Based program at SHS for their CPT this morning so you won't see me until a little later in the day. Yesterday we decided to try sharing our lesson plans using the "Assignment" feature in Classroom so today please practice it when you meet together in the conference

0

DONE

17

NOT DONE



Social Emotional Learning: Curriculum Plus Counseling

What: The cornerstone of the therapeutic model where students learn and practice social emotional learning competencies and work towards achievement of their social emotional IEP goals.

Why: Because students with emotional disabilities require explicit instruction in social emotional skills in addition to counseling provided by clinical staff. The relationships between students and counselors are essential to the success of a therapeutic program.

How: Individual counseling, group counseling, and SEL course taught daily by counselors in community meeting (School Connect).

Lesson 2.6 Coping with Stress

Objectives: Students will be able to:

- 1) Identify common stressors for teens.
- 2) Explain the body's stress response and symptoms of stress overload.
- 3) Demonstrate relaxation techniques and coping strategies for reducing stress.

Materials Needed: □ Handout 2.6.1 - 2.6.3

Bell Ringer 

(Activity for before and after the bell rings)

Write about:

- What adds stress to your life?
- List at least five things that you stress or worry about.



Bell Ringer

[Greet students as they come in the door. Ask them to complete Handout 2.6.1. Circulate the room and ask them if they have any questions about scoring.]

What adds stress to your life?

List at least five things you stress or worry about.




3 m
T=3

Essential Questions

(Questions to guide the lesson for students to think about)

- What are common stressors for teens?
- What is the stress response?
- What are symptoms of stress overload?
- How can we cope with stress?



Introduce Lesson and Essential Questions

Today we will explore stress — what it is, how and why our bodies produce it, and how to manage it.

[Ask a student to read the essential questions.]

- What are common stressors for teens?
- What is the stress response?
- What are symptoms of stress overload?



3 m

Outcomes

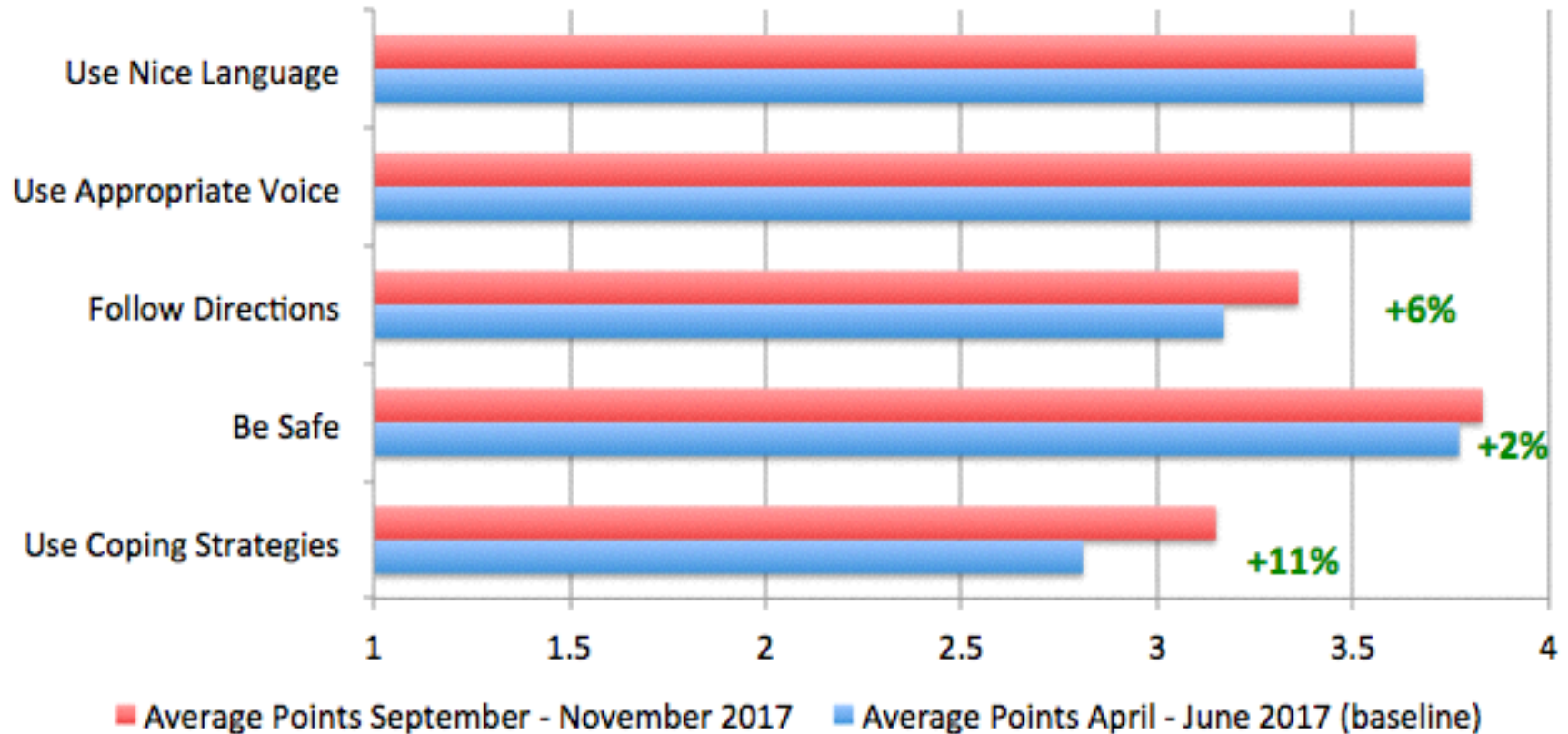
MCAS Highlights

- 8th Grade Math: all students met or partially met expectations (zero students in Warning)
- Science CPI:
 - 8th grade more than doubled (25 to 55)
 - 10th grade maintained 67 in Biology

MCAS Highlights

- How did we achieve these results?
 - Students use the coping strategies they have learned and practiced all year
 - We minimize stressors and maximize the factors that improve executive function: a safe, predictable environment, the kindness and warmth of adult/student relationships, and seamless access to accommodations

Reinforcement “Point” System



“It’s different, it’s a therapeutic school. It’s for kids with emotional problems; we need support. We get privileges that we need, like we take extra space, take a walk, get extra help. If you’re struggling emotionally or in school, this is a good place to be.”

~ 10th grade student

“My time at the Prep sure was a lot but definitely worth it. I walked into the school with a bad attitude not knowing how much I’d actually end up enjoying my time there. It changed my life and I’d do anything to get back in time for just one more year.”

~ *Salem Prep Alumni*

“[My teachers] really understand me and they understand what I’m going through and they listen to me. They aren’t here to judge me, they’re here to help me.”

~ 9th grade student

“Here we’re like a family. You get to know people on a different level. Everybody’s human and nobody has to shy away.”

~ 10th grade student

“I don’t get really mad like I used to. I was like the Hulk but I’d be much angrier than him. I would lose control. There are less people who can get me angry. There’s no one who can get me angry. I’ve learned to cope with it.”

~ 9th grade student

“The Salem Prep has helped immensely in my child’s transition from a very difficult situation to one which has facilitated growth and self-confidence both socially and academically.”

~ parent of 10th grade student

“My purpose is brighter in front of me.”

~ 10th grade student

Excerpt from Superintendent's Contract Concerning Annual Salary Increase

Salary and Related Matters

A. Base Salary. The Superintendent shall receive an annual salary, payable in bi-weekly installments as follows:

July 1, 2015 to and through June 30, 2016: \$180,353

Effective July 1, 2016 to and through June 30, 2016, increase the base salary by at least three percent (3%), provided she attains a "proficient" rating on her most recent evaluation.

Effective July 1, 2017 to and through June 30, 2017, increase the base salary by at least three percent (3%), provided she attains a "proficient" rating on her most recent evaluation.

(Note: The last sentence is a typo and should read: "Effective July 1, 2017 to and through June 30, 2018, increase the base salary...")

To: Salem School Committee

From: Margarita Ruiz

Date: December 18, 2017

Re: Evaluation Goals SY 2017 - 2018

It is my pleasure to present to you my draft goals for the 2017-2018 School Year. Because of the change in MCAS from 2016 to 2017, I am unable to present year over year comparisons for the purposes of goal setting. This year for my student learning goal, you will see that I compare the performance of our students in the district to the state average. Also, in terms of the district goals and the alignment of the work, last year we used the Accelerated Improvement Plan; this year I am aligning my goals with the Strategic Plan endorsed by School Committee and you will see reference to that within my stated draft goals.

For the purpose of my evaluation for the SY 17/18, I am placing heightened focus on two of the four core pillars.

Conditions for Success: While not fully reflected in the Superintendent's Evaluation Rubric from DESE, I did want to highlight two areas of importance in order to continue to make gains on student performance: **equity and access, and operational efficiencies**. The district will be taking a hard look at the various factors that negatively impact outcomes for our high needs students and developing strategies – both systematic and individualized – to address those factors. Additionally, I fully intend to implement operational changes to our transportation system to reduce travel times and increase on-time arrivals and departures to maximize students' instructional time.

Student Learning Goals

Pillar 1 – Creating a Vibrant Teaching & Learning Ecosystem

1. Decrease the performance gap Salem Public Schools has with the state on the percent of Meets and Exceeds Expectations in ELA, Math and Science in grades 3-8 by at least 20%.

2017	SPS	State	Gap	SY 2018 Gap targets
ELA	38%	49%	11%	9%
Math	34%	47.9%	13.9%	11.3%
Science	39%	53%	14%	11.2%

2. Increase the median SGP for English Language Learners and Students with Disabilities by at least 10 percentile points.

ELL 2017 Baseline		2018 Target	SWD 2017 Baseline		2018 Target
Math	42	52	Math	47	57
ELA	38	48	ELA	52	62

3. Increase the percent of students at Salem High School scoring in the Advanced and Proficient categories in ELA and Math by at least 10%.

2017 Baseline 2018 Target

ELA – 78% 85.8%

Math – 64% 70.4%

4. Increase the enrollment and diversity in AP courses by 10%.

Baseline (See attached data form)

5. Increase to 100% the number of high school seniors who will apply to college.

Baseline SY 2016-2017

For the Class of 2017, 191 out of 211 students (90.5%) applied to college last year.

6. 100% of all high school seniors will have at least one individual session with one of the College and Career counselors to receive support in preparing and submitting the FAFSA documentation to apply for financial aid.

Professional Practice Goal

Salem Public Schools Strategic Plan – All 4 Pillars

Last school year I was successful at leading an engaged process in our district and community to draft a strategic plan that will guide the work of the district for the next 5 years. The four pillars in our plan support the work that will allow our students to be locally engaged, globally connected and fully prepared for the demands of the 21st century. Now that our plan has been completed and approved by School Committee, the next important phase of this work for me, as superintendent, is the oversight of the planning and execution of the short and long-term goals that are outlined in the plan.

My professional practice goal is to leverage the resources of the district and work with all levels of the organization to ensure that we have a robust launch and Year 1 implementation process of the goals and action steps that have been outlined in the four pillars of our plan:

- **Pillar 1 - Create a Vibrant K-12 Ecosystem**
- **Pillar 2 - Reimagine the High School Experience**
- **Pillar 3 – Nurture Staff Leadership & Empowerment**
- **Pillar 4 – Strengthen Family & Community Engagement**

The table below outlines the proposed benchmarks for each pillar along with a reporting timeline for scheduling presentations and updates to the School Committee on these topics.

Strategic Plan Pillar	Benchmark	Reporting Timeline
Pillar 1: Create a Vibrant K-12 Ecosystem	<ul style="list-style-type: none"> Report on implementation of City Connects will be fully implemented in all K-8 schools and plans to support Year 2 implementation 	<ul style="list-style-type: none"> Summer 2018
Pillar 2: Reimagine the High School Experience	<ul style="list-style-type: none"> Hold two community conversations to solicit feedback and ideas regarding redesign of high school experience in SPS Report on newly established structures and supports by externships coordinator to support students' out-of-school learning experiences Report on specific SY17-18/SY18-19 "buckets of work" related to redesign for example: <ul style="list-style-type: none"> Project-based learning College & Career Center Seal of Biliteracy Newcomer Academy Report on 1:1 and other digital learning initiatives 	<ul style="list-style-type: none"> Fall 2017 and Spring 2018 Spring/Summer 2018 Fall 2018 Late Spring 2018
Pillar 3: Nurture Staff Leadership & Empowerment	<ul style="list-style-type: none"> Report on increased leadership opportunities available to teachers (e.g., to plan and lead professional development, support new teachers, etc.). Report on improved talent recruitment, selection, and support strategy that increases the quality and diversity of the talent pool to better serve our students 	<ul style="list-style-type: none"> Summer 2018 Fall 2018
Pillar 4: Strengthen Family & Community Engagement	<ul style="list-style-type: none"> Report on schools' establishment of family and community engagement goals built into school improvement plans and 17/18 implementation Report on vision and plan for a Welcome Center that includes the student assignment function, but also serves as the place where families can access and are oriented to the many resources available to them 	<ul style="list-style-type: none"> Spring 2018 Summer 2018

In addition to the above benchmarks, I will also focus my attention on two additional, district-wide goals that span across and support all aspects of our work as a district.

Additional Goals and Benchmarks	Reporting Timeline
Develop a data dashboard to monitor progress and track critical outcomes associated with the strategic plan	<ul style="list-style-type: none"> Summer 2018
Successfully raise private funds to support critical areas of work associated with the strategic plan	<ul style="list-style-type: none"> Fall 2018

AP Enrollment Information	2016-2017		2017-2018	
Aggregate AP Enrollment	189		205	
% of total school enrollment	20%		22%	
Demographics	Number	Percentage	Number	Percentage
Female	106	56	118	58
Male	62	44	87	42
African American	16	9	20	10
Asian	11	6	14	7
Caucasian	112	60	115	56
Hispanic/Latino	49	26	56	27
Low Income	74	39	59	29
Students with 504/IEP	29	15	25	12
LEP	4 or 5	2.1	1	0.5
FLEP	17	9		

Assessment	Total Students Participating 2015-2016	Class of 2016	Total Students Participating 2016-2017	Class of 2017
ACT	35		38	
SAT*	225	144 of 221 (65%)	204	137 of 217 (63%)

*Number of students taking the SAT in SY17-18 is projected to increase since all juniors will take SAT in April 2018.

Memo:

To: Salem School Committee

From: Kristin Shaver

Date: December 18, 2017

Re: FY18 Budget Transfer Request 13

Salem High School requests the following transfer to shift funds to where they are needed:

Account Description/Use	Account Number	Amount From	Amount To
Instructional Supplies	13571021-5514		\$6,000
Dues & Subscriptions	13571021-5730	\$6,000	

I recommend approval of the transfer.



Memo:

To: Salem School Committee

From: Kristin Shaver

Date: December 18, 2017

Re: FY18 Budget Transfer Request 14

The Teaching & Learning Department requests the following transfer to align funds with the intended expense:

Account Description/Use	Account Number	Amount From	Amount To
Professional Development	13990161-5317		\$1,278
Contract Services	13570141-5320	\$1,278	

I recommend approval of the transfer.



Memo:

To: Salem School Committee

From: Kristin Shaver

Date: December 18, 2017

Re: FY18 Budget Transfer Request 15

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

Account Description/Use	Account Number	Amount From	Amount To
Teaching & Learning Stipends	13990160 5150	\$20,500	
NLIS – Contract Services	13571621 5320		\$1,500
SHS – Tutoring	13571020 5114		\$18,000
Salem Prep – Instructional Supplies	13571321 5514		\$520
Salem Prep – Contract Services	13571321 5320		\$480

I recommend approval of the transfer.



Memo:

To: Salem School Committee

From: Kristin Shaver

Date: December 18, 2017

Re: FY18 Budget Transfer Request 16

Witchcraft Heights Elementary School requests the following budget transfer to align funds with the needed expense. These funds will be used to support a revised personalized learning project, as approved in the FY18 budget:

Account Description/Use	Account Number	Amount From	Amount To
Witchcraft Heights – Salaries	13570520 5125	\$13,745.00	
Instructional Supplies	13570521 5514		\$13,745

I recommend approval of the transfer.



STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	<u>5100</u>
CONTROLLED CHOICE STUDENT ASSIGNMENT	5103

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History and Rationale

The Salem School Committee (the Committee) holds its core values of equity & access in high regard (see SC Policy #6101 for core values). The Committee further believes that when students are assigned to schools based solely on the geographic location of a student’s home address, the likelihood of creating schools with student bodies that are inequitable in terms of the socioeconomic status as well as other factors associated with diversity is increased. For this reason, since the 1980s, the Salem Public Schools has followed a voluntary desegregation plan known as a controlled choice student assignment policy.

SPS Core Value of Equity and Access:

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

A controlled choice student assignment policy allows Salem families the opportunity to access all of the district’s schools and educational offerings regardless of where they live. A choice based system also helps to ensure that the diversity of our community is reflected in the student body attending all of the city’s schools. Other benefits of a controlled choice student assignment system include:

- Offers parents and families the opportunity to proactively identify their choice of schools, ranked in order of preference, that are best suited for their children
- Eliminates the need to continually redraw attendance boundaries due to changes in the housing patterns throughout the District

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- Offers parents and students an assurance that once students are enrolled in a school, they may remain in that school through the highest grade available
- Promotes academic excellence in all schools by allowing students of different backgrounds to learn with and from each other
- Promotes socio-economic (SES) and other forms of diversity in the schools.
- Allows the District to monitor and manage class size at each building
- Provides the District with the opportunity to monitor school choice trends to better understand the level of “demand” for each school as well as the opportunity to respond to those trends (e.g. intentionally expanding and replicating successful programs that are in high demand and/or addressing challenges in schools that have low demand)

Salem’s controlled choice student assignment policy is designed to create schools that are demographically and economically diverse and academically successful for all students who attend.

Goals of Salem’s Student Assignment Policy

The goals of the Salem Controlled Choice Student Assignment Policy are to:

1. Increase the excellence of all schools so that there are great choices across all of Salem
2. Achieve a more equitable distribution of students across the district based on socioeconomic status and other educational risk factors
3. Maximize, to the extent possible, families’ opportunities to exercise their choice of school(s) that best fits their child(ren)
4. Keep siblings together (to the extent that this is the family’s choice)
5. Increase operational efficiency by making efficient use of our facilities and reducing transportation costs (including students’ time spent on buses)
6. Ensure that the entire process, from beginning to end, is clear, transparent, and easy to understand and follow
7. Ensure that the District (and schools) conduct proactive outreach to families, and especially to those groups who are underrepresented, thereby increasing opportunities for all to exercise informed choices
8. Continuously monitor the progress of implementing the policy, including fidelity to the policy, and continuing to explore new ways to improve upon the policy or consider new methods to achieve the overall goals

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Policy Objective

The objective of the Salem Controlled Choice Student Assignment Policy is to achieve an equitable balance of student enrollment, in terms of socioeconomic status, within each of Salem's schools. To that end, each school's enrollment shall reflect a deviation of no more than five (5) percentage points from the average socioeconomic composition of the district's student enrollment, as measured by the MA Department of Elementary and Secondary Education's most recently published Economically Disadvantaged indicator.

District Procedures for Determining the Number and Type of Seats Available

The following procedures shall be used to determine the number and types of seats available for family choice:

1. Calculate enrollment projections and determine each school's capacity to serve, by grade level.

Each fall, the Superintendent shall be responsible for reviewing all available enrollment and other demographic data together with the District's programming needs as well as each school's enrollment capacity, to make an annual determination as to the number of students who can be assigned at each grade in each school. The annual determination will be based on the projected district-wide enrollment of each grade, the average class size at each grade, and the number of enrollment strands that can be accommodated in each school. This determination shall include any spaces earmarked for programmatic needs such as substantially separate special education, English Language Learners (ELL), including those who are newcomers, or other specialized programs designated by the Superintendent, within each school.

2. Set annual enrollment targets for each individual school that move each school closer to the policy objective of within 5% of the district-wide average for students' socioeconomic status (SES).

In January of each year, the Superintendent shall set annual enrollment targets for each individual school. The goal of these annual, school-based enrollment targets is to increase the equitable distribution of students of different backgrounds across the district and to ensure that students who face multiple barriers to success in education are not concentrated within one or more schools.

The socioeconomic status (SES) of each student shall be determined by the degree to which the household income of each student meets the federal standards for low-income as published annually by the U.S. Secretary of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

These annual enrollment targets shall include two categories for each school:

- a) **Low-Income (LI):** Percentage of seats available for students whose household income qualifies them as low-income, according to the above criteria;

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- b) **Non-Low Income (Non-LI):** Percentage of seats available for students whose household income does not qualify them as low-income, according to the above criteria.

The annual enrollment targets for each category shall be based on an analysis of each school's current enrollment in terms of its socioeconomic status (SES) -- based on the percentage of Economically Disadvantaged (ED) students enrolled -- relative to the district-wide average of ED students. The target set for each school should give higher priority to the category that needs to be increased within that school, in order to move closer to the district-wide average, and a lower priority to the category that needs to be decreased. By prioritizing the targets for each individual school in this way, over time, the school's enrollment will be within five percentage points of the district average.

For example, to illustrate how this might work, if the district's average enrollment is 50% low income and 50% non-low income and one school's current enrollment is 75% non-low income and 25% low income, setting an enrollment target for this school of 75% low-income and 25% non-low income would prioritize the low-income category by allowing more of the available seats to be filled by students who fall into this category. This would mean that 75% of the available seats in the school would be assigned to incoming students who qualify as low-income and 25% of the available seats in the school would be assigned to incoming students who do not qualify as low-income.

Similarly, an enrollment target of 60% low-income and 40% non-low income would also weight enrollment in the direction of the district-wide goal of being within 5% of the district's average, but this target would be more moderate, in terms of meeting the objective, than the first example.

The Superintendent shall be responsible for setting enrollment targets based on each school's enrollment data relative to the district-wide average for the previous year. No school's enrollment target shall be set in a way that moves the balance of enrollment away from the objective, further contributing to inequitable enrollment within a school.

The school's enrollment targets shall apply to the assignment of students entering Kindergarten as well as to all those applying to enter all other grade levels, at all points throughout the year.

3. Examine and consider additional diversity factors for the future.

While the current policy considers each student's socioeconomic status as the primary factor for achieving a more equitable distribution of students, the School Committee acknowledges the importance of other factors reflecting the diversity of our student body. Educational research recognizes that additional risk factors are associated with a student's success in school. The Superintendent is hereby charged with tracking and monitoring additional diversity factors reflected in the student body and reporting annually to the School Committee on the degree to which each school enrolls students based on these factors. Diversity factors may include race/ethnicity, disability status, English language learner status, homelessness (as defined by the McKinney-Vento Act), foster care, parental level of education, and other factors identified by the Superintendent. Over time, the School Committee may consider updating this policy to include a "multi-factor" approach, as many other districts implementing controlled choice

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student assignment have, basing student assignment on multiple factors that are known to affect the educational outcomes of students, and seeking to achieve a balance of those factors across schools.

4. Determine the availability of any in-district charter, innovation, and/or other schools that may require exclusion from this policy and require alternative approaches to student assignment.

In-District Charter Schools: Salem Public Schools currently houses a K-5 Horace Mann Charter School known as the Bentley Academy Charter School (BACS) and procedures for enrolling in a charter school are governed by state law. In accordance with state law, the enrollment of students in the BACS shall be determined by a lottery process wherein all those who “opt-in” or otherwise apply by the established deadline, have an equal chance of selection by lottery. All interested families wishing to have their children attend BACS will be given the opportunity to opt in to the lottery no later than March 1st (for the first lottery) and any other deadlines established by BACS for subsequent lotteries. This option will be available on all of the district’s standard registration forms and tracked by the Parent Information Center (PIC) and shared with BACS prior to the lottery date. Opting into the lottery will not preclude students from being considered for their three school choices through the district.

Innovation Schools: Salem currently has two Innovation Schools (the Carlton Innovation School, a K-5 Innovation School and the New Liberty Innovation School, an alternative, competency-based high school serving Grades 9-12). At this time, enrollment to the NLIS shall follow the district’s student assignment policy. Enrollment to the Carlton Innovation School, however, includes a partial exception to the student assignment policy (which is its Kindergarten assignment process by trimester, based on the timing of a child’s 5th birthday). In this school, children who turn five (5) at different times throughout the year, have the opportunity to enter Kindergarten at the start of three different trimesters -- Fall, Winter, and Spring, based on the timing of the child’s 5th birthday (before September 1 for the Fall Trimester, before December 1 for the Winter Trimester, and before March 1 for the Spring Trimester). This trimester enrollment system gives students the opportunity to start kindergarten early and the flexibility to spend additional time or to be accelerated before moving onto 1st grade.

In the future, should a new Innovation School be developed in the district that may also seek exclusion from the student assignment policy, it shall be the responsibility of the Superintendent, together with the school’s leaders, to ensure that Salem families are made aware of the specific procedures to follow, such that all families have equal opportunity to access these options.

Salem Early Childhood Center (SECC): Although initial student registration for the Salem Early Childhood Center is managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to the SECC.

High Schools: Although initial student registration procedures for Salem High School and the New Liberty Innovation School are managed by the district’s Parent Information Center, the assignment criteria outlined in this policy do not apply to these schools. The assignment criteria also do not apply to students who attend the Salem Prep High School.

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- 5. Develop materials and outreach plans to ensure the community is aware of all of the district's enrollment options, the choices available to them, registration procedures and requirements, and deadlines that may apply to them.*

Ensuring that all members of the Salem community who have school-aged children are aware of the educational options and choices available to them and have a clear understanding of what they need to do (and by what dates) in order to access their choices is critical to any choice-based student assignment system. It shall be the responsibility of the Superintendent to ensure that an effective outreach and communication strategy that reaches all members of the community, including those whose home language is not English and other frequently underrepresented groups, is undertaken. Communication and outreach activities may involve creation of a district choices guide (translated into Spanish and Portuguese), information on the district's website, holding community forums in various neighborhood locations, organizing school open houses, holding a "school options" fair, etc.

Kindergarten Registration Timelines and Procedures

The following procedures shall be used to assign students to the entering Kindergarten class for each year included in the term of this policy:

- 1. Communication and Outreach:** In the fall and early winter of each year (November through January), the Superintendent shall execute a communication and outreach plan to ensure that all families with children who will turn five (5) years of age by September 1st of the upcoming school year are made aware of the Kindergarten schooling options available to them, upcoming opportunities to learn more about their choices (e.g., school expo, school open houses, information on the website, etc.), as well as the registration process and procedures.
- 2. Kindergarten Information Night:** In January of each year, the Superintendent shall schedule at least one Kindergarten Information Night held in a central location, inviting all families known to have a child who will be eligible for Kindergarten in the fall. The purpose of this event is to inform families of the school options and choices available to them as well as the procedures, requirements, and deadlines for Kindergarten registration. The Kindergarten registration period shall begin on the first day after this event.
- 3. School Tours and Open Houses:** The Superintendent shall direct all schools to make time available for families to visit, tour the school, and learn more about the choices available to them. Steps should be taken to ensure that these tours and open houses do not interfere with the instructional time of existing students.
- 4. School Choice Selection Procedures:** All Salem parents/guardians are encouraged to review the information on school choices and procedures and shall be required to indicate on the application, in rank order, their top three (3) choices for each of their children eligible for Kindergarten. Ranking fewer than three schools will significantly increase the student's chances of remaining unassigned to a school following the initial school assignment results. The availability of seat

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assignments decreases significantly closer to the start of school, and all parents are encouraged to register their student during the designated registration period to take full advantage of the choice program.

In addition to ranking their top three schools, parents/guardians are encouraged to consider “opting in” to the Bentley Academy Charter School lottery as well as any other magnet or other district-wide “opt in” choice opportunities that may apply. Applicants interested in these options must check the “opt in” check box on their application submitted by March 1st in order to participate in the first lottery. In the event that such applicants wish to remain in the district student assignment process, identification of their top three (3) schools, not including BACS should be included in the application.

5. **Student Registration Procedures and Requirements:** In order to qualify for assignment to a school, all parents/guardians must complete and submit all required student registration forms and required documentation, including: a) Proof of birth date; b) Proof of address (to verify residency within the City of Salem); c) Proof of parent/guardian identification; and d) Most recent immunization and physical examination records (students may be registered and receive an assignment without immunization records. However, such records must be submitted prior to starting school).

In addition, the registration forms shall seek information about each child’s demographics, household income, home language, medical history, background, and information pertaining to educational risk factors associated with success in school.

6. **Kindergarten Registration Periods:** There shall be three Kindergarten registration periods between January and September, which is the start of Kindergarten in the following year. The first two registration periods shall be processed in “batches” that have an established window with a clear deadline. Applications received within each batch window are processed according to the selection criteria, regardless of the date that each application was received (so long as it was within each respective batch window).

Those applying after June 30th shall be processed using the same assignment criteria, but on a rolling basis, based on the date when each completed application is received. Families are encouraged to apply as early in the process as possible as the available space and choices become more limited later in the year.

- a. **Batch 1 (January through March 1):** All applications received between January (on the day following the Kindergarten Information Night) and March 1st shall be processed as Batch 1 applicants. Applicants interested in exercising a sibling preference must apply within Batch 1 and must submit their application **no later than February 20th**.
- b. **Batch 2 (March 2 through June 30):** All applications received between March 2nd and June 30th shall be processed as Batch 2 applicants.

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- c. **Rolling Enrollment Period (July 1 through start of school):** All applications received after June 30th through the start of school in the following year, shall not be processed as a batch, but rather, on a rolling basis.

Student Assignment Priorities and Criteria

The following priorities, presented in order of priority to be considered, shall be used when assigning students to a school.

1. **Programmatic Placements:** Students who qualify for one of the district's specialized programs (e.g., substantially separate special education program or other programs designated by the Superintendent) shall be assigned to schools according to their specific programmatic needs, regardless of other provisions of this policy. Students who no longer require a substantially separate special needs program shall be considered established students with priority status in their current school. They shall, thus, be mainstreamed in the school that houses their former specialized program unless their parents request a transfer under the assignment process.
2. **Sibling Preference:** Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available. For younger siblings who are entering Kindergarten in the following year, ***the deadline to submit a complete registration packet and indicate a sibling preference for Kindergarten registration shall be February 20th of each year.*** While every effort will be made to keep siblings of newly registering families together, when this be the family's choice, Kindergarten applications received after the February 20th deadline will not have the benefit of the sibling preference priority status. Students assigned under the sibling preference priority shall also be counted within their respective socioeconomic status category as described below. Siblings of older children already attending the school shall have priority for assignments, provided there is a space available within their applicable socioeconomic status category.
3. **Choice of School:** Following the deadlines for each of the batches, applications received within each batch (e.g., Batch 1 and Batch 2) shall be sorted based on their first choice of schools. Applications will then be further sorted based on their student socioeconomic status categories as described below.
4. **Student Socioeconomic Status:** Within each batch and first choice of school, applicants shall be sorted into the following two categories:
 - a. **Low-Income (LI).** Low-income families are those whose household income level qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs that otherwise qualify them as low-income.

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- b. **Non-low Income (Non-LI)**. Non-low income families are those whose household income level does not qualify them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture.

5. **Proximity to the School**: Within each of the socioeconomic categories (within each batch), applications shall then be sorted by their proximity to the school, with those who live closest to their first choice of school to be processed first, followed by those who live further away. Those whose first choice of school is within 1 mile (as determined by Google Maps, walking distance), shall be given priority within the category and assigned first.

Student Assignment Procedures (Kindergarten)

1. **School-Level Student Assignment Targets**: Once the sorting of applications is completed according to the criteria described above, students will be assigned to their first choice of school, based on the number of seats available within each of the categories. As described above, the availability of seats within each category shall be determined by the annual enrollment targets that are set for each individual school.
2. **Procedures When the Number of Applicants Exceed Space Available**: If the number of applicants within each category exceed the number of spaces available within the first choice of school, remaining applicants shall be added to the appropriate categories for their second choice school and placed on a waiting list for their first choice through September 30th of each year. If the number of applicants for a second choice school exceed the number of spaces available, remaining applicants shall be added to the appropriate subcategories for their third choice of school. If there is no space available within the appropriate subcategory for any of the three school choices, then the student shall be assigned to the closest school that has space availability within their respective subcategory.
3. **Processing Timelines**: Once the sorting of applications is completed according to the criteria described above, students will be assigned. Depending on the size of the applicant pool within each batch, this process may take several weeks to complete. Applications received within the Batch 1 period shall be assigned on or around May 1st. Applications received within the Batch 2 period shall be assigned on or around July 1st. Applications received after June 30th shall be processed as they arrive.

Applicants who “opt in” to the BACS or other lottery within the district by March 1st will be notified by the school whether or not they were selected and will have up to 18 days to confirm acceptance of the seat. Applicants who participate in the BACS lottery may remain within the district choice process as well.

4. **Notification and Confirmation of Assignment**. For Batch 1 and 2 applicants, families will generally be notified of their student’s assignment in writing. Parents/guardians are asked to return the confirmation form(s) to the Parent Information Center (PIC) within ten (10) calendar days so that any seats that are declined may be offered to others who have chosen that school. Applicants

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who apply during the rolling admission period may be notified of assignments and require confirmation over the phone within a shorter timeframe if the timing is close to the start of the school year.

5. **Waiting Lists**. Applicants who do not receive their first choice of school shall automatically be placed on a waiting list for that school within their respective socioeconomic and/or risk factor subcategory. The order of priority for Waiting Lists shall be those who did not receive their first choice within Batch 1 applications (sorted by order of proximity to the school), followed by those who did not receive their first choice within Batch 2 (sorted by order of proximity to the school). Should a space become available within the applicant's respective socioeconomic and/or risk factor subcategory, applicants will be contacted by a representative from the PIC and offered the spot. Applicants shall have 24 hours to confirm acceptance of the spot. If the spot is declined, it will be offered to the next person on the waiting list and so on.

Waiting lists for Kindergarten Registration shall be maintained and processed between March 1st and September 30th of each year. Families interested in changing their school assignments after that date, must submit a transfer application through the in-district transfer process.

6. **Walk-in Registrations During the Summer and School Year**. Families with school-age children who move to Salem over the summer or during the school year are considered "walk-in" registrations and shall be processed on a rolling basis, following the same procedures described above. Assignments shall be made according to the above criteria, to the extent possible. Should there be no seats available within the applicant's subcategory for any of their three choices of schools, they will be assigned to the closest school with space available in their category. Should there be no space available within their category at any school in the district, students will be assigned to the school closest to their home that has available space. The Superintendent shall be responsible for keeping a log of each instance where this occurs, reporting this annually to the School Committee, and using this information to inform enrollment targets for the future.

Student Assignment Procedures for Incoming Students in Grades 1 through 12

The school choice, registration, and student assignment procedures, including the establishment of school enrollment targets described above shall also apply to applicants for Grades 1 through Grade 12. The processing timelines and deadlines for "batch" applications do not apply.

It shall be assumed that, unless otherwise requested by a parent/guardian or Superintendent, all students enrolled in an existing school may continue within that school until they reach the highest grade level offered within that school. For students who have completed 5th grade in one of the district's K-5 elementary schools, it shall be assumed that they will matriculate to 6th grade at the Collins Middle School unless otherwise notified by the family. Parents/guardians of fifth (5th) graders (who did not attend an existing K-8 school) who wish to apply for 6th grade at one of the district's other schools containing a 6th grade, must submit a transfer application to the Parent Information Center (PIC) no later than June 30th. Applicants for entry into 6th grade at one of the district's K-8 schools shall be processed according to the above guidelines and criteria.

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In-District Transfers

Families seeking to transfer from one school to another must submit a transfer request application through the Parent Information Center (PIC). Transfer requests for the future school year shall be accepted at any time. Transfer requests pertaining to a current school year must be received prior to September 30th of that school year. Only the Superintendent can authorize a transfer for the existing school year after September 30th. When a student seeks an in-district transfer from one school to another, the guidelines of this policy regarding space availability within each school's enrollment targets shall be applied.

Withdrawals

If a student is withdrawn from the school for any reason and later returns to the district, the student shall be considered under the same guidelines as a newly entering student (spaces within their former school shall not be held).

If a student is absent from a school for 12 consecutive scheduled school days without acceptable medical or other documentation (constituting an unexcused absence), it shall be the policy to withdraw the student from the school for non-attendance. Should this occur, the student may not be eligible to return to the school he or she previously attended. Absence without acceptable documentation constitutes voluntary withdrawal from the district and the student may be considered under the same guidelines as a student newly entering the district.

Duration of this Policy and Review Period

This policy shall remain in effect for a period of three years, according to the following schedule:

Year	Assignment Period	School Year Begins
Year 1 (SY 2018-19)	January through August 2018	September 2018
Year 2 (SY 2019-20)	January through August 2019	September 2019
Year 3 (SY 2020-21)	January through August 2020	September 2020

The Superintendent shall monitor the annual implementation of this policy and maintain data that can be used to evaluate its effectiveness in achieving the above goals and objective.

In addition, over the course of the next three years, the Superintendent shall be responsible for continuing to research ways to improve upon this policy, for the future, including exploring the possibility of utilizing student assignment software programs and seeking additional input from members of the community.

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Over the next three years, the Superintendent will work together with the School Committee to coordinate a series of community engagement forums that enable members of the community to discuss the benefits and challenges associated with the student assignment policy, provide feedback, and share their views about the future of student assignment in the district.

In December 2020 (in time for the January through August 2021 Assignment Period), the School Committee shall consider the feedback provided to either renew or revise this policy or determine a new policy to govern the assignment of students for the 2021-22 school year.

Allocation of Resources to Support the Successful Implementation of Controlled Choice

The Committee recognizes that in order to have an effective process for assigning students using a controlled choice policy, adequate resources and support are needed to ensure its success, including resources supporting the communication and outreach to parents. The Superintendent shall be responsible for identifying and requesting the resources needed to implement this policy including the coordination and management of student assignment for the district, communication and outreach to families, and other necessary supports to ensure the successful implementation of this policy.

**Sample Guidance Documents to
Help Parents Understand
the Student Assignment Policy**

Drafts 12/15/17

Student Assignment in Salem – Overview (draft 12/15/17)

Overview

- The Salem Public Schools rely on a controlled choice student assignment policy that uses a variety of factors including sibling priority, parental choice, household income, and proximity to schools to assign students to a specific school.
- The purpose of this policy is to help ensure that the diversity of the Salem community is reflected in each school's student body. Specifically, the goal is to achieve an equitable balance of student enrollment (based on income level) within each school such that the enrollment of each school is within 5% of the district-wide average for income level.

Annual School Enrollment Targets

- Beginning in January, enrollment targets – for both low-income and non-low income families – are set to help move each school closer to the district-wide average for socioeconomic status.
- The available seats within each school are aligned to each school's annual enrollment targets.

Steps to Register and Enroll Your Child in Salem Public Schools

Step #1	<i>Understand how student assignment works in Salem</i>	<ul style="list-style-type: none"> • Read the student assignment policy and materials on the website [INSERT LINK] • Attend the Kindergarten Information & Expo night on Jan 9, 2018 6:30-8pm • Call or visit the Parent Information Center with questions, 978-740-1281
Step #2	<i>Take note of key deadlines for Kindergarten, charter school lottery, etc.</i>	<p><i>Kindergarten Registration Deadlines</i></p> <ul style="list-style-type: none"> • February 20th - deadline for sibling priority • March 1st - deadline for all Batch 1 applicants (more seats are available to those who register by March 1st) • June 30th – deadline for Batch 2 applicants <p><i>Bentley Academy Charter School Lottery</i></p> <ul style="list-style-type: none"> • March 1st – deadline for BACS lottery (additional lotteries may be held, but are not guaranteed) <p><i>Carlton Kindergarten Trimester Enrollment</i></p> <ul style="list-style-type: none"> • March 1st – deadline for entry in Fall trimester • Applications for Winter and Spring entry accepted all year; however, more seats are available to those who submit by March 1st.
Step #3	<i>Learn about Salem's schools and the available choices for your child</i>	<ul style="list-style-type: none"> • Read each school's 1-page profile [INSERT LINK] • Visit each school's website [INSERT LINK] • Watch video of principals talking about their schools [LINK] • Review school performance data [INSERT LINKS] • Attend school open houses [insert dates] • Schedule school tours [insert dates] • Talk to friends and neighbors about schools
Step #4	<i>Complete and submit all required student registration forms and documentation</i>	<ul style="list-style-type: none"> • Complete the student registration form for each child and list your top three choices for placement • Submit all required documentation, including: a) Proof of birth date; b.) Proof of address (to verify residency within the City of Salem); c) Parent/guardian identification; and d) Most recent immunization and physical examination records (students may be registered and receive an assignment without immunization records, however, they must be submitted prior to starting school).
Step #5	<i>Confirm your acceptance of assignment</i>	<ul style="list-style-type: none"> • When assignment notification received, please confirm acceptance as soon as possible so that we can accurately account for each seat. • Contact the PIC with any questions, 978-740-1281

Student Assignment Priorities and Criteria

The following priorities, listed in order of priority, shall be used when assigning students to a school:

1. **Programmatic Placements:** Students with Individualized Education Plans (IEPs) that require they be placed in a substantially separate special education program.
2. **Sibling Preference:** Siblings of a student already enrolled in a school shall be given the opportunity to attend the same school, provided there is space available within the student's socioeconomic subcategory. For younger siblings who are entering Kindergarten in the following year, ***the deadline to submit a complete registration packet and indicate a sibling preference for Kindergarten registration shall be February 20th of each year.***
3. **Choice of School:** Following the deadlines for each of the batches, applications received within each batch (Batch 1 and Batch 2) shall be sorted based on their first choice of schools. *Applications received within the 1st Batch have a higher likelihood of a preferred choice assignment.* Applications will then be further sorted based on their student socioeconomic status categories as described below.
4. **Student Socioeconomic Status:** Within each batch and first choice of school, applicants shall be sorted into the following two categories:
 - a. **Low-Income (LI).** Families whose household income level (based on the Household Income Survey) qualifies them for free and/or reduced-price lunch using the income standards set annually by the US Department of Agriculture and/or the degree to which each student participates in specific state or federal programs such as the Supplemental Nutrition Assistance Program (SNAP), Transitional Assistance for Families with Dependent Children (TAFDC), MassHealth that otherwise qualify them as low-income.
 - b. **Non-low Income (Non-LI).** Families whose household income level does not qualify them for free and/or reduced-price lunch using the above standards.
5. **Proximity to the School:** Within each of the socioeconomic categories (within each batch), applications will be sorted by their proximity to the school (based on Google Maps, walking distance), with those who live closest to their first choice of school to be processed first, followed by those who live further away. Those whose first choice of school is within 1 mile (as determined by Google Maps, walking distance), shall be given priority within the category and assigned first.

Waiting Lists and Transfer Requests

Applicants who do not receive their first choice of school will automatically be placed on a waiting list for that school. Waiting lists will be maintained for each socioeconomic subcategory through September 30th of each year. The order of the waiting list will follow the Batch 1 and 2 deadlines, sorted by proximity. Families interested in changing their school assignments after September 30th must submit a transfer request. Transfer requests for the future school year are accepted at any time. Transfer requests pertaining to the current school year must be received prior to September 30th of that school year. Only the Superintendent may approve transfer requests submitted after September 30th for a current school year.

Withdrawals

If a student withdraws from a school for any reason and later returns to the district, the student will be considered a newly entering student (a seat within their former school will not be held). Students will be withdrawn for non-attendance following 12 consecutive unexcused absences.

Will your child be turning 5 years old by August 31, 2018?

Yes, my child will be turning 5 years old by August 31, 2018

- Your child is eligible to register to start Kindergarten in Fall (September) 2018 in the Salem Public Schools (2018-19 school year)
- Follow the steps below to review and select your top three school choices and register your child for school
- The first round of Kindergarten applications (known as Batch I) will be accepted starting in mid-January through March 1, 2018.
 - Be sure to submit your application as early as possible (**by March 1st**) to increase your chance of assignment to one of your top choices
 - If your child is a sibling of a current SPS elementary student, **you must apply by Feb 20th** to exercise the sibling priority option
 - All applicants may opt-in to the Bentley Academy Charter School lottery in addition to selecting three other Salem schools (**March 1st is deadline**)

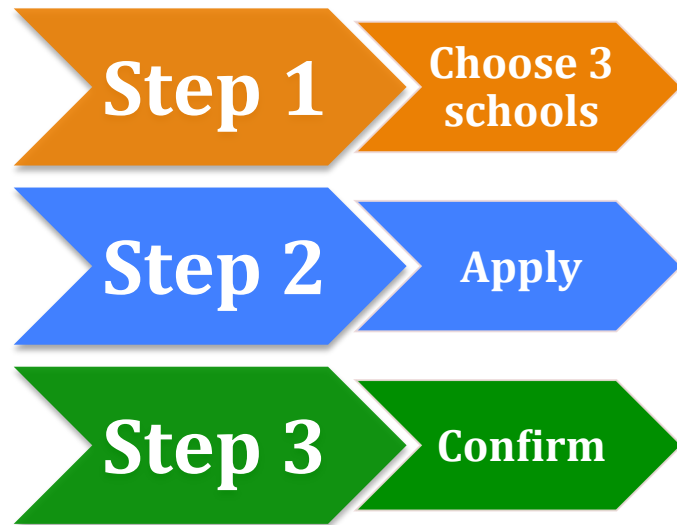
No, but my child will be turning 5 years old later in the year

- Your child is not eligible to start Kindergarten this fall.
- You have two options:
 1. Wait until next Fall.
Kindergarten registration will begin in Jan 2019 for the 2019-20 school year
 2. Consider applying for your child to begin Kindergarten early at the Carlton Innovation School.
Carlton accepts those who turn 5 by December 1 for entry in the Winter (Dec 2018) trimester or turn 5 by March 1 for entry in the Spring (March 2018) trimester.
NOTE: Spaces are limited – apply early – by March 1st if interested

No, my child is only 3 or 4 yrs old

- SPS offers a limited number of spaces for both ½ and full day integrated programs for 3 and 4 year olds at the Salem Early Childhood Center (ECC). Please contact the ECC for tuition rates (tuition assistance may be available).

How do I register my child for Kindergarten in Salem Public Schools?



- Learn about available school options for your child
- Visit prospective schools
- Select your top 3 schools
- Complete and submit all student registration forms
- Submit all required documentation
- Apply as early as possible (more choices if submit by March 1st)
- Assignment policy criteria (see below) applied
- Wait for and receive assignment notification
- Confirm acceptance of seat as soon as possible

What criteria are used to assign students to schools?



What if I don't get into my first choice school?

- If your child is not assigned to your first or second choice school, you will automatically be put on a waiting list. Waiting lists are maintained through September 30th.

Two Examples Showing How the Student Assignment Policy Works (DRAFT 12/15/17)

Example A: Sibling Preference	Example B: Batch 1, Non-Low Income
<p>About the Student</p> <ul style="list-style-type: none"> • 5 years old by 8/31/18 • Lives in a low-income household • Has sibling attending Bates Elementary • Lives 2.5 miles from Bates Elementary <p>School Choices Identified on Application</p> <ul style="list-style-type: none"> • 1st Choice: Bates Elementary • 2nd Choice: Witchcraft Heights • 3rd Choice: Carlton Innovation School <p>Enrollment Target for Bates Elem (example only)</p> <ul style="list-style-type: none"> • 50% Low-Income/50% non-low income <p>Total # of Seats Available at Bates (example only)</p> <ul style="list-style-type: none"> • Total of 50 Kindergarten Seats available • Based on enrollment targets, 25 will be designated for low-income families and 25 will be designated for non-low income <p>Application Timing</p> <ul style="list-style-type: none"> • Complete application submitted by Feb 18th <p>Other Information</p> <ul style="list-style-type: none"> • 5 additional applicants are low-income and met the sibling preference deadline 	<p>About the Student</p> <ul style="list-style-type: none"> • 5 years old by 8/31/18 • Lives in a non-low income household • Lives 1.2 miles from Saltonstall K-8 School <p>School Choices Identified on Application</p> <ul style="list-style-type: none"> • 1st Choice: Saltonstall • 2nd Choice: Carlton Innovation School • 3rd Choice: Horace Mann Laboratory School <p>Enrollment Target for Saltonstall (example only)</p> <ul style="list-style-type: none"> • 60% Low-Income/40% non-low income <p>Total # of Seats Available at Saltonstall (example only)</p> <ul style="list-style-type: none"> • Total of 42 Kindergarten Seats available • Based on enrollment targets, 25 will be designated for low-income families and 17 will be designated for non-low income • A total of 3 non-low income students were assigned based on sibling preference, leaving 14 remaining seats for non-low income applicants <p>Application Timing</p> <ul style="list-style-type: none"> • Complete application submitted by March 1st <p>Other Information</p> <ul style="list-style-type: none"> • 20 other applicants are non-low income. Of these 10 live closer to Saltonstall than Example B
<p>Student Assignment Process for this Student</p> <ul style="list-style-type: none"> • All applicants are first reviewed based on their first choice (Bates is this student's first choice) • The applicant meets the Feb 20th deadline to exercise the sibling preference priority • The applicant qualifies for low-income status • The 6 applicants (Example A plus 5 additional) who are low-income would be sorted by proximity to the school, and processed in that order • Since fewer than 25 low-income applicants seeking the sibling preference priority, then all would be assigned to the Bates. • This would leave 19 seats available for other low-income applicants 	<p>Student Assignment Process for this Student</p> <ul style="list-style-type: none"> • All applicants are first reviewed based on their first choice (Saltonstall is this student's first choice) • The applicant meets the March 1st deadline to be included in the Batch 1 assignments • The applicant does not qualify for low-income status • The 20 applicants who are non-low income would be sorted by proximity to the school, and processed in that order • 14 of the 20 applicants would receive an assignment to Saltonstall, including Example B (since this applicant would be ranked #11 based on proximity to the school). • The remaining 6 applicants would be placed on a waiting list for Saltonstall and similar criteria would be used to process their applications based on their 2nd choice schools.