



School Committee Meeting Materials

Regular School Committee Meeting

December 4, 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 4, 2017

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, December 4, 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.

AMENDED AGENDA

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation and Vote on the Minutes of the Regular School Committee Meeting held November 20, 2017
- IV. Questions and Comments from the Audience**
- V. Superintendent’s Report – Margarita Ruiz**
- VI. Presentation and Reports**

Strategic Plan: Conditions for Success
Operations Update: Food Services
- VII. Action Items**
 - a. Deliberation and Vote on the ratings for the Superintendent’s evaluation for the SY2017-2018
 - b. Deliberation and Vote on the Memorandum of Agreement between the Salem Administrators Association and the Salem School Committee, 2016-2019.
 - c. 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
 - d. Deliberation and Vote on the Recommendation for the MCJROTC students permission to travel to Reading, PA from December 15-16, 2017 for the purpose of attending and participating in physical training and marksmanship competition. They will be receiving leadership training and practice in these areas as well as an opportunity to interact with cadets from other programs.

VIII. 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

b. Budget Transfers

IX. Subcommittee Reports

Policy Subcommittee

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

b. Deliberation and Vote on the Second 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, November 20, 2017

A regular meeting of the Salem School Committee was held on Monday, November 20, 2017 at 7:12 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, and Kelley Rice, Chief of Communications

Call to Order

Mr. Patrick Schultz called the regular meeting of the Salem School Committee to order at 7:12 p.m.

Approval of the Agenda

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

Approval of Minutes

Deliberation and Vote on the Minutes of the Regular School Committee meeting held November 4, 2017

Dr. Walsh motioned to approve the Minutes of the Regular School Committee meeting held on November 4, 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 reported that as the Committee knows, this year the district is putting a keen focus on Pillar 4 in the Strategic plan that is Strengthening Family and Community Engagement. Salem schools are piloting different initiatives to further engage families and community. The Bentley Academy Charter School is focusing on home visits. They have conducted 159 home visits with their scholar families this year. The feedbacks from families have been very positive, and students are taking great pride in welcoming teachers and staff into their homes. Collins Middle School students kicked off their week of gratitude by helping prepare and serve a Thanksgiving meal last Wednesday to 295 of their fellow students, families, and Collins Middle School staff. Superintendent Ruiz highlighted that all of the students at the Bates Elementary School, which is in partnership with the US TaeKwonDo, graduated last week from the 8-week program. Ninety percent of the families attended the graduation ceremony held last Wednesday. The students took TaeKwonDo lessons for an 8-week session. They took lessons twice a week during their physical education period. Teachers and staff have reported that the classes helped students' focus and concentrate in class, improved behavior in classrooms and hallways, and helped created a sense of pride, self-esteem, and comradery. The students received a free uniform. The martial arts program is focused in safety and showing respect and responsibility to self and community. Ms. Ruiz wished the students, families, staff, Salem Public Schools, and members of the School Committee a safe and happy holiday. She wished the Salem High Varsity Football team who faced Beverly this morning in the annual Thanksgiving game at the Bertram Field at 10am - kudos to Salem High and Beverly for facing

the cold this morning to celebrate the tradition. Superintendent Ruiz updated the committee with data that the committee had requested on the 2017 MCAS Student Performance data. The request was made at her previous presentation, held at the regular School Committee meeting, on November 4, 2017.

Superintendent Ruiz continued that they are still closely looking at the data and will be providing the Committee with a data packet, later this year, for their reference. Ms. Ruiz compared the performance of Salem Public Schools, in relation to state and urban district, at the last meeting. This evening, Ms. Ruiz presented how Salem compares with urban districts. Superintendent Ruiz walked members and the audience through her presentation of data comparisons.

Discussion on the Gap, Between the Salem Public Schools and the State, in Math for Students With Disabilities and English Language Learners

Mr. Schultz commented that the gap in math for students with disabilities and English Language learners was almost cut in half. Superintendent Ruiz agreed. He asked if she had any idea or insight as to why or what may have caused this. Ms. Ruiz responded that it is something they need to look at on the economically disadvantaged school data and confirmed that they would definitely take a deeper dive on this. Ms. Carbone said she would have to carefully look to see if it is polarized at particular school(s), students, etc., because they are reducing the gap in ELL and the other subgroups. They would have to make a careful review of school-by-school, grade level by grade level, and student level data.

Discussion on the Nathaniel Bowditch School

Superintendent Ruiz spoke further about the Bowditch School. She reminded members they might recall that she had, during the budget process, anticipated that there would be a significant disruption of the school with a resignation that took place around this time last year. In her 30 years' experience as an educator and doing this work, she understands it is extremely rare for a school to perform well on a standardized test when faced with such a significant leadership change, especially in a school that regularly experiences staff turnover. They had an opportunity to go to Harvard last week as part of the By All Means convening. The cities that are participating in the initiatives were looking very closely at the Achievement gaps during the convening. Superintendent Ruiz reported that she personally combed, and continue to comb, through the 2017 Student Performance data as well as for prior years.

Factors That Have Contributed to Lower Student Performance at the Bowditch School

Superintendent Ruiz continued that there are several factors, that have been years in the making, have contributed to lower student performance as compared to the district. These are things that need to be considered as they are thinking, analyzing, and contemplating the performance at the Nathaniel Bowditch School. They cannot do so without taking into account some of the things that have happened at the school in the past. One of them is the high turnover of the years and teachers at the school. There have been leadership and teacher turnovers in the school. The implementation of policies that were well intentioned but have left the school essentially segregated, with over 80% of the student body being students of color, with high levels of challenges, also need to be considered. Extensive research shows that non-balanced schools that do not reflect a city's population distribution, and where the privilege of social capital is not distributed, suffer enormously. They have the Bowditch School in Salem and there are others across the state.

Improvement Efforts at the Bowditch School

Superintendent Ruiz stated that she is more convinced that their shared effort to bring equity and access to the Bowditch School to reverse these inequities must continue. She recalled that the School Committee committed a number of investments to support the students and families at the Bowditch School in recognition of these inequities last spring, during the 2018 budget process. Some investments they incurred last year were the hires of new school leadership. A new consultant that specializes in the support of new teacher (teachers with less than 3 years experience) was brought in; that is a partner they invested in to bring in support. All teacher schedules were aligned to better support them and in

collaboration to meet the needs of the families. Staff were trained in responsive classrooms over the summer. This is a program geared to support classroom climate and culture. This year, they are providing teachers with a new social emotional curriculum that was piloted at the Horace Mann School. It has proven successful and is easy to implement for their teachers. Many teachers at the Bowditch School are currently training to leverage the needed morning structure to support positive classroom climate.

Superintendent Ruiz continued with further updates and informed members that the data presented this evening are all baseline data for 2017 and based on this data, will be building for years to come. Ms. Ruiz wants the School Committee to know that she is thinking deeply about the Nathaniel Bowditch School. She will be meeting with Ms. Carbone, Ms. Marotta, and Principal weekly. They are closely monitoring the progress of the school. She continued her update on the data percentages of the Bowditch School students that exceed, meet, and do not meet expectations, which point to many of the areas in need of further work. Ms. Ruiz informed members that she would continue to provide further updates of the Nathaniel Bowditch School.

Discussion on Data Comparison of Subgroups With Urban Schools Only

Dr. Walsh asked Superintendent Ruiz for a data of the subgroups of students with disabilities, ELLs, and Economic Disadvantage students with urban schools only. It would be interesting to prepare them to more social economically align communities, because they would be more accurate comparison with like communities. Superintendent Ruiz said they would do that. Mr. Schultz asked Superintendent Ruiz if they have identified the urban communities that are more socio-economically similar to Salem, with respect to other variations. Superintendent Ruiz responded that Haverhill and Somerville are, in terms of the demographic data, the two communities most similar to Salem.

Discussion on Concerns and Factors That Have Contributed to Lower Student Performance at the Nathaniel Bowditch School

Members shared insight, feedback, and concerns of the Nathaniel Bowditch School and continued with further discussion. Ms. Amaral stated that she appreciates the fact that the leadership at the Bowditch School is new but it has been never changing. She cautioned all future committees that this issue has been going too long. She stated that she believes this is the correct leadership. She wants to ensure that every support possible: the union, management, school administration, teachers, and parents all buy into this now as it is extremely important. Mr. Schultz echoed Ms. Amaral's comment. Leadership, who manage culture, is something that is not often taught. Mr. Schultz continued that one can get better at it with training but it certainly requires talent and structures and systems may not be in place to support a new leader coming in. He knows that they are about structures and systems these days but it does not seem like they are gaining constructive traction at Bowditch. He feels sure that the public does not want to rest all hopes at Bowditch on the new principal, because they have had those hopes before. Superintendent Ruiz agreed and clarified that she also meant that both leadership and teacher turnover are the two elements combined that need work. She reiterated that she would therefore continuously provide the committee with further updates. Dr. Walsh agreed wholeheartedly with the Superintendent's description of the factors involved at the Nathaniel Bowditch School:

- Negative effects of a change in population
- Increasing numbers of students who would be projected not to score well
- Amount of leadership change at the school and
- Faculty turnover

Members shared further insight, feedback, and discussion on the topic. Ms. Amaral stated that she strongly believes that Bowditch can change as long as the union, administration, the school committee, teachers, and administrative staff work together.

Presentations and Reports

Pillar 4: Strengthening Parent and Community Engagement Academic Parent Teacher Teams at the Bates School

Mr. Thomas Milaschewski, Principal of the Bates Elementary School, Jennifer Bartlett, 1st Grade Teacher, and Allison Sarno, 3rd Grade Teacher both also from the Bates School gave a presentation on *Pillar 4: Strengthening Parent and Community Engagement Academic Parent Teacher Teams* at the Bates School. Ms. Ann Berman, Music Teacher at Bates School and Vice President of the Salem Teachers Union was also present.

Principal Milaschewski reported that this is an initiative that was rolled out for the past three years. They found it to have a huge impact of student learning in their school. It could be a strong powerful way to really build strong partnerships with families at their school. They found, as a school, that they were doing a very good job of building relationships and connecting with families on a personal level. What they felt was missing was a way to connect those relationships to academic learning. They reached out to the Superintendent to ask for support in that area, and she connected them with the Otis Elementary School in East Boston – a school that received numerous accolades for their amazing work with family and community engagement. Principal Milaschewski talked of the recent MCAS highlights, 2016/2017 comparison of End-of-the-Year BAS Data and Academic Parent/Teacher Teams, which just finish their first round this year with a huge turnout. Principal Milaschewski shared further insight on the effectiveness of *Pillar 4: Strengthening Parent and Community Engagement Academic Parent Teacher Teams*. Ms. Sarno and Ms. Bartlett brought with them 3 folders containing materials of what is normally handed out to parents. They handed the folders to the members for review. Ms. Sarno and Ms. Bartlett walked members through the presentation.

Action Item

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

Discussion

Mr. Schultz tabled the Deliberation and Vote on the ratings for the Superintendent's evaluation for the school year 2016-2017 until the first recommendation scheduled for December 4th, 2017.

Finance Report

a. Approval of Warrants

November 16, 2017 in the amount of \$438,611.96

November 22, 2017 in the amount of \$182,727.18

Dr. Walsh motioned to approve the two 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 Second Reading of Policy 6406 Voting Method

Discussion

Ms. Amaral informed members that there were just a couple more changes in Policy 6406 that was made between the last meeting and today. Members had been provided with a copy of those updates. Ms. Amaral asked if they had any questions to the changes. There were no questions. Ms. Amaral informed members that she would forward a copy, of the updated changes to the policy, to Mayor Driscoll and Mr. Fleming. Members can provide any other feedback if they wish, and she would make any changes as necessary before the next meeting.

Dr. Walsh motioned to approve the Second Reading of Policy 6406 Voting Method. Ms. Manning seconded the motion. The motion for Second reading of Policy 6406 was approved.

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

Ms. Amaral motioned to approve the Third Reading of the recommendation of the Policy Subcommittee on the revision of Policy 6101: Vision, Mission, and Core Values. Dr. Walsh seconded the motion. The motion for Third reading of Policy 6101 was approved.

School Committee Concerns and Resolutions

Dr. Walsh expressed results of the Committee of the Whole meeting held this evening on the Student Assignment Policy. The Policy Subcommittee met and has accepted the motion to approve the first reading of this revised policy #5103. School Committee members agreed that the Student Assignment policy be considered for First Reading with the understanding that there may well be changes between now and the 2nd and 3rd reading. There are 3 Regular School Committee meetings left this year. Dr. Walsh continued that he believes it is their responsibility to have this done before the new committee.

Dr. Walsh moved the **Student Assignment Policy 5103** be accepted for **First Reading** this evening. Ms. Amaral seconded the motion. The motion was approved.

Dr. Walsh announced that there would be a fun Salem Children's Charity event on Tuesday, December 12, 2017 at Victoria Station in Salem, MA. Doors open at 5pm. The cost of the entrance is \$20. There will be a fabulous meal. There will be all sorts of raffles and prizes. All proceeds go towards Salem children in need. He hopes everyone can attend. Dr. Walsh thanked Mr. Schultz and the Mercy Tavern for their lovely monthly charitable donations to various nonprofits in Salem of which he is involved in two of them – *The House of the Seven Gables* and *Salem Children's Charity*. Dr. Walsh expressed that he is very appreciative of them both and thanked Mr. Schultz once again. Ms. Manning reminded everyone of her concern with reference to the school libraries, a concern she explained at the previous regular School Committee meeting. At the last meeting, Ms. Manning reiterated the importance of librarian and staffing school libraries with professionals who provide good instructional media to provide directional

support to students and teachers. She feels strongly about this and intends to continue on the issue throughout her time as School Committee member.

Questions and Comments From the Audience

Mr. Fawaz Abusharkh, of 4 Harrison Road, agreed with Dr. Walsh's earlier comment about what happened with the Bentley School and he supports his view. He also supports what Ms. Amaral said that the committee were not working together. Mr. Abusharkh stated that was not the case that politics played a role, and they are now in a new stage. Mr. Abusharkh continued that there is no designation this year, and this makes it more difficult. He is concerned that level 5 may happen next year without going to level 4.

Adjournment

There being no further business to come before the 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 and Reports
School Committee Agenda November 20, 2017
Minutes of the November 4, 2017 Regular School Committee Meeting
Policy 6406 Voting Method
Policy 6101 Vision, Mission, and Core Values
Policy 5103 Controlled Choice Student Assignment Policy

Superintendent Margarita Ruiz
Summative Evaluation 2017-2018

School Committee Member Comments:

Standard I (The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.):

Ms. Amaral: Instructional rounds have continued as part of the continuous improvement model. 99.6% of all educators have been evaluated. Curriculum areas have been strengthened and a group that includes teachers, directors and school leaders has been formed to work on kindergarten curriculum.

Mayor Driscoll: I believe while we have made good progress in this area, we have more work to do to ensure that all our schools are consistently improving. We must remain vigilant with respect to this work and continue to support the work of teachers in the classroom. I believe strongly that we should develop a district wide accountability system that is not wholly reflective of the state system and allows us to incorporate shared values that reflect what Salem parents/families value for their child's educational experience.

Mr. Fleming: Hard year to assess the data informed decision making since we cannot compare MCAS II results to MCAS I.

Mr. Schultz: The superintendent has facilitated the creation of thoughtful PD opportunities for administrative, teaching and support staff and is working to create a culture of high expectations across the district. Additionally, the superintendent has demonstrated foresight and courage in her commitment to introducing social justice content and programming in the district. She is also working to provide teacher leadership opportunities and willing to entertain expanding the repertoire of what are considered effective instructional practices in the district. I also believe that the superintendent's need-based budget process is the right approach to equalizing opportunities for students. However, in light of only modest learning gains (and some declining outcomes), I worry that high expectations and effective instructional practices are not yet internalized by all professionals in the district and that district leadership is having difficulty with their implementation.

Dr. Walsh: I sense a bit of “one size fits all” thinking regarding 1B from school to school...also concerned with reports that “walk throughs” are generally negative regarding comments and the qualifications of some of those observing are questioned.

Ms. Wilson: Superintendent has provided a myriad of PD opportunities in math, science, reading strategies, and interdisciplinary across content writing. The MS literacy units have been revised. She has provided PD on data analysis and standard based lessons. CPT has been provided to utilize standard based instruction materials and to inform standards based planning and grading. Instructional coaches will support teachers in strengthening instructional practice, demo lessons and non evaluative observation and feedback.

Standard II (The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.):

Ms. Amaral: Ms. Ruiz’s commitment to By All Means and all of the changes that came from this initiative will significantly influence our school environment. City Connect through budgeting and restructuring to address the social and emotional issue of our students. Human Resources has improved significantly with only 2 teaching positions at the start of the year. Ms. Ruiz and her team have been very effective in collective bargaining. The roll out of Aspen went well

Mayor Driscoll: I believe Supt. Ruiz has made major strides in improving a culture that supports teaching and learning for all students, values all staff members within our schools, and promotes opportunities for teacher leadership. I believe we have more work to do with respect to increasing cultural competency among our staff, enhancing the use of technology among our staff and providing stronger supports/mentoring programs for new teachers. Lastly, ensuring that the ASPEN system is fully utilized by staff and that the parent platform is up and running is an important and necessary next step for our district.

Ms. Manning: Ratings of exemplary are based on considerations of how much work had to be done to move the SPS forward from some of the conditions that this superintendent started her work from.

Mr. Schultz: Operations are a strength and the district leadership team is hard working and highly competent. The introduction of ASPEN and CityConnects represent positive and potentially profound changes to the district.

Dr. Walsh: I believe that the Human Resources (which, BTW, I prefer to the robotic sounding “Human Capital” now in use) is overstaffed for a system the size of Salem. It is also my observation that building administrators spend an awful lot of time in meetings and have school-based decisions questioned by too many people.

Ms. Wilson: City Connects is being implemented in all K-5 and K-8 schools which is a system that will reach all students and connect them to resources. The system has adopted Talent Ed to add efficiency to hiring systems. We successfully negotiated contracts for teachers, paraprofessionals and assistant principals and department heads. The superintendent has developed an Advisory on Staff Attendance to address safety issues in the schools as well as conducting ALICE training and evacuation drills in most schools. School choice was implemented at HS on limited basis. Summer meals provided 24, 841 meals and free meals for all SPS students will commence this year. Support for principals was provided on conflict resolution, disciplinary action, performance management support and coaching. School City- a data management system is being used as a new assessment platform. It stores all K-12 assessments aligned to curriculum across content areas.

Standard III (The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.):

Ms. Amaral: The strategic plan was a great example of the engagement of families in our community. Our administration has actively involved our community stakeholders in after school programming, extending learning time, summer programming and community meetings.

Mayor Driscoll: Superintendent Ruiz has helped foster a school culture that leverages partnerships within our community. She has worked hard to engage all families in support of student learning and increased efforts to improve communication with our Latino parents and families. I believe we have more work to do with respect to consistently communicating and promoting the good work underway in our district, both internally and externally. I look forward to our new website and improved usage of existing communication tools (emails; phone calls; text messages; social media, etc.).

Mr. Fleming: The Salem Public Schools website continues to be lack luster and in great need of immediate improvement.

Mr. Schultz: Superintendent Ruiz organized an inclusive strategic planning process in order to move beyond the AIP. The resulting framework of the strategic plan, and the priorities within it, have potential to improve professional culture and student outcomes. Again, implementation is everything, but I look forward to the changes the plan will foster. The superintendent has clearly made community and parent outreach a priority, and will continue to develop structures and systems that tighten the district's partnerships.

Dr. Walsh: While most information available to me in this regard is second or third-hand, the consensus is clear that this is an area of great strength for Supt. Ruiz.

Ms. Wilson: Strategic Planning and implementation of the strategic planning process was developed throughout the year and approved by the SC in May 2017. The process engaged over 300 community stakeholders during 3 community convenings including one in Spanish. The superintendent secured the YMCA to continue high quality, affordable childcare for teen parents, SPS employees and others at the Salem High Early Learning Center. The Kindergarten Expo night was redesigned for incoming families. By All Means, sponsored by Harvard Grad school, brought the City Connects program to Salem through the use of North Shore Medical Center's Community Benefits Agreement to be used to fund one year of program.

Standard IV (The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.):

Ms. Amaral: Ms. Ruiz communicates, believes in and fosters a shared commitment to high standards for educators and students. Next year should be exemplary for IV-E as the vision, mission and values that are set out in the strategic plan are stated and celebrated at every opportunity.

Mr. Fleming: The Superintendent has demonstrated a large commitment to raising the standards of teaching and learning and has improved continuous learning with an abundance of professional development opportunities.

Mr. Schultz: I've addressed some of these indicators previously, but will restate that I believe Superintendent Ruiz is committed to high standards for all, especially students who have been underserved by our district in the past. That said, I also believe more

growth opportunities have to be provided for “high achieving” students, and that more students need to be pulled into challenging programs and given the supports to succeed (i.e. AP courses and SAT prep at SHS). School leadership is improving, and we have some excellent principals in our schools, but there are still gaps in achievement that need to be closed.

Dr. Walsh: (a) Some written communications might benefit from editing. (b) my response to IV-E results from Mrs. Ruiz’ strong support of our Chapter 74 programs. (c) It is my perception from interaction with staff (initiated by staff) that many of the people charged with carrying out Mrs. Ruiz’ wishes are more dictatorial than is necessary.

Ms. Wilson: Margarita has created a leadership pipeline from within the SPS. In the budget, resources for professional development were increased. Peer-to-peer network was created. She successfully negotiated with STU to provide incentive for courses for teachers in the areas of high need. SPS teachers are now providing some of the professional development. She created staffing collaborative meetings to obtain greater understanding of how all staff are being deployed.

Overall Performance:

Ms. Amaral: Ms. Ruiz has provided excellent leadership to the Salem Public School. She has assembled an excellent leadership team and has professionalized many aspects of our district. One of the greatest strength of our district is the utilization of outside funders to address areas in our district that need improvement. In my opinion, areas that are exemplary include work on the strategic plan and evaluating staff. I believe that the superintendent’s commitment to excellence and shared vision will move those areas to exemplary quickly. This year was too soon into the processes. Student learning goals have showed significant progress but new testing has made comparisons difficult. Bowditch’s lack of progress remains an area of concern. I am convinced that Ms. Ruiz will support for our new school leader at Bowditch and work with the union and School Committee to provide the necessary resources. While there is great progress made in Human Capital, improved retention and diversity of teaching staff remain areas in need of continued attention.

Driscoll - I believe that Superintendent Ruiz has instilled excitement and bestowed a level of confidence with respect to the work underway in our district among students, staff and parents, as well as community leaders, state education officials and external partners. She has built a strong leadership team that has worked on a robust strategic plan for the district, while also strengthening (and in some instances developing) important foundational structures and systems for our schools. In nearly every one of the four indicators, Superintendent Ruiz has taken on major tasks to improve our school systems overall performance. I’ll highlight just a sample of some of these items here:

- Ensured that consistent and effective practices are in place in each school for completing regular instructional rounds aimed at providing educators with constructive feedback
- Instituted teacher led professional development that allows our staff to highlight best practices and collaborate with their colleagues more effectively by grade and/or content area
- Implemented ASPEN, a new student information system, across the district which included all staff learning a new platform
- Initiated City Connects, a system wide program that will provide enhanced social and emotional supports for students and an opportunity to deepen engagement with families

Engaged in a larger citywide effort, Our Salem, Our Kids, aimed at creating a new model for ensuring successful outcomes for all students in our schools

Ms. Manning: prof prac goal: meeting

student learning goal: some progress

district improve goal: significant progress

instructional leadership: proficient

management and operations: exemplary

family and community engagement: proficient

professional culture: exemplary

Consideration of the above seven areas as a composite leads me to an overall performance rating of proficient.

I believe this rating reflects Ms. Ruiz' accomplishments of the past year, a year of a tremendous amount of hard work, done well.

Mr. Schultz: Superintendent Ruiz has helped to create a strong foundation for future district improvement. Broadly speaking, her priorities in 2017-18 school year will be to continue to drill down on the implementation of high standards and effective instructional practice throughout the district. Specifically, under her leadership, the district needs to flesh out the strategic plan by creating thoughtful and substantive action steps that create sustainable structures for steady and continuous improvement. Also, improvements to the Nathaniel Bowditch School culture and educational practices, enforcement of the new controlled choice student enrollment policy, and the effective implementation of City Connects must be top priorities.

Dr. Walsh: I checked proficient based primarily on what I observed of Family and Community engagement. Instructional Leadership and Professional Culture, while

similar, have differences. I believe that Supt. Ruiz has been an inspiration in many ways (instructional leadership) but the professional culture has suffered due to a perceived negativity toward teachers and principals on the part of subordinates that is fairly common among staff.

I listed Management and Operations as needing improvement primarily because I believe that they are overstaffed for a school system of Salem's size.

I did not comment on achievement of student goals because I do not believe that we have received sufficient information in that regard. I missed the November 9 Committee of the Whole meeting. If I missed something recent I will amend accordingly.

Ms. Wilson: The district continues to be on the rise. SHS has gone back to Level 2. Most schools are close to ½ in top two levels in MSAC. Salem has the highest CPI's and SGP's in the district since 2012. There were many upward trajectories in the 2017 MCAS report. Due to the new test and scoring, only Science met its goal. Math and ELA both had gains. The district needs to continue to look at strategies for high needs students. Superintendent Ruiz continues to visit schools and monitors the quality of instruction. She continues to build capacity to leverage staff to drive data inquiry cycles across all levels. She has worked to increase rigor in all classrooms by providing high quality PD. The PD offered by the district is now being taught by SPS teachers. Teachers recently lead a 34 self-selected mini course conference. Courses were lead by and for teachers and were very well received.

Superintendent Ruiz has implemented instruction that is scaffolded and involves a variety of entry points. She has totally revamped the ELL program.

Boosting achievement levels at all grade levels and subjects continues to be the challenge as we move forward with more attention focused on early learning.

Superintendent Ruiz states that students should not be learning to read after 3rd grade but should be learning from reading. The system is launching PALS – foundational reading screener- to identify early literacy skills and intervene sooner. The district is adding math tutors as needed, revised ELA units and new science curriculum and resources to support teachers as well as addressing other barriers to student learning.

Superintendent Ruiz has created a climate of trust and great respect in all the schools. In the beginning of her tenure, there was some resistance to all the changes. Teachers have since been provided with much needed PD and CPT and are now seeing the benefits of the much-needed reorganization. She continues to build a system with strong strategies that will continue for many years to come.

Not on Track

Some Progress

Professional Practice Goals (5 Benchmarks)

Deb Amaral
Mayor Kim Driscoll
James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh

AVERAGE

Not on Track

Some Progress

Student Learning Goals (5 Benchmarks)

Deb Amaral
Mayor Kim Driscoll
James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh

AVERAGE

Not on Track

Some Progress

District Improvement Goals (3 Benchmarks)

Deb Amaral
Mayor Kim Driscoll
James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh

AVERAGE

X

X

X

X

X

X

Significant Progress Meeting Exceeding

		X
		X
X		
	X	
		X
		X

X

X (4.29)

Significant Progress Meeting Exceeding

X

X

X

X (2.57)

Significant Progress Meeting Exceeding

X

X

X

X

X

X (3.14)

Unsatisfactory Needs Irr

Standard I: Instructional Leadership (5 Indicators)

Deb Amaral
Mayor Kim Driscoll
James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh

AVERAGE

Unsatisfactory Needs Irr

Standard II: Mgmt & Operations (5 Indicators)

Deb Amaral
Mayor Kim Driscoll
James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh

AVERAGE

X

Unsatisfactory Needs Irr

Standard III: Fam & Com Engagement (4 Indicators)

Deb Amaral
Mayor Kim Driscoll
James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh

AVERAGE

X

Unsatisfactory Needs Irr

Standard IV: Professional Culture (6 Indicators)

Deb Amaral
Mayor Kim Driscoll

James Fleming
Mary Manning
Patrick Schultz
Kristine Wilson
Dr. Brendan Walsh
AVERAGE

X

Improvement	Proficient	Exceeding
	X	
	X	
	X	
	X	
	X	
		X
	X	
	X (3.14)	

Improvement	Proficient	Exemplary
	X	
	X	
	X	
		X
	X	
		X
	X (3.14)	

Improvement	Proficient	Exemplary
	X	
	X	
	X	
		X
		X
		X
		X (3.71)

Improvement	Proficient	Exemplary
	X	
	X	

X

X

X

X

X (3.14)

Unsatisfactory

Needs Improvement

OVERALL PERFORMANCE

Deb Amaral

Mayor Kim Driscoll

James Fleming

Mary Manning

Patrick Schultz

Kristine Wilson

Dr. Brendan Walsh

AVERAGE

Proficient

Exemplary

X

X

X

X

X

X

X

X (3.14)

MEMORANDUM OF AGREEMENT

between the

SALEM ADMINISTRATORS' ASSOCIATION

and the

SALEM SCHOOL COMMITTEE

September 1, 2017

The Salem Administrators Association (hereinafter "SAA" or "Association") and the Salem School Committee (hereinafter "the Committee"), pursuant to an agreement reached by their respective bargaining representatives on September 1, 2017, do hereby mutually agree to a collective bargaining agreement to succeed their 2014-2016 collective bargaining agreement ("CBA") with the same terms as those set forth in the aforesaid CBA with modifications set forth below:

ARTICLE I. A. - Association Recognition

The existing language of Article I.A. reads as follows:

The Salem School Committee recognizes the Salem Administrators' Association as the exclusive representative for all persons in the Administrators' Bargaining Unit which consists of all "All full-time and regular part-time administrative employees of the Salem School Committee including the following titles: Assistant Principal, House Master, Director, Assistant Director, Special Education Supervisor, Special Education Department Head, Administrative Assistant to the Principal at the High School, but excluding the Superintendent, Assistant Superintendent, Building Principal, Director of Elementary Education/Title I, Pupil Personnel, Supervisor of Building Services, Food Services, and all managerial, confidential, casual, and other employees."

The parties agree to replace the existing Article I.A. with the following:

The Salem School Committee recognizes the Salem Administrators' Association as the exclusive representative for all persons in the Administrators' Bargaining Unit which consists of all full-time and regular part-time administrative employees of the Salem School Committee including the following: Assistant Principals and similar positions, Directors and similar positions, Department Heads and similar positions, and Supervisors and similar positions, but excluding the Superintendent, Assistant Superintendents, Building Principals, Supervisor of Building Services, Supervisor of Food Services, and all other managerial, confidential, casual, and other employees. Assistant Principals and Directors may

be full year or school year (195 days) positions, according to their posting at the time of filling.

ARTICLE III. A. 3. - Administrative Salaries

In Article III.A.3., add a new subsection (c) to read as follows:

Additional services performed by bargaining unit members, which administration has approved and deemed necessary as they are educational in nature and performed during the work year, will receive a differential in salary. Salary differentials will be provided for the following services at the following rates:

504 Coordinator will receive a \$5000 annual differential

ARTICLE III.F. – The Administrative Year

The existing Article language of Article III. F. reads as follows:

Subject to the approval of his/her immediate supervisor, each Administrator is vested with discretion to determine the allocation of his/her time within the work year that is necessary to fulfill the responsibilities and requirements of his/her position. The Administrators work year shall be July 1 through June 30. Administrators on a 195 day “school year” contract will be expected to be in attendance for two (2) days during the week before school opens, for the three (3) days during the week after school closes and an additional five (5) days during school vacation weeks and/or the summer months. In the event that the one hundred ninety-five (195) day Administrator works the additional five (5) days or any part thereof during the summer months, his/her compensation is to be paid at the rate in effect during the preceding school year. In the event such Administrator resigns or retires and has not worked all or part of the additional five (5) days, his/her final pay shall be reduced by the number of days not worked. Given prior approval by the Superintendent, any additional days of work will be paid on a per diem basis.

Each Administrator employed on a full year basis is guaranteed four (4) weeks’ vacation per work year. Administrators will coordinate vacation with their respective Principal, where applicable. Requests for vacation during periods when schools are in session must receive the approval of the Principal (as applicable) and Superintendent or his/her designee. An administrator may carry over fifteen (15) vacation days to the following year. In no event may an Administrator have more than thirty-five (35) days of vacation accrued at any time during the work year.

Holidays

The following days shall be paid holidays:

New Year's Day

Martin Luther King Day

Presidents' Day

Good Friday

Patriots' Day

Memorial Day

Independence Day

Labor Day

Columbus Day

Veterans' Day

Thanksgiving Day

Day after Thanksgiving

Christmas Eve ½ Day, providing said day occurs during normal working hours.

New Year's Eve ½ Day, providing said day occurs during normal working hours.

Any other day that may be declared a holiday by the Governor of the Commonwealth, the General court, or the City of Salem.

The parties agree to replace the existing first two paragraphs of Article III. F. with the following:

Subject to the approval of his/her immediate supervisor, each Administrator is vested with discretion to determine the allocation of his/her time within the work year that is necessary to fulfill the responsibilities and requirements of his/her position. The **full year** Administrators work year shall be July 1 through June 30. Administrators on a 195 day "school year" contract will be expected to be in attendance **for two (2) days during the five week days immediately preceding the date on which the teachers' work year commences**, for the three (3) days during the week after school closes and an additional five (5) days during school vacation weeks and/or the summer months. In the event that the one hundred ninety-five (195) day Administrator works the additional five (5) days or any part thereof during the summer months, his/her compensation is to be paid at the rate in effect during the preceding school year. In the event such Administrator resigns or retires and has not worked all or part of the additional five (5) days, his/her final pay shall be reduced by the number of days not worked. Given prior approval by the Superintendent, any additional days of work will be paid on a per diem basis.

Each Administrator employed on a full year basis is guaranteed **five (5)** weeks' vacation per work year. **Full year** Administrators will coordinate vacation with their respective Principal, where applicable. Requests for vacation during periods when schools are in session must receive approval of the Principal (as applicable) and the Superintendent or his/her designee. A full year Administrator may carry over **twenty (20)** vacation days to the following year. In no event may an

Administrators have more than **forty-five (45)** days of vacation accrued at any time during the work year.

As a housekeeping matter, the parties further agree that “Christmas” should be inserted on the paid holiday list as it has always been a paid holiday.

The parties agree to break out the “School Closings” clause as a separate lettered section (G) of Article III. The School Closings clause currently reads as follows:

On days that schools are closed due to inclement weather, unscheduled reasons or a state of emergency declared by the Governor, all full year administrators are expected to report to work, unless instructed by the Superintendent of Schools. If the administrator chooses not to report to work due to safety or personal reasons, the day will be deducted from personal or vacation leave.

The parties agree to modify the School Closings clause to read as follows:

On days that schools are closed due to inclement weather or unscheduled reasons, all full year administrators are expected to report to work, unless instructed otherwise by the Superintendent of Schools. When administrators are required to report to work on days when school is cancelled due to inclement weather, said full year administrators will be permitted to report one (1) hour after their normal reporting time. If an administrator elects not to report to work due to safety or personal reasons, the day will be deducted from the administrator’s personal or vacation leave. In the event that the Governor declares a state of emergency, administrators are not required to report to work.

ARTICLE IV. H. - Longevity Pay

The parties agree that, **effective July 1, 2016**, the longevity pay schedule shall be modified. The existing schedule is as follows:

<u>Years of Service</u>	<u>Payment</u>
11	\$1100
9	\$900
7	\$700
5	\$500
3	\$300

The new schedule shall be:

<u>Years of Service</u>	<u>Payment</u>
11	\$1650
9	\$1350

7	\$1050
5	\$750
3	\$300

ARTICLE V. – LEAVES OF ABSENCE – A. Sick Leave

The existing Sick Leave clause reads as follows:

- 1) *The full year administrator shall be granted eighteen (18) sick days per year (195 day administrators, 15 days) at the beginning of the contracted year. An administrator who has been out due to personal illness for more than five (5) consecutive days may be required to provide a doctor’s note.*
- 2) *Using sick leave for any reason other than being sick is considered an abuse of sick leave. Excessive, patterned misuse of sick leave also may be considered an abuse of sick leave. Abuse of sick leave may be cause for dismissal and forfeiture of cash compensation for unused sick leave.*
- 3) *At the end of sixty (60) consecutive days the School Committee may, as its prerogative, require that a physician representing the School Committee be allowed to examine the person and report his/her findings to the Superintendent.*
- 4) *No member of this unit shall lose sick pay as a result of the hiring of a substitute.*
- 5) *Administrators shall be notified in September of their total accumulated sick days.*
- 6) *Pregnancy, and/or related conditions are considered temporary disabling conditions and are therefore creditable to accumulated sick leave. Administrators are to consult with their physicians to determine the most advisable periods for either the temporary cessation of their services or their healthful return to work. Such information is to be provided as soon as possible to the Superintendent in order to enable the school system to make necessary arrangements for continuity of administrative functions.*

The parties agree to the following changes to the Sick Leave clause:

- 1) The full year administrator shall be granted eighteen (18) sick days per year (195 day administrators, 15 days) at the beginning of the contracted year. An administrator who has been out due to personal illness for more than five (5) consecutive days ~~may~~will be required to provide a doctor’s note to the human resources office.
- 2) Using sick leave for any reason other than being sick is considered an abuse of sick leave. Excessive, patterned misuse of sick leave also may be considered an

abuse of sick leave. Abuse of sick leave may be cause for dismissal and forfeiture of cash compensation for unused sick leave.

3) At the end of sixty (60) consecutive days the School Committee may, as its prerogative, require that a physician representing the School Committee be allowed to examine the person and report his/her findings to the Superintendent.

4) No member of this unit shall lose sick pay as a result of the hiring of a substitute.

5) ~~Administrators shall be notified in September of their~~ Total accumulated sick days will be accessible to all administrators via their login on MUNIS or similar tracking system that is used by the District.

~~6) Pregnancy, and/or related conditions are considered temporary disabling conditions and are therefore creditable to accumulated sick leave. Administrators are to consult with their physicians to determine the most advisable periods for either the temporary cessation of their services or their healthful return to work. Such information is to be provided as soon as possible to the Superintendent in order to enable the school system to make necessary arrangements for continuity of administrative functions.~~

6.) Administrators must report to their Supervisor or his/her designee prior to the start of the work day or as soon as practicable if they will be absent from work due to illness.

ARTICLE V-- LEAVES OF ABSENCE – B. Family Medical Leave

The existing Article V. B. reads as follows:

In accordance with the provisions of the Family and Medical Leave Act of 1993 (FMLA) and the Amendments of 2008, as from time to time amended, full and regular part-time eligible school department employees who have been employed for at least twelve (12) months or have worked at least 1,250 hours over the past twelve (12) months, may apply for an unpaid family medical leave. The 2008 Amendments offer a way to support family members of military personnel to be eligible for up to 26 weeks of job-protected leave in a twelve (12) month period to care for a covered service member with a serious illness or injury incurred in the line of active duty. This leave may be taken intermittently when medically necessary. Family medical leave is:

- *To care for the employee's child within one year of birth, adoption or the initiation of foster care;*
- *To care for a child (who is either under age 18 or age 18 or older and incapable of self-care because of a mental or physical disability), a spouse, or a parent with a serious health condition;*

- *The employee's own serious health condition that makes the employee unable to perform his/her job;*
- *Qualifying exigencies may arise when the employee's spouse, son, daughter, or parent who is a member of the Armed Forces (including the National Guard and Reserves) and who is on covered active duty or has been notified of an impending call or order to covered active duty. For purposes of qualifying exigency leave, an employee's son or daughter on covered active duty refers to a child of any age;*
- *Military caregiver family leave is to care for the spouse, parent, child, or next of kin of a service member who suffered a serious injury or illness while on active duty.*

A serious health condition is an illness, injury, impairment, or physical or psychological condition that involves either inpatient care at a health care facility or continuing treatment by a health care provider.

The parties agree to update the language of this clause to align it with the teachers' "Family Medical Leave" benefit to read as follows:

An administrator who has completed his/her probationary period may be eligible for leave when necessary due to a medical condition, to care for a new baby, or for adoption of a child. An administrator's eligibility for such leave and its duration is dependent on a variety of factors, including each employee's job requirements, length of service, specific reasons for the leave of absence, and adequacy of documentation pertaining to the leave request. Leaves may be paid, unpaid, or a combination of paid and unpaid, depending on the circumstances as specified in this policy.

In addition, in accordance with the provisions of the Family and Medical leave Act of 1993 (FMLA) and the Amendments of 2008, as from time to time amended, full and regular part-time eligible school department employees who have been employed for at least twelve (12) months or have worked at least 1,250 hours over the past twelve (12) months, may apply for an unpaid family medical leave. The 2008 Amendments offer a way to support family members of military personnel to be eligible for up to 26 weeks of job-protected leave in a twelve (12) month period to care for a covered service member with a serious illness or injury incurred in the line of active duty.

This leave may be taken intermittently when medically necessary.

All leaves above will run concurrently to the extent the employee's time off falls within the parameters of any of the various leaves of absence provided by this policy. For example, if an employee is eligible for an eight-week maternity leave, a twelve-week FMLA leave, and a twelve-month parental leave, all leaves will begin on the first day of the leave and run concurrently. Time off due to work-

related injury will also run concurrently with any other applicable leave provided by this policy.

Approved family, medical, and/or parental leaves for administrators may either be paid or unpaid depending on the amount of accrued sick time available for each individual administrator.

All applications for family, medical, and/or parental leave shall follow the process outlined in sections (a) and (b) below.

a. Family and Medical Leave

The purpose of family and/or medical leave is:

- To care for the employee's child within one year of birth, adoption or the initiation of foster care;
- To care for a child (who is either under age 18 or age 18 or older and incapable of self-care because of a mental or physical disability), a spouse, or a parent with a serious health condition;
- The employee's own serious health condition that makes the employee unable to perform his/her job;
- Qualifying exigencies may arise when the employee's spouse, son, daughter, or parent who is a member of the Armed Forces (including the National Guard and Reserves) and who is on covered active duty or has been notified of an impending call or order to covered active duty. For purposes of qualifying exigency leave, an employee's son or daughter on covered active duty refers to a child of any age;
- Military caregiver family leave is to care for the spouse, parent, child, or next of kin of a service member who suffered a serious injury or illness while on active duty.

A serious health condition is an illness, injury, impairment, or physical or psychological condition that involves:

- a period of incapacity or treatment connected with inpatient care;
- a period of incapacity requiring absence of more than 3 calendar days from work on daily activities also involving continuing treatment by a health care provider;
- any period of incapacity due to pregnancy or for parental care;
- any period of incapacity due to a chronic serious health condition (e.g., asthma, diabetes, epilepsy);

- any period of incapacity that is permanent or long term due to a condition for which treatment may not be effective (e.g., Alzheimer’s, stroke, terminal diseases); or
- a period of absence to receive multiple treatments for an injury or condition which would result in incapacity for more than three days if not treated (e.g., chemotherapy, physical therapy, dialysis).

FMLA leave does not include periods of time when employees do not regularly work, such as, for 195-day administrators, those days that are not included within their 195-day work year, or, for all administrators, the paid holidays enumerated in Article III. F.

If a married couple is employed by the District, they may take a combined twelve (12) weeks of FMLA leave to care for a newborn or adopted child. They are not eligible for twelve (12) weeks each. Example: if each spouse took six (6) weeks of leave to care for a newborn child, each could use an additional six weeks due to their own serious health condition or to care for a parent, spouse, or child with a serious health condition.

When leave is foreseeable, employees are required to complete the FMLA request forms of the requested leave as early as possible, and no later than thirty (30) days prior to the beginning of the leave. If thirty (30) days’ notice is not practicable, such as because of lack of knowledge, a change in circumstances, or medical emergency, written notice must be given as soon as practicable.

FMLA leave is unpaid, but employees may use their accrued paid sick, vacation, or personal time for time needed to recover from a serious illness for him/herself in order to receive pay during this leave, if they wish to do so. After an employee has used all eligible leave time, any remaining time of leave shall be unpaid.

b. Twelve-Month Period Defined

The Salem Public Schools counts the twelve (12) month period for Availability of Leave under this section (Article V. B.) under the FMLA by the means described in 29 C.F.R. § 825.200(b)(3), viz., “[t]he 12-month period measured forward from the date any employee’s first FMLA leave [for approvable reasons] begins.”

ARTICLE V-- LEAVES OF ABSENCE – C. Sick Leave Bank

The parties agree to that the rules and regulations appended hereto as “MOA Attachment” are the Sick Leave Bank rules and regulations established by the Association and approved by the School Committee.

ARTICLE V-- LEAVES OF ABSENCE (D) Paternity or Spousal Leave.

The existing Article V. D. is entitled “Paternity or Spousal Leave” and reads as follows:

Any member of the Salem Administrators’ Association who qualifies under the FMLA for leave due to the birth or adoption of a child, may use up to ten (10) days of accumulated sick leave within a 12-month period provided that they satisfy the FMLA requirements for taking such leave.

The parties agree to replace the existing Article V. D. with the following and re-title it “Parental Leave”

Effective April 7, 2015, Parental leave allows full-time female or male employees who have been employed for at least three (3) consecutive months up to eight (8) weeks of leave after the birth or adoption of a child, and the placement of a child up to the age of 18 pursuant to a court order. If both parents are employed by the Salem Public Schools, the employees are entitled to a total of eight (8) weeks in the aggregate.

Appropriate supporting documentation may be required. Parental leave is unpaid, but employees may use their accrued paid sick, vacation, or personal time in order to receive pay during this leave, if they wish to do so, excepting that if the birth occurs during a period of time that school is not in session, then it shall commence with the first work day that school is in session. After an employee has used all eligible leave time, any remaining time of parental leave shall be unpaid. Parental leave will run concurrently with FMLA leave if the employee is eligible for such leave. During this period of leave, no vacation leave is accrued.

ARTICLE VI - WORKING CONDITIONS – B. Duty-Free Lunch

The parties agree to modify the existing language of Article VI. B., which currently reads, “*Members of this bargaining unit shall be entitled to a duty-free lunch period*” to read as follows:

Members of this bargaining unit shall work at least an eight hour work day and be entitled to a duty-free lunch period.

The parties further agree to re-title Article VI. B. “Work Day and Duty-Free Lunch.”

Appendix A - Administrative Salaries

The parties agree that the negotiated pay increases to be reflected in Appendix A of the collective bargaining agreement shall be as specified below and shall be effective in accordance with Article III. A.(1):

2.5% 2016-2017

2.5% 2017-2018
2.5% 2018-2019

Article XIV - Duration

Modify this clause to reflect an agreement effective July 1, 2016 through June 30, 2019.

This agreement is entered into this _____ day of _____ 2017.

For the Committee

For the Association

**Rules and Regulations
of Salem Administrators Sick Leave Bank**

The Sick Leave Bank for the members of the bargaining unit of employees represented by the Salem Administrators Association shall be governed by the following rules and regulations:

- (a) Membership in the Bank shall be voluntary.
- (b) An employee must be a member of the Bank in order to be eligible to draw days from the Bank. (See attached Application and Authorization)
- (c) The number of days to be contributed by each employee who wishes to participate in said Bank are set forth in the attached Application and Authorization.
- (d) The means by which an employee may join the Salem Administrators Sick Leave Bank is set forth in the attached Application and Authorization.
- (e) The means by which the Salem Administrators Sick Leave Bank shall be restocked is set forth in the attached Application and Authorization.
- (f) Employees who are members of the Bank ~~and who cannot draw from said Bank until they have exhausted their own personal sick leave~~ cannot draw from the Bank until after the expiration of five consecutive payless sick days. ~~Employees must also and submitted to the Sick Bank Committee written certification from their treating physical that documents to the Sick Bank Committee's satisfaction the employee's inability to work due to illness or injury for a period of time that reflects the employee's request for days from the Sick Bank.~~
- (g) An employee on maternity leave for non-medical reasons is not eligible to draw days from the Bank.
- (h) An employee on paternity leave is not eligible to draw days from the Bank.
- (i) An employee shall not be entitled to draw from said Bank ~~consecutive days in excess of the number of days in his/her administrative work year~~ more than one hundred and eighty consecutive days from said Bank.
- (j) The Sick Leave Bank Committee shall be made up of an appointed representative of the Salem Administrators Association, the District Director of Nursing Services, and the Superintendent or his/her designee.
- (k) The Sick Leave Bank Committee shall be responsible for reviewing all written requests from eligible members of the Salem Administrators Association to access additional paid sick leave. Their decision on such matter shall be considered final and not subject to the grievance process.

Approved by the Salem School Committee

School Committee Chair

Date

SALEM ADMINISTRATORS' ASSOCIATION

SICK LEAVE BANK APPLICATION and AUTHORIZATION FOR CONTRIBUTION

All Members of the Salem Administrators' Association, not already members, wishing to enroll in the Sick Leave Bank should fill out this form and return it via electronic scan to: Deb Connerty (deborahconnerty@salemk12.org)

- Open enrollment for Full-Year Administrators shall be in July and January.
- Open enrollment for 195-Day or Part-Time Administrators shall be in September and January.

1. I, _____ (please print name), hereby declare my participation in the Sick Leave Bank.
2. I have been employed by the Salem Public Schools for at least one (1) year.
3. I have at least five (5) sick leave days currently remaining in my personal sick leave balance.
4. I hereby authorize my *initial contribution* of (check one):

___ three (3) sick leave days (full year administrators)

___ two (2) sick leave days (195-day administrators)

___ one (1) sick leave day (= or < .8-time administrators)

to the Salem Administrators' Association Sick Leave Bank, understanding that these days shall be deducted from my personally accumulated sick leave balance.

5. I authorize an additional one (1) sick leave day on the anniversary of my initial participation, until such time as the Salem Administrators' Association Sick Leave Bank reaches a balance of 200 days.
6. I understand that the total number of sick days I may draw from the Administrators Sick Leave Bank is equal to 80% of the sick days I have accumulated in my personal sick day balance *at the time that I begin a documented and approved medical leave*, or up to one (1) full year.
7. I understand that should the Sick Leave Bank balance drop below 100 days, the membership will be notified and an additional one (1) day will be deducted from each participant's sick leave balance, and added to the Administrators' Association Sick Leave Bank, provided that I have at least five (5) days remaining in my personal sick leave balance. If I have a balance of fewer than five (5) days, I understand that I will continue to be considered enrolled in the Salem Administrators' Association Sick Leave Bank and the additional day will automatically be deducted when I accrue a balance of five (5) sick days in my personal sick day account.
8. I understand that if I should withdraw from participation in the Sick Leave Bank or retire from Salem Public Schools, I shall forfeit any sick leave days already contributed to the Salem Administrators' Association Leave Bank.

Employee Signature: _____

Date: _____

The Salem Public Schools

Carlton Innovation School

Bethann Jellison, Principal
Shawna Erps, Operations Leader
10 Skerry Street, Salem, MA 01970

Email: bethannjellison@salemk12.org
shawnaerps@salemk12.org
Tel: (978) 740-1280 Fax (978) 740-1283

To: Salem School Committee

From: Bethann Jellison, Principal

Date: November 22, 2017

Re: 5th Grade Field Trip to The Farm School

We would like to request permission to send our 5th grade students to The Farm School, in Athol, MA, from February 26, 2018 to February 28, 2018. This is a highly regarded program and will provide an authentic and shared farm experience for our students. Carlton teachers will have the opportunity to directly co-plan many of the sessions with the farm school staff in all content areas.

A few of the Content Areas that will be addressed:

- ✓ Human impact on the environment
- ✓ Environmental changes affect organisms
- ✓ Weather/climate patterns that affect needs of organisms
- ✓ Inherited (animal adaptations that allow for living in a specific environment) /acquired traits
- ✓ Energy derived from the sun
- ✓ Descriptive and reflective writing

Curriculum and instruction will be tailored to our instructional goals and build upon our school values of curiosity, community and effort in an entirely new context. We are very excited about this opportunity and would love for our fifth grade students to be able to participate.

The Farm School uses a sliding scale for tuition. Based on our percentage of free/reduced lunch, they will be charging us a reduced rate of \$65.00 per student. Our school budget includes the tuition for the trip and our PTO has set aside money to pay for any coats, boots, jackets, etc. that students may need to participate. As always, our families will not be asked to pay for this or any other field trip at Carlton.

The Carlton nurse has approved this field trip.

I have included the Salem field trip form, along with information from The Farm School. In addition I have attached The Lay of The Land, Selections from an Evaluation of The Farm School's Program for Visiting Schools, to provide you with additional context.

We hope you will consider our request and approve this unique and meaningful experience.

Thank you,

Bethann Jellison, Principal

Salem Public Schools
Salem, Massachusetts
Field Trip Form

Information

Name of School: Carlton Innovation School

Name of Organization/Activity: The Farm School

Contact Person: Bethann Jellison and/or Jessica Eveleth

Destination: The Farm School, 488 Moore Hill Road, Athol, MA 01331
(Detailed Summery Attached to this Form)

Trip Dates: Date of Departure: February 26, 2018 Date of Return: February 28, 2018

Return to Salem From (If different from destination): Same

Number of Students Participating: +/- 35

Total Number of Chaperones: +/-: 3 Teachers

Accommodations

Hotel/Facility Name, Address, and Telephone Number:

The Farm School, 488 Moore Hill Road, Athol, MA 01331

Previous Stays at Hotel? No How would you rate this facility? ?

Cost of Rooms: Included Based on single occupancy N/A

Based on double occupancy N/A

Meals included? YES (If meals are not included, please indicate meal plans)

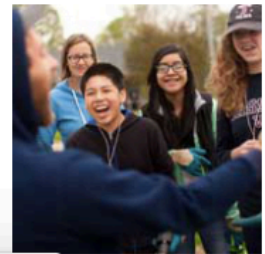
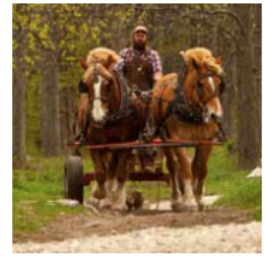
Visiting Schools at the Farm School

We farm with kids. School groups of up to 40 students each visit for 3-day programs throughout the school year.

OVERVIEW FARMWORK FARMER'S DAY STAFF REWARDS

Our Program for Visiting Schools is the centerpiece of The Farm School. Each school year, over 2,000 children come to help us care for our farm during 3-day visits. The students come with their classes, in groups of up to 40 children at one time, many times splitting a week between two groups from the same school. Many schools bring students for multiple visits spread out over several years. While they are here, the students find value in real work, create community that persists when they return to their classrooms, and experience first hand what it means to be stewards of the earth. It's simple and it's magical.

Schools are charged tuition on a sliding scale based on their participation in the federally funded school lunch program. Half the students that come pay a reduced tuition, the balance of which is made up by donations to The Farm School. Every school that has come has returned. As a result, our calendar is usually quite full. However, we welcome inquires about possible visits and are always looking for ways to stretch to fit in more programs! If you are interested, fill out the form below to begin a conversation about your school coming to The Farm School.

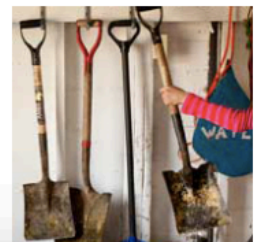


Visiting Schools at the Farm School

We farm with kids. School groups of up to 40 students each visit for 3-day programs throughout the school year.

OVERVIEW FARMWORK FARMER'S DAY STAFF REWARDS

The work and care of the farm is the mainstay of the program. The farm itself is 130 acres, with about 40 acres of open land and 90 acres of woods. It is an incredibly productive place, with large vegetable gardens designed to help feed all that come, young orchards, a maple sugaring operation, a dairy with up to 6 cows milking, pigs, beef cows, goats, chickens, oxen, a woodlot that keeps us busy producing firewood and lumber and lovely pastures and fields for the kids and animals to roam. Students are fully integrated into the farm operations, rising early for milking, tending to the garden, fields and forests, and helping to cook meals with the food they have harvested. By the time they leave, the farm is theirs.



Generic Schedule – 2017-18 (Schedule Subject To Minor Changes)

Day 1 Getting to Know the Farm

- 10:30 Welcome, settle into the bunk rooms, get cups and nametags
- 10:45 Opening Circle
- 11:15 Farm Explore Tour ; Visiting Staff Meeting
- 12:00 Lunch (students bring from home)
- 2:30 Games
- 1:00 Farm Work: Barn, Garden, Forest
- 4:00 Snack / Free Time
- 5:00 Chores
- 6:15 Dinner and clean-up
- 7:15 Evening Activity
- 8:15 Quiet Evening Routine

Day 2 Working the Land

- 6:15 Wake-up
- 6:30 Chores
- 7:30 Breakfast/Clean-up
- 8:15 Yoga
- 9:00 Community Meeting
- 9:15 Farm Work groups rotate
- 10:15 Snack
- 10:30 Back to same Farm Work
- 11:30 Options Intro
- 12:00 Lunch and clean up
- 1:00 Class
- 2:15 Options
- 3:45 Snack/Free Time
- 5:00 Chores
- 6:00 Dinner and clean-up
- 7:00 Evening Activity
- 8:00 Quiet Evening Routine Day

Day 3 Farmers Now!

- 6:15 Wake-up
- 6:30 Chores
- 7:30 Breakfast and clean-up
- 8:00 Pack and clean- bags out front
- 8:45 Farm Work Rotate
- 10:00 Closing Circle
- 10:30 Clamber on Bus – Goodbye!

Memorandum

To: Supt. Margarita Ruiz

Cc: file

From: David Angeramo, Principal SHS

Date: December 4, 2017

Re: Out of State Field Trip Request

This is to recommend the MCJROTC students be given permission to travel to Reading, PA from December 15 through December 16, 2017 for the purpose of attending and participating in physical training and marksmanship competition. They will be receiving leadership training and practice in these areas as well as an opportunity to interact with cadets from other programs.

This request for approval was delayed by the absence of staff who usually process such requests. I apologize for the delay and respectfully request that the students not miss this opportunity due to an administrative delay. Thank you for your consideration.

Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

Directions: All teachers and others seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

I. General Information				
Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	1st Sgt David W. Grinstead	29 Nov 17	15/16 Dec 2017	
Coordinator Contact Info	Phone: 302-569-2256	Total Number of Students	Departure Time	Return Time
	Email: davidgrinsteadsr@SalemK12.org			
Grade Level(s)	9-12	Location and Duration		
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Reading School District / Crowne Plaza Hotel 801 North 13th St / 1741 Papermill Rd Reading, PA 19604 / Reading, PA 19604	<input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

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

III. School Nurse Review and Approval (School Nurse Signature Required)		
Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>R. Smith RN</i>		Date: 11/30/17

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

V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)		
What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: _____
If SPS Bus needed, please specify the following information:	Pick Up Time: 0700 Pick Up Location: Salem HS	Return Time: 2200 Return Location: Salem HS

VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)		
Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

VI. Principal Review and Approval (Required for ALL Field Trips)	
School Principal Signature: <i>[Signature]</i>	Date: 11/29/17

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

State law provides that:

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

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

Approval of a majority of the School Committee, equal to no less than 4 affirmative votes, is required for third readings of policies, approval of the budget, [employment or dismissal of the Superintendent](#), changes to grade configurations as well as significant changes in school governance [that fall within the School Committee's scope of responsibilities](#) or school autonomies such as pilot schools, charter schools [and](#) innovation schools.

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

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

Members abstaining or declaring him or herself present understand that they are expressing their willingness to accept the will of the majority of those members actively voting. [A motion requiring 4 affirmative votes will pass if the number of affirmative votes and abstentions/present votes combined equals 4.](#)

In keeping with the law, the Salem School Committee has adopted as its policy the practice of recording every vote taken by the committee. [A roll call can be asked for at any time and](#) votes of each member shall be recorded.

Legal Reference: 30A:22

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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 on the geographic location of a student’s home address as the sole factor, 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 are the best fit for their children
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 based on their socioeconomic status 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 to be 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 students’ 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

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choice 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 becoming 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 1st 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 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.
 - 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.

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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 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.

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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 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.

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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 an 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 two 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.

Over the next two 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

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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.

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