



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

November 2, 2015

7:30 pm

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



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

Mayor Kimberley Driscoll, Chair

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

October 29, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Monday, November 2, 2015 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**REGULAR MEETING AGENDA
Monday, November 2, 2015**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation on the approval of the Minutes of the October 19, 2015 Regular School Committee Meeting
- IV. Questions and Comments from the Audience**
- V. Superintendent Report – Ms. Margarita Ruiz**
- VI. Presentations and Reports**
 - AIP Progress Report – Pat Williams
 - 2015-16 Enrollment Report – Dr. Jill Conrad
 - Overview of New Liberty Innovation Planning – Jill Conrad
- VII. Finance Report – Mr. Philip Littlehale, Business Manager**
 - a. Approval of Warrants**
 - October 22, 2015 in the amount of \$324,508.77
 - October 29, 2015 in the amount of \$348,965.15
 - b. Budget Transfer Requests**
 - FY16 Budget Transfer Request #7
 - FY16 Budget Transfer Request #8
- VIII. Action Items**
 - a. Deliberation on the Ratification of the Agreement between the Salem School Committee and the Salem Teachers Union relative to the Teachers Cabinet
 - b. Deliberation on the ratification of the IT Agreement with the Salem School Committee and the AFSCME Union

- c. Deliberation on the acceptance of a donation from the Salem Children’s Charity to support the Positive Behavior System (PBIS) Fund – Molly Robinson
- d. Deliberation on the approval of the request of the Salem High School Class of 1990 to use Salem High School on Saturday, November 28, 2015 for their 25th Class Reunion and that alcohol be allowed to be served in accordance with MGL CH 272 Section 40A.
- e. Deliberation on the approval of the **First** Reading of the recommended by the Policy Subcommittee for the following policies in the 5000 Section of the Policy Manual
 - 5400 Student Conduct
 - 5601 Out of State Travel
 - 5802 Bicycles
 - 5803 Student Parking
 - 5807 Athletics and Student Activities Fees
- f. Deliberation on the approval of the **Second** reading of the recommended revision to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual
 - 5204 Grading and Progress Reports (Tabled 10/19/15)
 - 5402 Tobacco Use Policy (Formerly Tobacco Free Schools Policy)
 - 5403 Alcohol Use by Students Policy
 - 5404 Drug Use Policy (Formerly Drug Abuse Policy)
 - 5409 School Bus
- g. Deliberation on the **Third** reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual:
 - 5210 Homebound Instruction
 - 5214 Waiver of Graduation Requirements
 - 5416 Use of Physical Restraint

IX. Sub Committee Reports

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

X. School Committee Concerns and Resolutions

- XI** Next Regular School Committee Meeting – Monday, November 16, 2015
- XII.** Questions and Comments from the Audience regarding the November 2, 2015 agenda
- XII.** Adjourn to Executive Session for the purpose of discussing collective bargaining issues and the School Committee will be returning to open session at the conclusion of the Executive Session

Respectfully submitted by:

Eileen M. Sacco, Secretary to the Salem School Committee

Salem School Committee
Meeting Minutes
Tuesday, October 19, 2015

A regular meeting of the Salem School Committee was held on Monday, October 19, 2015 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: Mayor Kimberley Driscoll

Others Present: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Director of Operations Strategies Jill Conrad and Eileen Sacco, Secretary,

Call to Order

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

Approval of the Agenda

Mr. Fleming moved to approve the agenda as presented. Ms. Amaral seconded the motion. The motion carried.

Approval of Minutes

The minutes of the Special School Committee meeting held on Friday, September 18, 2015 were presented for approval.

Dr. Walsh moved approval. Mr. Bryant seconded the motion. The motion carried.

The minutes of the School Committee of the Whole meeting held on Monday, October 5, 2015 were presented for approval.

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

The minutes of the Regular School Committee meeting held on Monday, October 5, 2015 were presented for approval.

Mr. Fleming moved approval. Mr. Bryant seconded the motion. The motion carried.

Questions and Comments from the Audience

There were no questions or comments from the audience.

Superintendent's Report

Student and School Highlights

Superintendent Margarita Ruiz reported that she is continuing with her 100 day listening tour and has held nine forums to date. She thanked the parent, teachers and community members who have participated in the forums and notes that they have held engaging discussions and she has been impressed with the questions and comments that she has received. She notes that some of the comments have been regarding after school activities, diversity at Salem High School and commitment and support for the Salem Public Schools and making it the best district in the state.

Ms. Ruiz congratulated Salem High School on their Advanced Placement (AP) test results and noted that in particular the improvement of the scores and the numbers of students enrolled in AP classes.

She noted that they tripled the number of qualifying scores. She thanked Mr. Angeramo and his team for this accomplishment.

Mr. Schultz stated that he applauds the success of this program and noted that the enrollment in the program grows each year. He also noted that the passing rates have remained the same, and some have increased as well.

Mr. Fleming noted that the MMIS program is far from new to the Salem Public Schools noting that the School Committee adopted this program a few years ago and it has been a successful program from the start.

Ms. Hunt requested that the School Committee receive a written report on the AP Scores from Salem High School. She explains that it would be interesting to look at the scores noting that there have been fewer supports for MMIS and it is still sustaining.

Ms. Ruiz stated that she will get the report to the School Committee.

Ms. Ruiz reported that there will be a presentation this evening on the SPS Summer Programs and the data from the program by Director of Extended Learning Time Emily Ullman.

Mr. Schultz requested a report on the Salem High School Scholastic Aptitude Tests (SATS) as well.

Mr. Ruiz reported that she is continuing to spend time in the schools and noted that she is encouraged to see the work that teachers do. She noted that she observed students and staff at the Nathaniel Bowditch School sharing challenging lessons and giving high fives to teachers and school leaders for their efforts.

Presentations and Reports

Assistant Superintendent Kate Carbone made a presentation on Educator Evaluations and the 2015-16 Professional Development Plan.

Assistant Superintendent Kate Carbone and Emily Ullman made a presentation on the Data on the Salem Public Schools Summer Learning Results.

Copies of these presentations are included in the School Committee meeting materials which are posted on the Salem Public Schools website www.salemk12.org.

Dr. Jill Conrad addressed the School Committee and updated them on the complaint filed by Ms. Kayla Kirkpatrick and explained that the meeting materials have been revised to include the documentation from the complaint and have been reposted on the Salem Public Schools website and Salem.com.

Finance Report

Approval of Warrants

October 8, 2015 in the amount of \$177,622.38
October 15, 2015 in the amount of \$251,942.44

Mr. Fleming moved approval of the warrants in the amounts indicated. Mr. Bryant seconded the motion. The motion carried.

Budget Transfer Requests

FY16 Budget Transfer Request #5 – Carlton School

Ms. Hunt explained that Carlton School Principal Jean-Marie Kahn is requesting a budget transfer of \$14,000 from Elementary to Tutors. A Reading Tutor will be added to support the K-2 classrooms as

the school has experienced some dips in students' achievement data. By adding this reading tutor, Carlton will be able to provide in class support as well as intervention services.

Funds are available in the Elementary line as new staff have been hired at salaries lower than budgeted.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
10/1/2015	From	13570420	5102	Elementary	(14,000)
10/1/2015	To	13570420	5114	Tutors	14,000

Ms. Hunt reported that Mr. Littlehale recommends approval of the request.

Mr. Fleming moved approval of the Budget Transfer request. Dr. Walsh seconded the motion. The motion carried.

FY16 Budget Transfer Request #6 – Carlton School

Ms. Hunt explained that Carlton School Principal Jean-Marie Kahn is requesting a budget transfer of \$11,376 from Paraprofessionals Library to Paraprofessionals. This transfer is to correct a budgeting mistake as funds were budgeted in the incorrect line.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
10/1/2015	From	13460410	5163	Paraprofessional Library	(11,376)
10/1/2015	To	13570420	5163	Paraprofessional	11,376

Ms. Hunt reported that Mr. Littlehale recommends approval of the request.

Mr. Fleming moved to approve the budget transfer request. Ms. Amaral seconded the motion. The motion carried.

Action Items

Deliberation on the School Committee recommendations for the MASC Resolutions to be voted on at the MASC Annual Meeting on November 4, 2015

Mr. Bryant moved that the School Committee vote to support the recommended resolutions for the MASC Annual Meeting. Mr. Fleming seconded the motion. The motion carried.

Deliberation on the request of the Carlton School to begin Fundraising for an Outdoor Classroom

Dr. Walsh moved approval. Mr. Bryant seconded the motion. The motion carried.

Deliberation on the request of the Carlton School for an overnight field trip to the Farm School in Athol, MA – February 8-10, 2016

Mr. Fleming moved approval. Mr. Bryant seconded the motion. The motion carried.

Deliberation on the request of Salem High School Principal David Angeramo to change the dates of the Salem High School Band Trip to the Youth Education in the Arts National "A" Class Marching Band Championships in Allentown, PA to Saturday – Monday November 7-9, 2015

Mr. Fleming moved approval. Mr. Bryant seconded the motion. The motion carried.

Deliberation on policies recommended for deletion by the Policy Subcommittee

5111 Student Withdrawal from Schools Policy
5202 Instructional Responsibilities Policy

Mr. Bryant moved approval. Dr. Walsh seconded the motion. The motion carried.

Deliberation on the approval of the First reading of the recommended revision to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual

5402 Tobacco Use Policy (Formerly Tobacco Free Schools Policy)
5403 Alcohol Use by Students Policy
5404 Drug Use Policy (Formerly Drug Abuse Policy)
5409 School Bus Conduct

Mr. Bryant moved approval. Dr. Walsh seconded the motion. The motion carried.

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

5210 Homebound Instruction
5214 Waiver of Graduation Requirements
5416 Use of Physical Restraint

Mr. Bryant moved approval. Dr. Walsh seconded the motion. The motion carried.

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

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

Dr. Walsh moved to table the policy 5204 Student Progress Reports. Mr. Bryant seconded the motion. The motion carries.

Mr. Bryant moved approval of the third and final reading of 5206 Promotion and Retention, 5213 Field Trips and Excursions and 5806 Student Observations Dr. Walsh seconded the motion. The motion carried.

Subcommittee Reports

Policy Subcommittee

Ms. Hunt reported that the Policy Subcommittee has completed their review of the review of the 5000 policy series and they will be starting to review the 6000 policy series.

Personnel Subcommittee

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

Buildings and Grounds Subcommittee

Mr. Bryant reported that the Buildings and Grounds Subcommittee met on October 6, 2015 and reviewed the following matters:

Mr. Bryant reported that Mr. Littlehale received an inquiry about a possible partnership with a private entrepreneur to enclose Bertram Field with a bubble thereby making it available for year round use. The Committee voted 3-0 in favor of not entertaining any discussions about entering into a contract but rather, allow the person to come before the subcommittee to enlighten them on his proposal.

RFP for Collins Middle School Space for After School Programs

Mr. Bryant reported that the School Department issued a Request for Proposals (RFP) for the usage of areas of Collins Middle School for an after school program. He explained that we received one bid from the Salem Boys and Girls Club. He noted that they ranked highly advantageous on all of the criteria, however their three-year proposal fell considerably short in the monthly fee that was stated in the RFP. He explained that we were asking \$4,000 per month and the Boys and Girls Club submitted a monthly fee of \$2,050, \$2,100 and \$2,150 for years one, two and three respectively.

Mr. Bryant reported that Executive Director of the Boys and Girls Club Joanne Scott attended the meeting to explain the rationale behind the amounts proposed. He reported that Ms. Scott reported that the Boys and Girls Club works in partnership with the Salem Public Schools as some of their staff work for the SPS and the ELT program and they regularly consult with other SPS staff on the type of work being done during the day so that they can support the work in the program.

Mr. Bryant also reported that Ms. Scott indicated that the Boys and Girls Club continues to have financial challenges and they are committed to keeping the prices low so they do not price out students. He also notes that the Club has moved more from a "Keep Children Safe" philosophy too more a "support and supplement the education they are receiving in the district so that they are truly an extension of the Salem Public Schools.

Mr. Bryant reported that the Subcommittee considered the rationale and voted to recommend approval of the three year contract with the Salem Boys and Girls Club and to amend the language in the contract to include the language that the if the Salem Public Schools needs the space, the Boys and Girls Club will have to relocate and the Salem Public Schools will make a good faith effort to help them identify another site. He noted that the Subcommittee recommends approval of the three year lease with amended language.

Ms. Amaral stated that she would like to make sure that fees are comparable to what other after school program providers are paying.

Mr. Bryant also stated that Mr. Littlehale has confirmed that the proposed fee schedule will cover the costs incurred by the District and it will not cost the district money.

Mr. Fleming moved to approve the three-year contract with the Salem Boys and Girls Club for the use of space at the Collins Middle School for after school programs. Dr. Walsh seconded the motion. The motion carried.

Increase in Temperature at Salem High School

Mr. Bryant reported that on the recommendation of the former Superintendent, the School Committee voted unanimously to increase the temperature at Salem High School an additional two degrees (from 66-68). The School Committee was informed that this was never done and the matter was referred to the Buildings and Grounds Subcommittee for review. Mr. Bryant reported that Director of Buildings and Grounds Paul L'Heureux attended their meeting and informed them that in order to make this change ENE Systems, the contracted company would need to adjust of 2,800 control points, which would take 15 days to complete at a cost of \$25,822.85. He noted that there are other parts of the building that have heating and cooling problems such as the IMC. Mr. Bryant reported that they will

be scheduling another meeting and invite representatives of ENE Systems to explain the entire process for the two-degree adjustment as well as a scope of work to remedy the IMC.

School Committee Concerns and Resolutions

Dr. Walsh reported that Dennis and Patty LeVasseur hosted their annual golf tournament and they split the money raised between the Salem Children's Charity and to the Salem Public Schools for the PBIS program.

Mr. Schultz asked what the status of the Student Representative from Salem High School. Ms. Hunt explained that the Policy Subcommittee tabled the policy review of the Student Representative to look into including a more directive leadership role of the student as well as having Salem High School recruit a representation of the student population at Salem High School.

Questions and Comments from the Audience Regarding the October 19, 2015 Agenda

Nancy Lipinski of 6 Allen Street addressed the School Committee regarding the Field Trip and Excursion policy. She stated that she is concerned that the policy calls to exclude students who are having difficulty in classes and stated that she feels that it seems punitive.

Adjournment

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

The meeting adjourned at 9:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of the Special School Committee Meeting September 18, 2015
Minutes of the School Committee of the Whole Meeting October 5, 2015
Minutes of Regular School Committee Meeting October 5, 2015
School Committee Agenda October 19, 2015
PowerPoint Presentation on Professional Development
PowerPoint Presentation on Summer Program Data
Policies Reviewed:
5204 Student Progress Reports
5206 Promotion and Retention
5210 Homebound Instruction
5213 Field Trips and Excursions
5214 Waiver of Graduation Requirements
5402 Tobacco Use
5403 Alcohol Use by Students
5404 Drug Use Policy
5409 School Bus Conduct
5416 Use of Physical Restraint
5806 Student Observations

Level 4 Accelerated Improvement Plan Monitoring Report

District: Salem Public Schools

Reporting Period: June 1 – October 9, 2015

Introduction

The Salem Public Schools have seen important changes during this period. Dr. Margarita Ruiz assumed the role of superintendent on July 1, and is following her entry plan by meeting extensively with the district's constituents. The school year began with new principals in place at the Bowditch and Saltonstall schools. The Department of Elementary and Secondary Education approved Salem's 2015-2016 Accelerated Improvement Plan (AIP) on October 1, noting the extent to which this year's strategies deepen the district's work.

In addition, Salem leaders brought the 2014-2015 school year to a successful close. On October 5, Superintendent Ruiz presented the 2015 MCAS results to the school committee by addressing both the district's successes and its continuing challenges. The challenges were identified directly, and the improvements, which are numerous, were celebrated.

Results on the effectiveness of Positive Behavior Intervention and Supports (PBIS) indicate that schools where teams have been in place for two years (Bates, Bentley, Bowditch, Carlton, and Salem High School) are considered to be "highly functioning," according to PBIS standards. Schools in which PBIS was in its first year (Collins, ECC, Horace Mann, Saltonstall, and Witchcraft) are considered to be functioning at a "strong" level.

Finally, Benchmark #4 assessments at the high school showed some improvements. However, these results highlight the continuing proficiency gaps for students with disabilities and for English language learners. Improvements in Algebra were particularly encouraging. Between Benchmark #1 and the posttest, the aggregate proficiency rate increased from 45.3 percent to 74.5 percent. The proficiency rate of students with disabilities increased from 20.5 percent to 47.7 percent over the same period; and that of English language learners increased from 20.9 percent to 43.3 percent. District leaders report that these improvements are due, at least in part, to changes in the delivery model for Algebra as well to additional resources provided.

Strategic Objective 1: Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district

The district laid the foundation for the 2015-16 school year with a four-day administrative retreat in early August. The monitor attended a full-day session on data use where principals, working with strong sample materials, received the tools for planning their opening school staff presentations on recent data.

Salem is deepening its leadership capacity this year with the selection and training of Teacher Leaders in each school. At a training in August, Teacher Leaders developed an understanding of their role in facilitating common planning time (CPT) at their schools. Successful implementation of this program will extend teachers' ability to use data to plan their instruction. Additional Teacher Leader training will occur during the year.

At a District Leadership Team Meeting (DLT) in September, the superintendent provided principals with powerful professional development on indicators of highly effective Instructional Leadership Teams (ILT). Principals received an ILT-CPT toolkit for building a school leadership team that develops the

instructional capacity in the school. This included a monthly calendar that listed the topics and assessments for analysis. Five instructional rounds in each school this year (two focusing on math, two on English language arts, and one on school culture) will determine the extent of instructional improvements.

Strategic Objective 2: Increase instructional rigor in all classrooms across the district

To begin to focus teachers on increasing rigor in their teaching, the district offered summer professional development on such topics as close reading, STEMscopes, small group instruction, and cognitively guided instruction in mathematics. Professional development topics to be addressed during school year early release days include text complexity and cultural competency.

The district has also revised the “look fors” to be used during instructional rounds so that they more clearly reflect the increasing rigor required by the Common Core State Standards. Revisions are in place for literacy, mathematics, and SEI instruction. The district is currently compiling a comprehensive list of the instructional rounds that will occur in each building. And the high school is revising its curriculum maps to reflect the new standards.

The newly appointed ELL director is providing three sessions of staff training entitled Supporting Language Instruction. She recently trained department heads to in turn train their teachers in sheltered English immersion (SEI) strategies to empower the teachers to raise the level of their instruction for English language learners. The district is offering similar professional development regarding inclusive practices for teaching students with disabilities.

During the 2014-2015 school year, teachers from the Salem school district and from Salem Academy have been working under a grant to help teachers shift to standards-based practices. The program was officially launched during the summer when teachers from Salem Academy and teacher teams (called Vanguard Groups) met to identify priority standards, articulate instructional progressions, and develop proficiency scales (rubrics). The goal of this work is to transform standards-based practices in the district culminating in the shift to standards-based grading and reporting. Currently, grades may reflect a combination of achievement and other areas such as behavior, effort, or attendance. Teachers and principals in this group will continue to meet throughout the year.

The monitor will seek to learn more about the implementation of scaffolded instruction. This will be included in the next monitoring report.

Strategic Objective 3: Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

A continuing effort this year is professional development focused on the observation and evaluation of instruction for all administrators who evaluate teachers. The training is required for all evaluators. Rather than use consultants, Salem administrators are providing the professional development using strong examples of effective practice from within the district. In addition, central office staff and a newly hired coach will hold office hours for consultation regarding challenging staff evaluations.

Training in SEI strategies, inclusive practices, and cultural competency noted earlier in this report are intended to lead teachers to improve classroom instruction. Instructional rounds using the revised “look

fors” will provide principals and district administrators with a measure of schools’ progress in the implementation of improved instruction.

Last spring’s intervention at Nathaniel Bowditch School¹ is continuing according to plan under the direction of the Bowditch Transformation Team and the newly appointed principal. Teachers participated in a 3-day summer retreat to establish their core values and expectations. The school received an Extended Learning Time (ELT) grant for an additional 180 hours, and the additional time is dedicated to tiered interventions for students and additional teacher common planning time.

Summary

Activities being implemented this year are effectively aligned with the 2015-2016 AIP. With the superintendent’s guidance, principals and teachers are being provided with the tools to embed a data-driven system, to increase instructional rigor, and to provide high quality leadership to monitor the instructional program. The monitor will continue to track the effectiveness of the implementation of activities to achieve these objectives.

Next steps

- Implement the scheduled management team meetings including the scheduled data meetings.
- Monitor the effectiveness of teacher leaders in facilitating productive use of teacher common planning time.
- Continue the superintendent’s explicit training for principals.
- Implement the planned professional development that is carefully aligned to the objectives in the Accelerated Improvement Plan.
- Provide training for principals and teachers in the use of the revised “look fors.”
- Monitor the effectiveness of the enhanced training for teachers of students with disabilities and English language learners.
- Support the development of standards-based grading and reporting.
- Continue to support the transformation underway at Nathaniel Bowditch Elementary School.

Monitoring activities this period

7/28/15	Attended Standards-Based Practices Vanguard Group
8/5/15	Attended leadership retreat on data
8/18/15	Attended teacher leader training
9/2/15	Attended opening ceremony for district teachers and for Bowditch teachers; participated in discussion of draft AIP
9/24/15	Attended district leadership team meeting
Ongoing	Reviewed documents and data

¹ See previous AIP Monitoring Report for a description of this intervention.



2015-16 Enrollment Report

**Salem Public Schools
Salem School Committee
November 2, 2015**

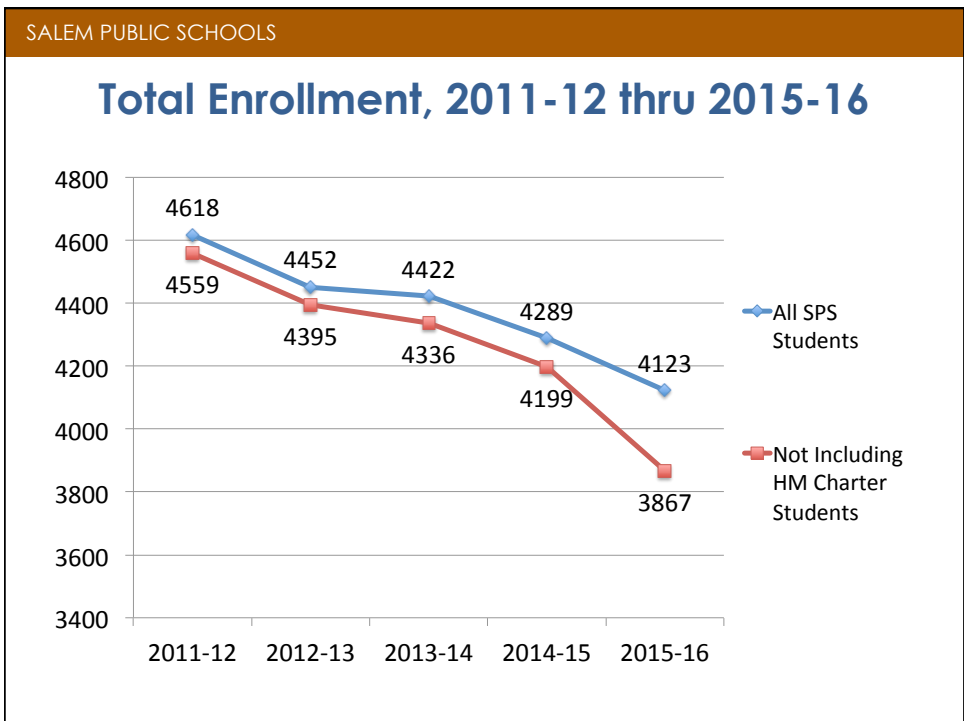
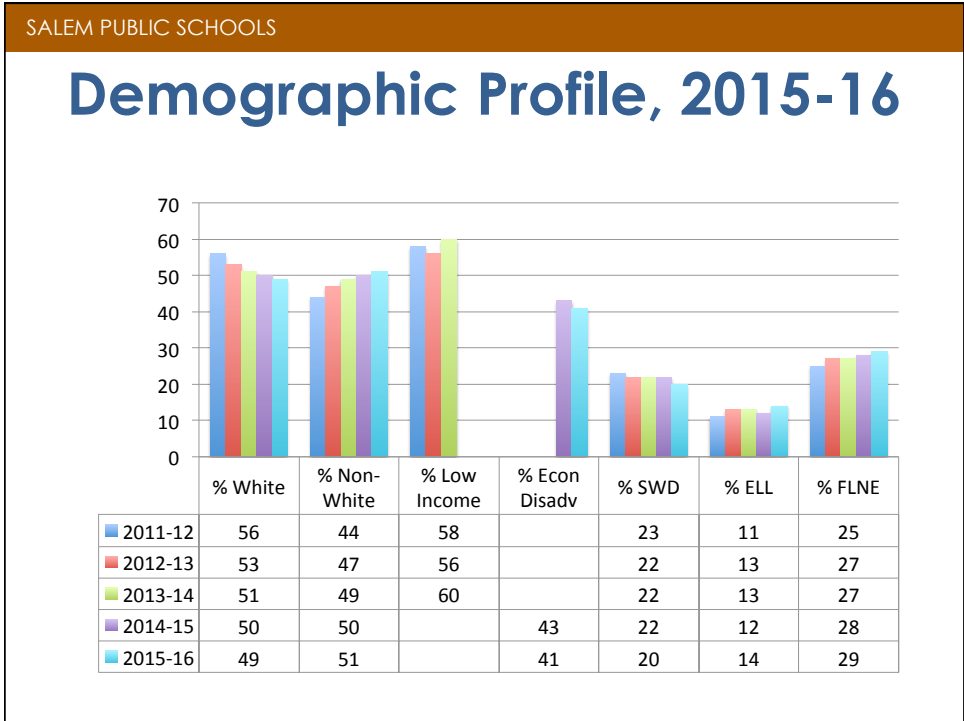
SALEM PUBLIC SCHOOLS

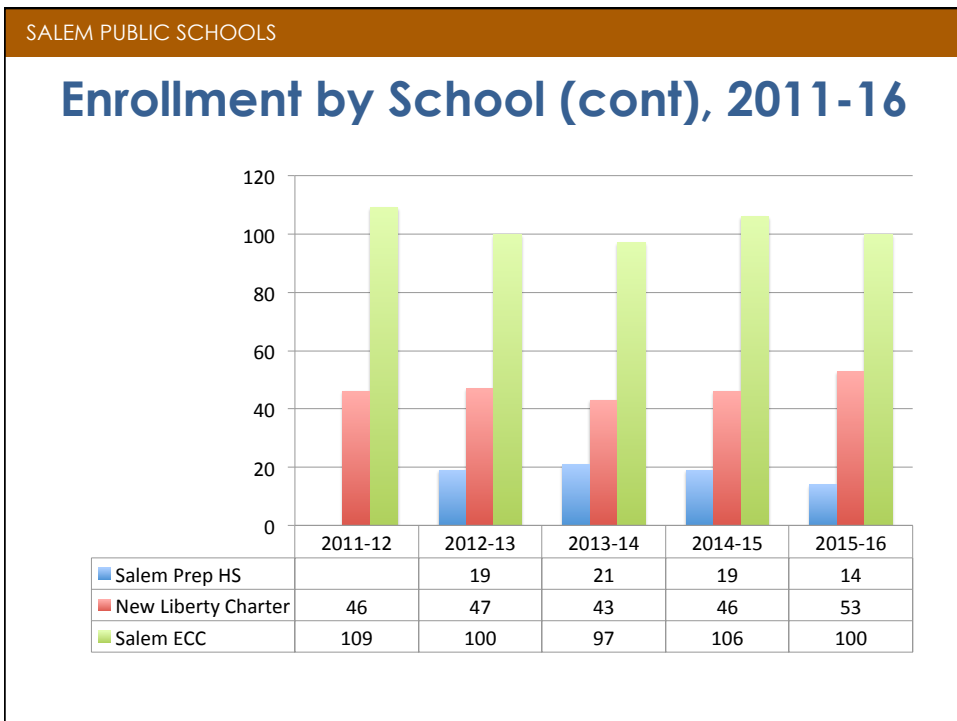
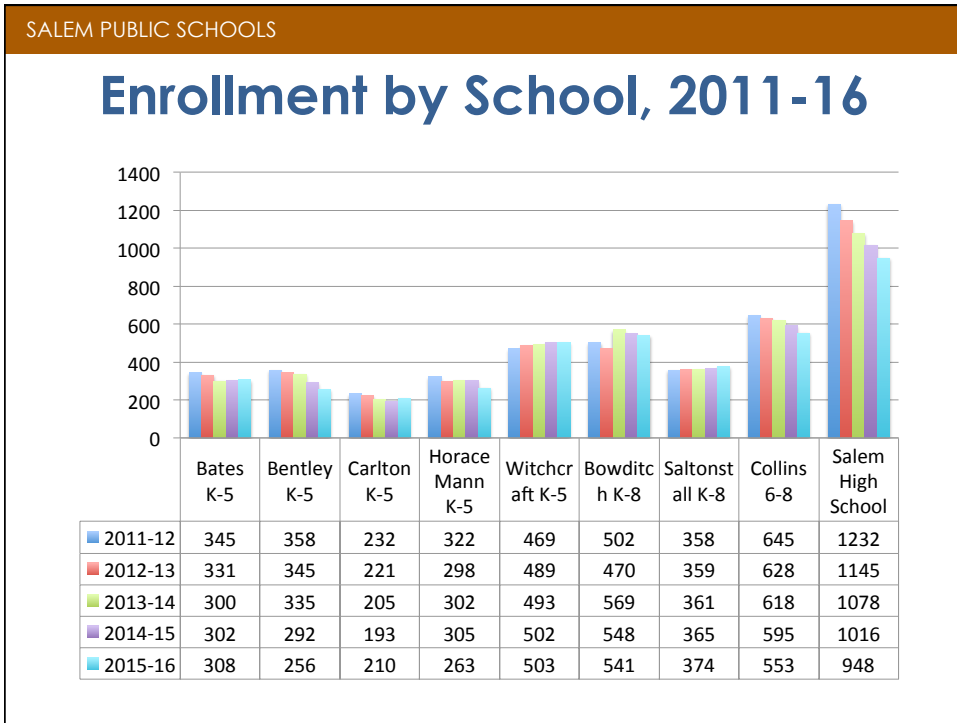
Demographic Profile*, 2015-16

	# of Students	% of Students
Enrollment	4123	100%
White	2037	49%
Minority	2086	51%
Economically Disadvantaged**	1688	41%
Students with Disabilities	831	20%
English Language Learners	566	14%
First Language Not English	1182	29%

*Includes both Bentley Academy and New Liberty Charter Schools

**Statewide change to income measure started in 2014-15





SALEM PUBLIC SCHOOLS

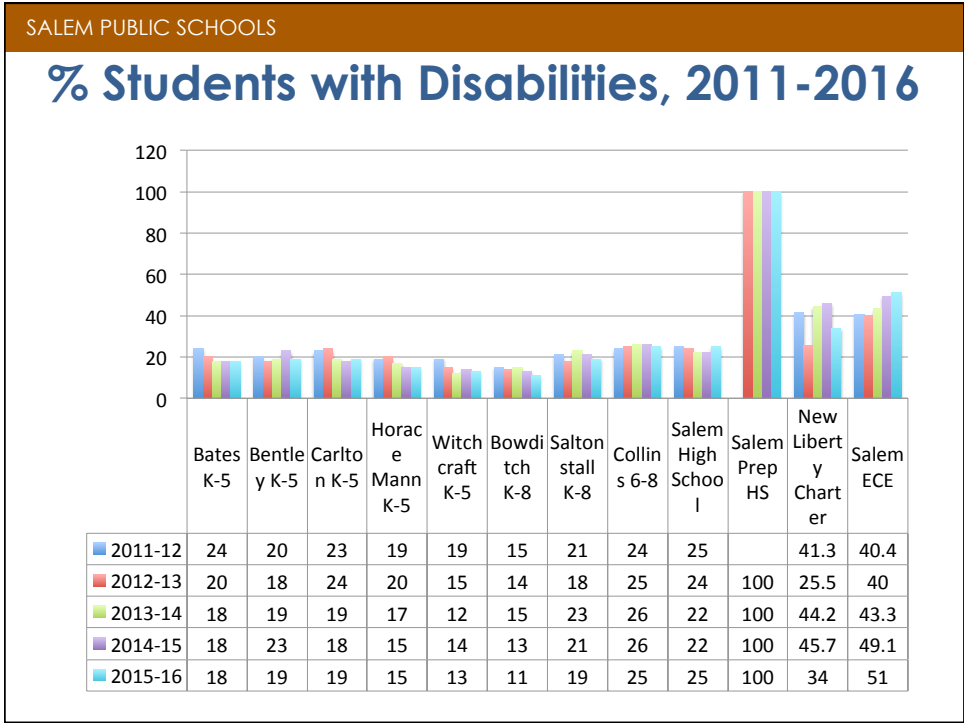
2015-16 Enrollment by Grade Level

School	PK	KF	01	02	03	04	05	06	07	08	09	10	11	12	SP	Grand Total
Bates Elementary School	53	57	55	51	48	44										308
Bentley Academy Charter	50	57	44	40	36	29										256
Carlton Elementary School	37	39	41	27	35	31										210
Horace Mann K-5	44	45	51	52	29	42										263
Witchcraft Heights	64	89	87	87	81	95										503
Bowditch K-8 School	58	62	63	64	65	77	58	41	53							541
Saltonstall K-8	42	37	45	38	45	45	39	34	49							374
Collins Middle School							162	189	202							553
Salem High School										251	240	226	220	11		948
Salem Prep High School												2	3	9		14
New Liberty Charter											1	11	12	29		53
Salem Early Childhood	100															100
Grand Total	100	348	386	386	359	339	363	259	264	304	252	253	241	258	11	4123

SALEM PUBLIC SCHOOLS

Students with Disabilities, 2015-16

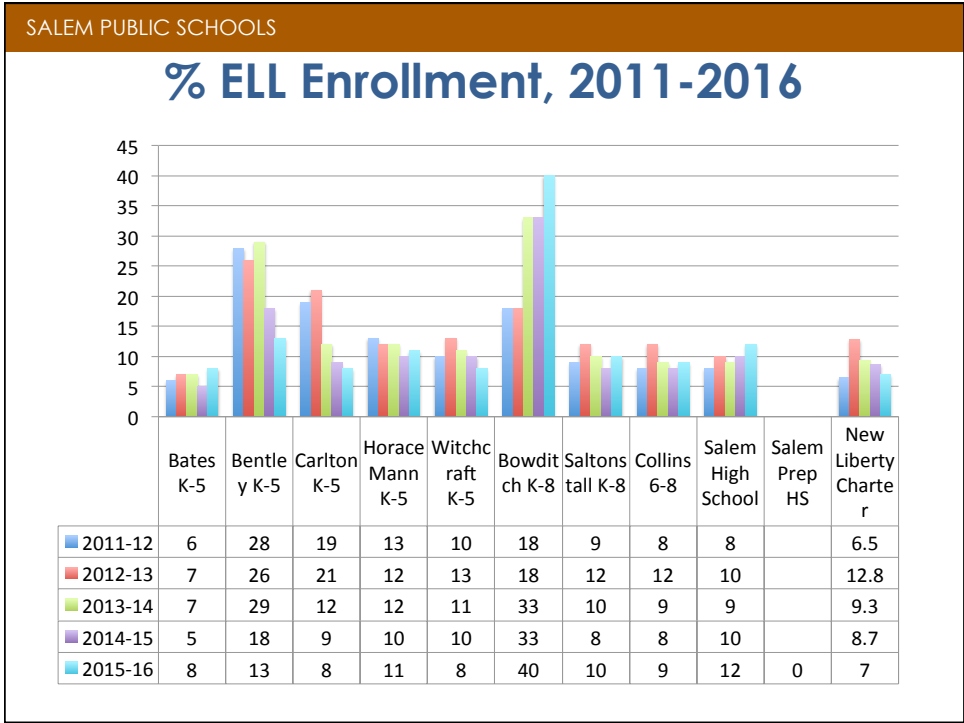
School	#SwD	%SwD
Bates Elementary School	55	18%
Bentley Academy Charter	48	19%
Carlton Elementary School	39	19%
Horace Mann Lab School	39	15%
Witchcraft Heights Elementary	67	13%
Bowditch K-8	61	11%
Saltonstall K-8	70	19%
Collins Middle School	136	25%
Salem High School	233	25%
Salem Prep High School	14	100%
New Liberty Charter School	18	34%
Salem Early Childhood Center	51	51%
Grand Total	831	20%



SALEM PUBLIC SCHOOLS

ELL Enrollment, 2015-16

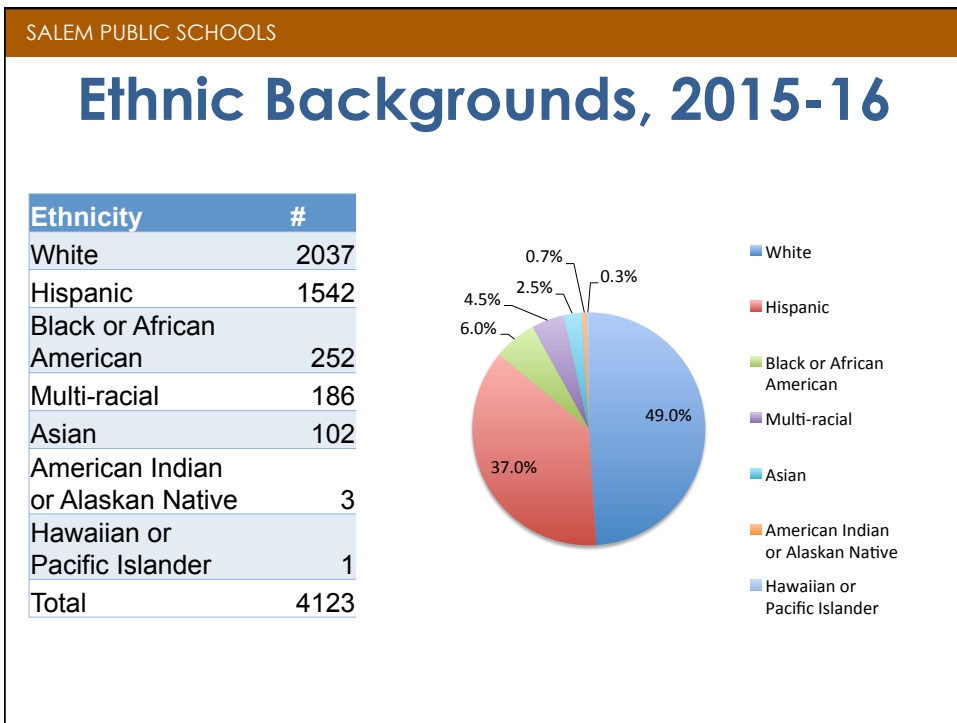
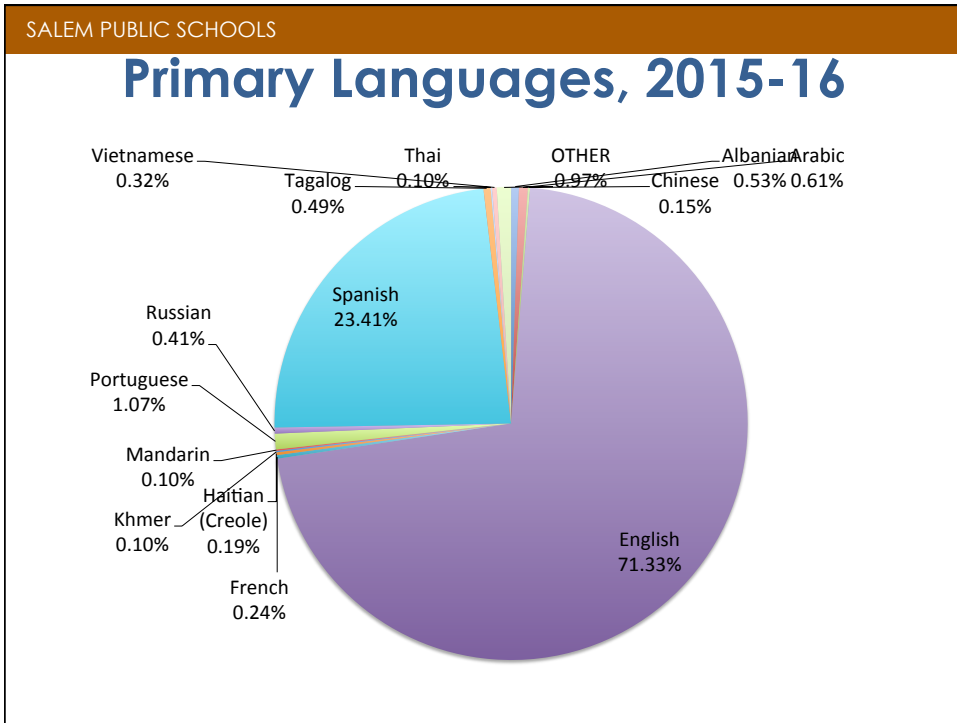
School	# ELL	% ELL
Bates Elementary School	23	8%
Bentley Academy Charter	33	13%
Carlton Elementary School	16	8%
Horace Mann Lab School	28	11%
Witchcraft Heights Elementary	41	8%
Bowditch K-8	215	40%
Saltonstall K-8	38	10%
Collins Middle School	50	9%
Salem High School	115	12%
Salem Prep High School	0	0%
New Liberty Charter School	7	13%
Salem Early Childhood Center	n/a	n/a
Grand Total	566	14%



SALEM PUBLIC SCHOOLS

Primary Languages, 2015-16

	# of students		# of students
Albanian	22	Bengali	3
Arabic	25	Canton	2
Chinese	6	German	2
English	2941	Greek	3
French	10	Hebrew	2
Haitian (Creole)	8	Hindi	1
Khmer	4	Ibo	1
Mandarin	4	Italian	1
Portuguese	44	Kurkish	1
Russian	17	Lao	2
Spanish	965	Pidgin English	1
Tagalog	20	Pilipino	3
Thai	4	Polish	3
Vietnamese	13	Punjai/Panjabi	2
Total	4083	Pushtu	1
		Romanian	2
		Somali	1
		Swahili	1
		Urdu	1
		Yoruba	1
		OTHER	6
		Total	40



New State Measure of Socioeconomic Status: Economically Disadvantaged

- **Low Income measure (based on % FRL) no longer reliable**
 - New federal Community Eligibility Program (CEP)
 - Free and Reduced Lunch forms no longer collected in 10 out of 12 of our schools
- **Need for new measure with reliability, statewide**
 - MA opted for “Direct Certification”
- **New measure called “Economically Disadvantaged”**

Comparing the Measures

Low Income Measure	Economically Disadvantaged Measure
2013-14 and Prior	2014-15 and Future Years
Based on eligibility for Free or Reduced Price Lunch Meals (FRL) via collection of FRL forms	Based on “Direct Certification” of participation in 1 or more of the state administered programs (Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).
SPS ~60% on avg	SPS ~41% on avg

***Both are imperfect measures of actual household poverty levels
BUT both are considered reliable measures***

SALEM PUBLIC SCHOOLS

Implications

- **State and Federal Programs**
 - Chapter 70 Budget
 - Grant programs
 - School building authority reimbursement rates
 - School/district accountability

Calculations & guidance determined by state

- **Local Uses**
 - Sliding scale fees
 - Student assignment
 - Other?

Must be determined locally

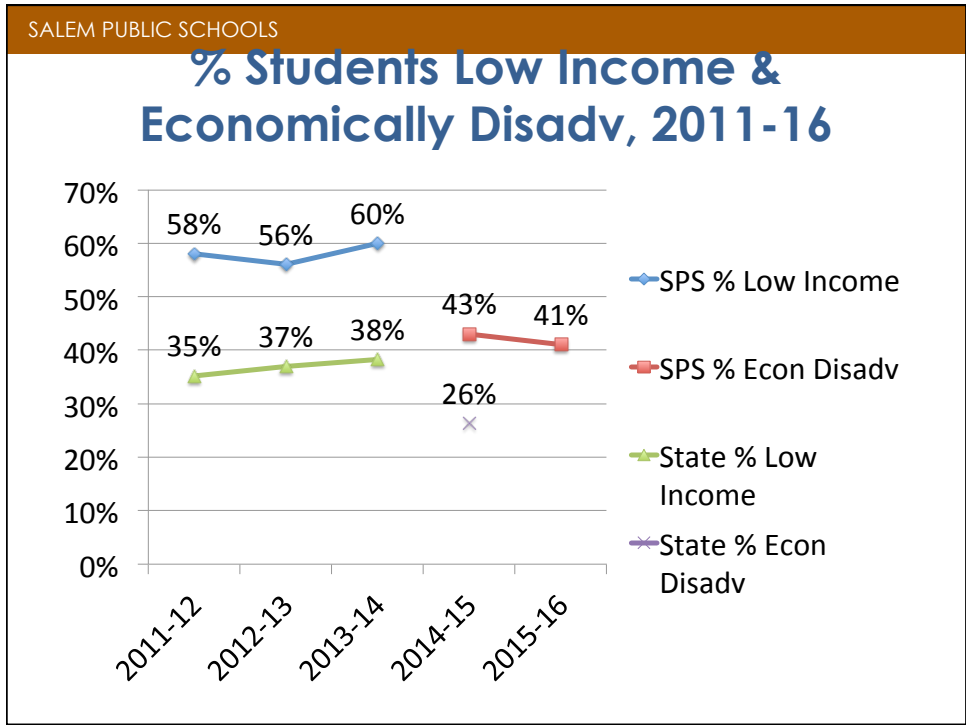
Superintendent convening internal task force to develop recommendations

SALEM PUBLIC SCHOOLS

Economically Disadvantaged*, 2015-16

School	# Econ Disadv	% Econ Disadv
Bates Elementary School	122	40%
Bentley Academy Charter	121	47%
Carlton Elementary School	90	43%
Horace Mann Lab School	111	42%
Witchcraft Heights Elementary	154	31%
Bowditch K-8	266	49%
Saltonstall K-8	137	37%
Collins Middle School	257	47%
Salem High School	387	41%
Salem Prep High School**	5	36%
New Liberty Charter School**	3	6%
Salem Early Childhood Center	35	35%
Grand Total	1688	41%

**As defined by the new DESE measure known as "Direct Certification." This measure is NOT comparable to the previous measure of "Low Income" based on students qualifying for Free and Reduced Lunch.*





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Information Services - Data Collection

Redefining Low Income - A New Metric for K-12 Education Data

For many years, the Department of Elementary and Secondary Education (DESE) has collected data on the number of low income students attending each of our public elementary and secondary schools. Research clearly shows that students from lower income households typically face more learning challenges than students from more affluent households. Collecting data on students' family income helps us to direct more resources to their schools and helps us to monitor how well those schools are doing with those students.

The most commonly used metric for measuring income status has been eligibility for free or reduced price meals under the U.S. Department of Agriculture's school nutrition program. Families submit application forms documenting their household income. If the income falls below certain levels set by USDA, students in that family can then receive free or reduced price school breakfasts and lunches. Under long-standing U.S. Department of Education guidance, these students are then recorded as "low income" for purposes of educational statistics.

Two years ago, USDA introduced the [Community Eligibility Program](#) (CEP) as an option for schools and districts with high concentrations of low income students. Under CEP, all students in the participating schools are entitled to receive free meals under the school nutrition program. This eliminates the cost and administrative burden of collecting and processing family applications, as well as the costs associated with collecting lunch fees. More importantly, CEP increases student participation in school nutrition programs, and we know that students learn better when they are not hungry. For all these reasons, DESE is encouraging eligible schools and districts to participate in CEP.

But without the availability of free and reduced price data in many of our largest districts, we faced the need to develop a new income status metric that could be used consistently across the state. This new metric, which we are calling **economically disadvantaged** to differentiate it from the old "low income" measure, will be used to report data from all schools and districts, not just those participating in CEP. The new measure will be based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).

Individual school districts have used the so-called "direct certification" process to access enrollment data from these programs for many years, in order to validate their free and reduced price school lunch participation. DESE will now use the same direct certification process on a statewide basis. Strict data security protocols are in place at the Executive Office of Health and Human Services to ensure that all confidential data is protected in accordance with federal and state data privacy statutes and MassIT security policies.

Because of this change in methodology, the number of "economically disadvantaged" students reported as enrolled on October 1, 2014, in most schools will be lower than the number of "low income" students reported in 2013-14 and prior years. Obviously this has nothing to do with any real changes in family income; it is simply a shift from one valid measure to another valid measure. Neither measure is "right" or "wrong" (in fact, neither measure lines up exactly with the Census Bureau's "poverty" definition), but either can be a useful surrogate in identifying how well we are serving children at the lower end of the socioeconomic scale. **It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "low income" data in prior years.**

How will this change affect particular district programs and activities?

- The **foundation budget**, which is used to calculate both Chapter 70 school aid and charter school tuition rates, currently relies on free and reduced price data. FY16 will be a transition year, using FY15 free and reduced price data from non-CEP districts and a combination of FY14 free and reduced price data plus direct certification for new students in CEP districts. For FY17 and beyond, we have recommended to the Foundation Budget Review Commission that the low-income increments in the formula be increased sufficiently to offset the lower number of students in the economically disadvantaged category.
- For **grant programs** that require poverty data for eligibility or entitlement calculations, the appropriate DESE program office will provide guidance directly to districts and schools.
- **School building authority reimbursement rates** are also based in part on low income percentages. We are providing information to the MSBA Board and will assist them in evaluating alternatives.
- Performance metrics in DESE's **school and district accountability system** will be updated to reflect the new measurement. DESE will provide additional guidance to districts regarding this transition.
- Schools and districts that use free and reduced price eligibility for **sliding scale fees** or other local purposes may continue to do so. For schools participating in CEP, this may involve a combination of direct certification data and some supplemental data collection from families.
- Districts will receive updated **SIMS reporting instructions**.



For all of us who have used free and reduced price eligibility data for a multitude of purposes over the years, the shift to a new metric will not be easy. Nevertheless, it is a necessary change so that our less affluent cities and towns can

take advantage of the many benefits of USDA's Community Eligibility Program. We appreciate your patience and understanding as we work through all the details of this change.

For further information or assistance, please contact:

[Rob Curtin](#), Director of Education Data Services 781-338-3582

[Jeff Wulfson](#), Deputy Commissioner 781-338-6500

  A Changing Metric: Low Income vs. Economically Disadvantaged

Last Updated: July 16, 2015

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A Changing Metric: Low Income vs. Economically Disadvantaged

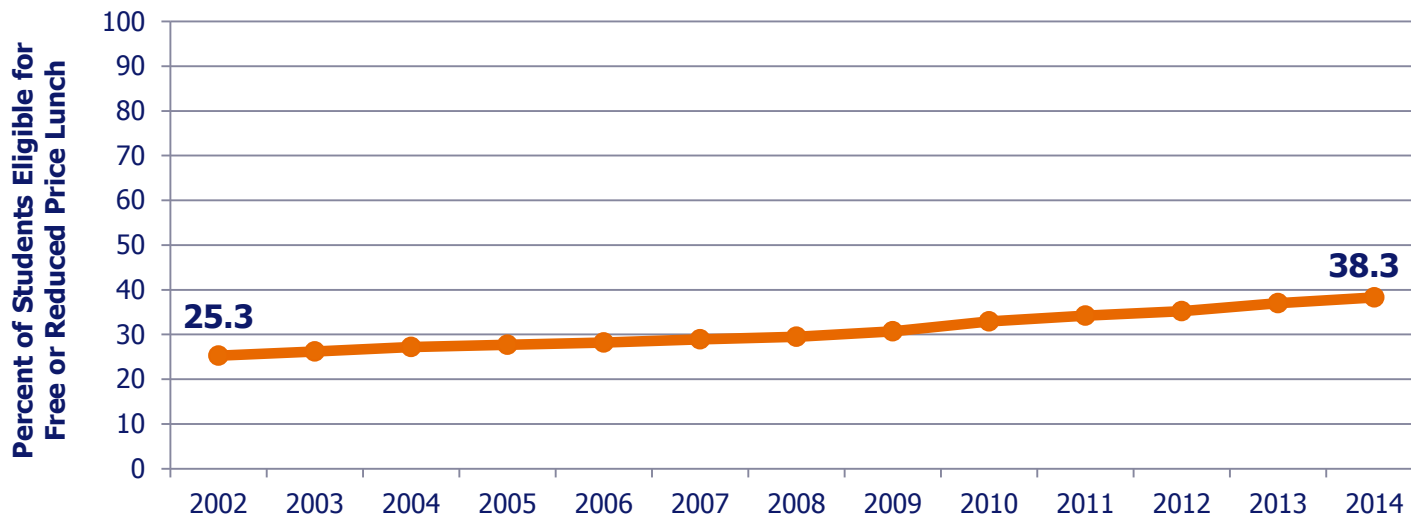
Revised July 6, 2015

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Historical Background

- ★ ESE has been collecting student demographic data for decades
- ★ Originally collected in the aggregate; since 2002, collected at the student level through the Student Information Management System (SIMS)
- ★ One variable collected has been “Low Income” – a student’s eligibility for free or reduced price lunch under the National School Lunch Act of 1945



Historical Background

- ★ “Low Income” data have been used for a wide range of purposes
 - ★ School nutrition
 - ★ Chapter 70
 - ★ Federal entitlement allocations (district and school)
 - ★ State grant awards
 - ★ Assessment reporting
 - ★ Accountability system
 - ★ School building reimbursement rates
 - ★ Research projects – consistent across states
- ★ Participation in NSLP high but not 100%



A Changing Landscape

- ★ In 2011-12 school year, the U.S. Department of Agriculture began a three year pilot of the **Community Eligibility Provision (CEP)**
- ★ Program allowed districts or schools that met a certain threshold of qualifying students (40%) to offer free breakfast and lunch to all students without collecting eligibility forms for all students
- ★ Students are qualified through means other than collecting eligibility forms such as Direct Certification (EOHHS maintained database tracking enrollment in SNAP, TAFDC, foster care and MassHealth)
- ★ USDA reimbursement for free meals based on 160% of the direct certification count



CEP Benefits

- ★ Higher participation in breakfast and lunch programs
 - ★ Reduced cost to families
 - ★ No stigma in program
- ★ Eliminates reporting burden for families and schools
- ★ Eliminates burden of collecting and accounting for lunch fees
- ★ Loss of lunch fees offset by higher USDA reimbursement and cost savings – many districts will come out ahead financially



Massachusetts Participation in CEP

- ★ Massachusetts joined USDA pilot in 2013-14 and Boston public schools served as the pilot district
- ★ Starting in 2014-15, the program was available to all districts

School Year	Number of Districts Participating	Number of Students	Percent of State Enrollment
2013-14	1	57,000	6%
2014-15	22	142,000	15%
2015-16	54*	390,000	41%

* Based on eligibility – actual number to be determined



Defining a New Metric -- Considerations

- ★ Consistent across all districts (CEP and non-CEP)
- ★ Accurate
- ★ Verifiable
- ★ Student-level
- ★ Minimize administrative burden



Defining a New Metric -- Options

Potential Option	Considerations
1. Require CEP districts to collect income data from all students	<ul style="list-style-type: none"> • Additional burden on districts implementing CEP • No incentive for families to report
2. Use census poverty data	<ul style="list-style-type: none"> • Doesn't provide student level data • Doesn't align with district boundaries
3. Use state revenue data	<ul style="list-style-type: none"> • Privacy issues • Not all low income families file
4. Match against the Direct Certification database	<ul style="list-style-type: none"> • Results in lower poverty numbers • Break in trend data
5. Multiply the Direct Certification count by a factor to approximate the low income count	<ul style="list-style-type: none"> • Allowable use by the USED and USDA (160%) • Doesn't provide a student by student accounting
6. Classify all students in CEP districts as low income	<ul style="list-style-type: none"> • Consistent with current definition • Windfall for CEP districts • Reduces usefulness of metric



What are Other States Doing?

★ Delaware

- ★ Implement Community Eligibility and move away from collecting income forms
- ★ Use Direct Certification percentage as a new metric

★ California

- ★ Continue requirement to collect income forms for all students
- ★ Allow one form to be active record for four years if no substantive change

★ Kentucky and Michigan

- ★ Require annual collection of income forms for all students

- ★ We expect that USED will eventually recommend a new standard after these and other options are studied over a period of years



How It Works

- ★ ESE collaborates with EOHHS to match **all enrolled students** against the Direct Certification database
- ★ Matches students that are participating in SNAP, TAFDC, foster care or MassHealth (up to 130% of poverty)
- ★ Match is run three times a year (October 1, March 1 and end of year)
- ★ Result is a student by student classification of **“economically disadvantaged”** status



How do the Results Compare?

Year	Measure	# of Students Enrolled	Number Classified	Percent Classified
2013-14	Low Income	955,739	365,885	38.3%
2014-15	Economically Disadvantaged	955,844	251,026	26.3%

- ★ Statewide percentage decreased by 12 percentage points
- ★ 31.4% reduction in the number of students
- ★ Differentiated impact across districts
- ★ Of the ten districts with the highest relative share of the low income population in 2014, nine of the ten are still in the top ten of relative share with the new metric



Specific District Impacts

2014 Top 10 Highest # of Low Income

District	2014 Low Income #	2015 Econ. Disadv. #	% Change
Springfield	22,556	17,330	-23.2%
New Bedford	9,635	6,984	-27.5%
Fall River	8,080	5,799	-28.2%
Worcester	17,923	12,478	-30.4%
Lawrence	12,474	8,572	-31.3%
State	365,885	251,026	-31.4%
Lowell	10,540	6,896	-34.6%
Boston	42,169	26,754	-36.6%
Lynn	11,933	6,870	-42.4%
Brockton	13,722	7,892	-42.5%
Everett	5,506	2,882	-47.7%



Specific Program Impacts

Use of Data	First Year of Impact	Current Solution
Chapter 70 Charter school tuition	FY17	<ul style="list-style-type: none"> Using low income data for FY16 Recommend adjustments to low income increments in FY17 to offset changes Subject to legislative and governor approval
Federal entitlement grants	FY16	<ul style="list-style-type: none"> Use economically disadvantaged data in FY16 calculations Community allocations are based on census data Hold harmless provisions (Title I)
Accountability system	FY16	<ul style="list-style-type: none"> Use economically disadvantaged data in FY16 Developing strategy around longitudinal comparisons



Specific Program Impacts

Use of Data	First Year of Impact	Current Solution
Local use of data	FY16	<ul style="list-style-type: none">District choice – not required by ESE
Public reporting	FY16	<ul style="list-style-type: none">Report economically disadvantaged data on ESE website (consistent across all districts)
School Building Authority	FY16	<ul style="list-style-type: none">Providing technical assistance to the MSBA
Research projects	FY16	<ul style="list-style-type: none">Working with researchers on how to use the data and identify ways to bridge the change in metrics



MEMORANDUM

TO: Salem School Committee

FROM: Margarita Ruiz, Superintendent

DATE: October 28, 2015

RE: Expectations, Process, and Timeline for New Liberty Charter School Innovation School Planning (Conversion) Process

The New Liberty Charter School (NLCS) has initiated a process to convert from a Horace Mann Charter School to an Innovation School. Innovation schools are similar to charter schools in that they operate with increased autonomy and flexibility than do traditional schools, however, they remain part of the local school district and are authorized by local school committees. The contents of a final Innovation Plan that is ultimately authorized by a local school committee become the governing document for the academic program, operational functions, and working conditions in innovation schools.

The phases of the innovation school planning process are governed by a 2010 state law entitled *An Act Relative to the Achievement Gap* and involve eight major steps. My staff and I have worked closely with representatives from New Liberty to coordinate expectations regarding the process and timeline for each step. An overview of the timeline and expectations is below with a more detailed document outlining each phase, attached. Should all go according to plan, I expect to schedule a presentation and opportunity for questions with New Liberty on Tuesday, January 19, 2016 with the final vote on whether or not to authorize the school scheduled for Monday, February 1, 2016.

Innovation Planning Step	Description	Expected Timeline
1. Prospectus submitted	Applicant submits a concept paper to SPS	10/28/15
2. Screening Committee Vote	3-person committee (Supt, SC Chair, STU president) votes; approval allows move to next step	10/30/15
3. Innovation Plan Committee (IPC) Formed	11-member public body responsible for development of full Innovation Plan; SC & Supt have reps	Week of 11/2/15
4. IPC Develops Innovation Plan	Submit for review to stakeholders, revise as needed, review by district recommended	11/2/16 – 1/6/16
5. IPC Vote on Final Innovation Plan	Majority of IPC must approve to submit to faculty	1/6/16
6. Faculty Review & Faculty Vote	Faculty review (5 days) 2/3 eligible faculty must approve	Review by 1/6/16 Faculty vote on 1/12/16
7. Final Innovation Plan to Superintendent	Internal Review and Recommendations to School Committee	1/12/16
8. School Committee Presentation and Vote	Meeting #1: Presentation Meeting #2: Public hearing and SC authorization vote	Meeting #1: 1/19/16 Meeting #2: 2/1/16

Key Steps of the Innovation School Planning Process (for Applicants)

Introduction

The 2010 law *An Act Relative to the Achievement Gap* provides educators and other stakeholders the opportunity to convert or create new schools that can implement innovative strategies to raise achievement and close the achievement gap by operating with increased autonomy and flexibility in six key areas: 1) curriculum, instruction, and assessment; 2) schedule and calendar; 3) staffing; 4) professional development; 5) district policies and procedures; and 6) budget. An Innovation School may have autonomy in one of these areas, or it may, based on the language written and approved in its final Innovation Plan, have autonomies in all six areas. Each Innovation Plan and request for autonomy should reflect the strategies that the applicant feels will most benefit the school's ability to achieve the best results for its students. The state website has a good overview of the six possible autonomies. <http://www.doe.mass.edu/redesign/innovation/AutonomyFlexibility.html> and <http://www.doe.mass.edu/redesign/innovation/Guidance.html>

The law requires several steps in the review process for district consideration of innovation school proposals. A brief overview of these steps includes:

Step 1: Applicant Submits an Innovation School Prospectus

- *General concept paper that outlines autonomies anticipated*

Step 2: District conducts Internal Review and 3-member Screening Committee Vote

- *Majority approval enables applicant to move to next phase of process*

Step 3: Applicant Forms 11-member Innovation Plan Committee (IPC) (if prospectus approved)

- *Membership defined by law*
- *IPC's are public bodies; all IPC meetings must be publicly noticed*

Step 4: IPC Develops Innovation Plan

- *Recommended: Applicant submits draft plan to district for internal review and feedback as well as faculty (for conversion) and union (if new), revisions as needed*

Step 5: Revise Innovation Plan and Conduct IPC Vote on Final Innovation Plan

- *Majority approval by IPC enables plan to go to faculty (conversion) or final union negotiation (new)*

Step 6: IPC Submits Final Innovation Plan to

- *Faculty for 5-days Review & Faculty Vote by Secret Ballot (if conversion)*
 - *2/3 of eligible faculty must approve*
- *Final District/Union for Negotiations (if new)*

Step 7: IPC Submits Final Innovation Plan to Superintendent

- *Internal review and recommendations to School Committee*

Step 8: School Committee Presentation (Meeting #1) and Public Hearing and Vote (Meeting #2)

- *Meeting #1: Applicant presentation and Q&A*
- *Meeting #2: A public hearing must be held*
- *Meeting #2: Superintendent gives final recommendation and SC votes*

Step 1: Preparing and Submitting an Innovation School Prospectus

The Innovation School Prospectus is required by statute and should provide a 10-15 page summary of key partners and individuals involved, the primary concepts for the Innovation School, and a description of the specific autonomies that will be sought by the Innovation School. By law, the Prospectus must include, but is not limited to a description of:

- i. whether the school will be a new school or a conversion of an existing school;
- ii. if the school is a new school, the proposed location of the school;
- iii. if the school is a conversion school, the school that is being proposed for conversion;
- iv. the external partners, if any, that will be involved in the school;
- v. the number of students the school is anticipated to serve and the number of staff expected to be employed at the school;
- vi. the overall vision for the school, including improving school performance and student achievement;
- vii. specific needs or challenges the school will be designed to address;
- viii. a preliminary assessment of the autonomies flexibilities that the school will seek;
- ix. why each of the flexibilities sought is desirable to carry out the objectives of the school;
- x. anticipated components of the school's innovation plan;
- xi. a preliminary description of the process that will be used to involve appropriate stakeholders in the development of the innovation plan; and
- xii. a proposed timetable for development and establishment of the proposed school.

Applicants are encouraged to use the Prospectus Template provided by the state and found at: <http://www.doe.mass.edu/redesign/innovation/Guidance.html>.

Step 2: Internal Review and Screening Committee Vote

Upon submission to the Superintendent, an internal review will be conducted leading to a recommendation for the Screening Committee members. The Screening Committee is a three-member committee defined by state law as the School Committee Chair, Superintendent, and Teachers Union President. Within 30 days of submission, the Screening Committee will vote to either accept or deny any Prospectuses that have been submitted. A majority vote to approve a prospectus does not fully authorize the school to be created, but does authorize the applicant to move to the next phase of the innovation planning process.

Step 3: Forming an Innovation Plan Committee

If a Prospectus is accepted by a majority of the Screening Committee, the next step for an applicant is to form an 11-member Innovation Plan Committee (IPC) whose membership is governed by statute. Applicants should pay careful attention to the number of members on the IPC, representation by key stakeholder groups, and the process of selecting IPC members. In addition, the MA Attorney General has ruled that Innovation Plan Committees are public bodies subject to the Open Meetings Law. As such, all meetings of the IPC, especially those involving key decisions (such as the final vote on the Innovation Plan) must be publicly noticed. Additional details and guidance on formation of an Innovation Plan Committee, including steps to provide notice of IPC meetings can be found in Appendix A.

Step 4: Developing a Draft Innovation Plan

Once established, your Innovation Plan Committee should develop the Innovation Plan for your school. The Innovation Plan should contain far more detail and specific language governing each of the autonomies you seek as well as detailed measurable annual goals (see Appendix B for a summary of the key differences between an Innovation Prospectus and an Innovation Plan). The Innovation Plan should include:

- a. Details pertaining to the areas of autonomy and flexibility sought and how they will be implemented

- b. Measurable Annual Goals (MAGs) for the proposed school. MAGs must be proposed in at least seven areas, outlined in the statute. A template for identifying MAGs is available on the state website at: <http://www.doe.mass.edu/redesign/innovation/Guidance.html>
- c. A three-year proposed budget.
- d. Description of faculty vote process (for conversion schools) or negotiated agreement with the union (for new innovation schools)

The following template outlines the specific requirements for an Innovation Plan:

<http://www.doe.mass.edu/redesign/innovation/Guidance.html>. Sample Innovation Plans can be shared upon request. Additional details regarding the requirements for an Innovation Plan can be found in Appendix C.

Step 5: Scheduling and Documenting the Innovation Plan Committee Vote on the Final Plan

Once key stakeholders and the lead applicant (representing the IPC) have reached mutual agreement on the final language of the Innovation Plan, the members of the IPC must schedule a formal vote on the final plan. As a public body, it is important that the meeting during which the IPC members vote on this plan is publicly noticed following the procedures outlined in Appendix A. The lead applicant should document the results of this vote on the Innovation Plan Committee Certification page of the application, which requires a notation of their vote as well as each of their signatures. This documentation should be submitted to the district with the final Innovation Plan.

Step 6a: Coordinating a Faculty Vote on the Final Innovation Plan (for conversion schools)

The next step for a conversion school is within 7 days of the Innovation Plan Committee vote, a faculty vote must be held. In order for the Innovation Plan to move forward in the authorization process, it must receive a vote of two-thirds of the eligible school's faculty. The state statute provides specific guidelines regarding voting eligibility. These guidelines as well as a recommended process and tools for the faculty vote can be found in Appendix D.

Step 6b: Coordinating Negotiations with the Union on an Innovation Plan (for new schools)

The next step for a new school is to, in partnership with the district, initiate negotiations with the teacher's union on the key terms and working conditions for teachers and other staff in the newly proposed school.

Step 7: Submitting the Final Innovation Plan to the District

Once negotiations and/or faculty vote has been completed, the final copy of the Innovation Plan, including all other relevant documentation (e.g., IPC vote documentation, faculty vote documentation, Memorandums of Agreement with the Union or other parties, appendices, etc.) should all be submitted to the Superintendent.

Step 8: Preparing for the School Committee Vote on the Final Innovation Plan

The final step in the process is for the SPS School Committee to vote on the Innovation Plan. Typically, this would involve a series of two SC meetings. In the first meeting, the applicant (and/or Superintendent or her representative) would present a report on the matter, summarizing the proposed school and any other relevant contextual information. The applicant should also be prepared to present and share information about the proposed Innovation Plan. This meeting is an opportunity for members of the School Committee to ask any questions regarding the proposals. Representatives from each Innovation Plan under consideration may be asked to attend the meeting and be available to answer any questions that may arise. The following (second) SC meeting would include a public hearing on the matter and a final vote on the Innovation Plans.

Appendix A: Requirements for Formation of Innovation Plan Committees

a. Selection of Members

i) **Composition.**

Your next is to form an Innovation Plan Committee that should be not more than 11 members and must include:

- The applicant
- Superintendent's designee
- School Committee designee
- Parent with 1 child enrolled in the school
- A principal employed by the district (may be the same as the applicant)
- Two teachers employed by the district

G.L. Chapter 71, Section 92 (i)...*"The size and composition of the innovation plan committee shall be determined by the applicant; provided, however, that the committee shall include: (i) the applicant; (ii) the superintendent or a designee; (iii) a school committee member or a designee; (iv) a parent who has 1 or more children enrolled in the school, or in the case of a new school, from the district; (v) a principal employed by the district; and (vi) 2 teachers employed by the district.*

The Superintendent and School Committee Chair will assign two representatives to serve on your Innovation Plan Committee and will notify you of these assignments as soon as possible. Once assigned, it is expected that you will include these individuals in all planning meetings.

ii) **Selection Requirements for Parents on the Innovation Plan Committee**

"The applicant shall select the parent from among nominees submitted by parent-teacher organizations in the district. If the district does not contain a parent-teacher organization or if the organization does not submit nominees, the applicant shall select the parent from among volunteers in the area or community the proposed school is expected to serve."

iii) **Selection Requirements for Teachers on the Innovation Plan Committee**

"The applicant shall select the principal and 1 teacher from among volunteers in the district and 1 teacher from among nominees submitted by the local teacher's union."

b. Notification of Innovation Plan Committee Meetings

Based on guidance from the state Attorney General's Division of Open Government, Innovation Plan Committees are public bodies subject to the state Open Meeting law. Therefore, Innovation Plan Committees must follow the procedures laid out by the Open Meeting law, including posting notice of meetings and taking minutes of meetings. For more information on the Open Meeting law, please review the Attorney General's Open Meeting Law Guide, available at <http://www.mass.gov/ago/government-resources/open-meeting-law/attorney-generals-open-meeting-law-guide.html>.

In Salem, public meetings must be notified with more than 48 hours-notice (weekends and holidays not included). To submit a meeting notification, you should prepare a document that specifies the:

- Meeting date
- Meeting time
- Meeting location
- Agenda to be discussed (as specifically as possible)

In Salem, Eileen Sacco, Secretary to the School Committee handles all public notices pertaining to schools. At least 72 hours prior to the meeting, send the above information in an email to Eileen Sacco eileensacco@salemk12.org so that she can ensure that it is properly posted within the 48 hour window.

Appendix B: Differences between a Prospectus and Innovation Plan (At-A-Glance)

Requirements for Innovation Prospectus	Additional Requirements of Innovation Plans
<p>Page Limit</p> <ul style="list-style-type: none"> 10-15 pages, excluding attachments <p>Forms and Certifications</p> <ul style="list-style-type: none"> Prospectus Certification Statement Page (completed and signed) <p>Cover Page</p> <ul style="list-style-type: none"> ✓ Information Form ✓ Certification Statement ✓ Executive Summary – no more than two pages Summarize the proposed school’s mission and educational program, the community’s need for this school, and the applicant group’s capacity to make the school a success. ✓ Public Statement Include a statement of 100 words or less summarizing your proposed school. This statement will be shared with the media. Please be sure to include the school’s proposed location, projected grade span, projected enrollment, and districts served. <p>I. Innovation School Mission, Vision, and Statement of Need</p> <ul style="list-style-type: none"> ✓ A. Mission Statement ✓ B. Vision Statement ✓ C. Statement of Need ✓ D. Proposed Partnership(s) <p>II. How Will Autonomy and Flexibility Be Used?</p> <ul style="list-style-type: none"> ✓ A. Curriculum, Instruction, and Assessment ✓ B. Schedule and Calendar ✓ C. Staffing Policies and Procedures 	<p>Page Limit</p> <ul style="list-style-type: none"> Up to 50 pages of text, excluding attachments <p>Forms and Certifications</p> <ul style="list-style-type: none"> Innovation Plan Certification Page, which includes a list and affiliation for each Innovation Plan Committee member, their final vote on the plan, and their signature (completed and signed) <p>Other</p> <ul style="list-style-type: none"> Innovation Plans should include all information submitted in the Prospectus AND specific additions to each section describing the autonomies sought (see below), plus: Measurable Annual Goals in <u>at least 7 areas</u> described in the statute (see below) <p><u>Additions to the Curriculum Section:</u></p> <ul style="list-style-type: none"> ✓ IP: Describe the proposed exit or graduation requirements and how the school will measure student progress to determine whether they are ready for graduation. ✓ IP: Describe how the chosen curriculum, instructional methods, and assessments are expected to improve school performance <p><u>Additions to the Schedule and Calendar Section</u></p> <ul style="list-style-type: none"> ✓ IP: Specifically identify collective bargaining provisions related to schedule and calendar that are proposed to be waived or modified. <p><u>Additions to the Staffing Section</u></p> <ul style="list-style-type: none"> ✓ IP: Describe how the school principal, administrators, faculty, and staff will be recruited, employed, evaluated and compensated in the proposed school and any proposed waivers or modifications of district policies or collective bargaining agreements. ✓ IP: Specifically identify provisions for which working conditions will diverge from collective bargaining agreements. Be sure to note whether the school will hire staff regardless of their current status and how the school will deal with excessing staff (into the district pool) that do not fulfill the needs of the school. ✓ IP: Describe how the approved working conditions will be communicated to all current and prospective staff in a manner that ensures understanding and commitment by all staff within the school.

- ✓ D. Professional Development
- ✓ E. District Policies and Procedures
- ✓ F. Budget
- III. Capacity of Applicant Group
- IV. Proposed Timetable for Development and Establishment of the Innovation School
- V. **IP:** Measurable Annual Goals
- VI. Required Attachments
- ✓ Statements of commitment and resumes from each applicant group member.
- ✓ School Improvement Plan, for conversion schools

Additions to the Professional Dev. Section

- ✓ **IP:** Describe the school’s plan to provide high-quality professional development and support/resources to its administrators, teachers and staff to assist in the implementation of new curriculum, instructional methods, assessments, and other programmatic structures.
- ✓ **IP:** *For conversions*, explain how plans for professional development differ from the school’s current practice (or district requirements) and why these changes are necessary.

Additions to the District Policy Section

- ✓ **IP:** Provide a draft of the particular policy or procedure for which autonomy from the district is proposed.
- ✓ **IP:** Provide an organizational chart.
- ✓ **IP:** Describe the role of the school council as it relates to governance and the decision-making process.

Additions to the Budget Section

- ✓ **IP:** Explain the proposed financial arrangement with the local district that ensures the Innovation School’s autonomy over its operations and ensures that the school receives district funds equitably. Please be sure to discuss the following:
 - o How funds will be allocated to the Innovation School (e.g., weighted lump sum per-pupil formula).
 - o If and how the Innovation School will be able to access central district services (e.g., district instructional coaches, textbooks, professional development) in exchange for an equivalent adjustment in the funding they receive from the district.
 - o How the Innovation School will access funds and procure goods and services.
- ✓ **IP:** Provide a three-year school-level budget which includes a detailed description of how funds will be used differently in the school to support school performance and student achievement.

Additions to the Capacity Section

- ✓ **IP:** Describe the planning process utilized by the innovation plan committee to develop the proposal.
- ✓ **IP:** Attach letters of support from key partner organizations (these attachments are not counted toward the page limit).

Measurable Annual Goals

- ✓ **IP:** In order to assess the proposed school across multiple measures of school performance and student success, the innovation plan must include measurable annual goals in at least the following areas: (i)

student attendance; (ii) student safety and discipline; (iii) student promotion and graduation and dropout rates; (iv) student achievement on the Massachusetts Comprehensive Assessment System MCAS; (v) progress in areas of academic underperformance; and (vi) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (vii) reduction of achievement gaps among different groups of students.

Goals that are particular to a school's Innovation Plan should also be included. Parent involvement or school climate goals are some possible examples. These measurable annual goals will provide the basis for renewing or modifying the innovation plan at the end of the period of authorization. Please see the Measurable Annual Goals (MAGs) guidance document which contains recommendations for how to determine useful measures. Baseline data should also be included, as well as a timeline for when goals will be achieved.
<http://www.doe.mass.edu/redesign/innovation/Guidance.html>

Description of Faculty Vote (for Conversions) or Negotiated Agreement (for New)

✓ **IP:** Describe the process for conducting faculty vote including those eligible.

Appendix C: Requirements of Innovation Plans

1. Developing an Innovation Plan

Once established, your Innovation Plan Committee should develop the Innovation Plan for your school. The Innovation Plan should contain far more detail and specific language governing each of the autonomies you seek as well as detailed measurable annual goals. The following template outlines the specific requirements for an Innovation Plan: <http://www.doe.mass.edu/redesign/innovation/Guidance.html>.

Below are some of the highlights of key sections of an Innovation Plan. Applicants should use the template provided in the DESE guidance document for a complete list of Innovation Plan Requirements.

a. Details pertaining to the areas of autonomy and flexibility

The statute requires that final Innovation Plans contain several details pertaining to each of the autonomies requested as well as the inclusion of measurable annual goals for specified in the statute. A copy of the statutory requirements pertaining to the details needed for areas of autonomy and flexibility requested is below.

G.L. Chapter 71, Section 92 (j)... "The purpose of the innovation plan shall be to comprehensively articulate the areas of autonomy and flexibility under subsection (b) that the proposed school will use. The innovation plan shall include, but not be limited to: (i) a curriculum plan, which shall include a detailed description of the curriculum and related programs for the proposed school and how the curriculum is expected to improve school performance and student achievement; (ii) a budget plan, which shall include a detailed description of how funds shall be used differently in the proposed school to support school performance and student achievement; (iii) a school schedule plan, which shall include a detailed description of the ways, if any, the program or calendar of the proposed school will be enhanced or expanded; (iv) a staffing plan, which shall include a detailed description of how the school principal, administrators, faculty and staff will be recruited, employed, evaluated and compensated in the proposed school and any proposed waivers or modifications of collective bargaining agreements; (v) a policy and procedures plan, which shall include a detailed description of the unique operational policies and procedures to be used by the proposed school and how the procedures shall support school performance and student achievement; and (vi) a professional development plan, which shall include a detailed description of how the school may provide high-quality professional development to its administrators, teachers and staff.

An Innovation School may have autonomy in one of these areas, or it may, based on the language written and approved in its final Innovation Plan, have autonomies in all six areas. Each Innovation Plan and request for autonomy should reflect the strategies that the applicant feels will most benefit the school's ability to achieve the best results for its students. The state website has a good overview of the six possible autonomies.

<http://www.doe.mass.edu/redesign/innovation/AutonomyFlexibility.html> and <http://www.doe.mass.edu/redesign/innovation/Guidance.html>

b. Measurable Annual Goals

The statute requires that all approved Innovation Plans include Measurable Annual Goals in at least seven areas: 1) student attendance; 2) student safety and discipline; 3) student promotion and graduation and dropout rates; 4) student achievement in MCAS; 5) progress in areas of academic underperformance; 6) progress among subgroups of students; and 7) reducing achievement gaps. A copy of the statutory requirements pertaining to MAGs are in the box below.

G.L. Chapter 71, Section 92 (j)... "In order to assess the proposed school across multiple measures of school performance and student success,

the innovation plan shall include measurable annual goals including, but not limited to, the following: (i) student attendance; (ii) student safety and discipline; (iii) student promotion and graduation and dropout rates; (iv) student achievement on the Massachusetts Comprehensive Assessment System; (v) progress in areas of academic underperformance; and (vi) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students.

c. Three-Year Proposed Budget

The Innovation Plan requires that a three-year budget be included. This budget should provide a detailed description of how funds will be used to support school performance and student achievement. Close collaboration with the district budget office is strongly recommended when developing the proposed budget for a final innovation plan.

d. Description of Process for Conducting a Faculty Vote (for Conversions)

Innovation School regulations were updated in February 2013 and now require that the process for conducting the teacher vote be included as a part of the Innovation School plan that is submitted to the local school committee. The Innovation School plan must include:

- a list of the teachers in the school to whom the plan will be submitted for a vote;
 - description of the process and schedule for seeking approval of the Innovation Plan by the teachers who must approve the plan;
 - description of the process for conducting the vote, including absentee voting for teachers who are ill at the time of the vote; and
 - a time frame that ensures that the process allows the teachers sufficient time to review and consider the plan before the vote.
- According to statute, the vote must be taken by secret ballot.
 - Electronic voting is allowable.
 - A minimum of two-thirds of votes cast in favor of the plan are required for approval.

Additional guidance regarding the faculty vote can be found here:

<http://www.doe.mass.edu/redesign/innovation/TeacherVote.pdf> and in Appendix D.

e.

Appendix C: Guidance on Coordinating and Conducting Faculty Votes (for Conversions)

This document contains information and guidance for conducting a faculty vote to convert to an Innovation School. Additional guidance is available on the state website at <http://www.doe.mass.edu/redesign/innovation/TeacherVote.pdf>.

What the Statute Says

According to the statute, “upon completion of the innovation plan... the applicant shall submit the innovation plan to teachers in the school that is proposed for conversion for approval by secret ballot within 30 days. A two-thirds vote of the teachers shall be required to approve the plan. Upon approval of an innovation plan by the applicable union members the plan shall, within 7 days, be submitted to the school committee. If a two-thirds vote is not achieved, the innovation plan committee may revise the innovation plan as necessary and submit the revised plan to the teachers for a subsequent vote.”

Who is Eligible to Vote?

State regulations define which educators are teachers who are eligible to vote and the conditions that must be met in order to maintain that eligibility. Here is a link to the full language of the state regulations, <http://www.doe.mass.edu/lawsregs/603cmr48.html?section=all>

- **Teacher.** For the purposes of a vote to approve conversion to an innovation school or academy, any person *working half-time or more* in a school or school district under a license listed in 603 CMR 7.04(3)(a), (b), or (d).
 - This means that any teacher **currently working half-time or more in one of the DESE licensed roles listed in Appendix D.1.** This includes both provisional (those who have a preliminary and/or an initial license) and permanent (those who have a professional license) as well as those who have a temporary license. A complete list of eligible DESE licenses are defined by 603 CMR 7.04 (3)(a) and found in the appendix. The list can also be found at www.doe.mass.edu/lawsregs/603cmr7.html?section=04 .
 - *Note: the current law focuses ONLY on teachers with those licenses listed in 603 CMR 7.04 (3) (a), (b), or (d), above. **It does NOT include** those with licenses listed in 603 CMR 7.04 (c). See Appendix A for a list of those eligible and those who are not, according to this statute.*
- **Teachers on Approved Leave.** According to the new regulations, “A teacher on approved leave from the school at the time of the election may vote in such election.”
- **Teachers who are Retiring or Leaving the School.** The new regulations also state that “a teacher who is retiring or who knows that he/she will not be employed at the school the following year **shall not vote** in such election.”

Description of the Faculty Vote and Process in the Innovation Plan

State regulations require that final Innovation Plans for conversion or academy schools include a detailed description of the process and schedule for seeking approval of the innovation plan by the teachers who must approve the plan. According to the statute, “The innovation plan shall describe the process for conducting the vote, including absentee voting. The innovation plan shall ensure that the process allows the teachers sufficient time to review and consider the plan before the vote. The applicant, the school district, and the local teacher's union shall coordinate to carry out the process described in the innovation plan.”

How Should the Vote Take Place?

- According to the statute, **the vote should take place by secret ballot.**
- While there is no specific method or process for conducting the vote in the law, SPS recommends that the following procedure be followed for schools wishing to convert to Innovation status.

STEP ONE: Notify Faculty of Vote Plans

1. Submit a complete copy of the final Innovation Plan to the school’s faculty. The final Innovation Plan is the version that a majority of the Innovation Plan Committee has voted to approve. All eligible teachers will need sufficient time to review the contents of the plan before the faculty vote. While there is no established amount of time that is “sufficient,” it is recommended that teachers have at least 48 hours (five calendar days is recommended) to review the contents of an Innovation Plan prior to voting. Be sure that all eligible teachers receive the information, including those teachers who are out on an approved leave.
2. Notify faculty of the time, place, and location of the vote. Notification may take place through email, posting of a notice, distribution of flyers, etc. Faculty should be **notified of the vote at least 48 hours before the vote** is scheduled to take place.
3. Ensure that all faculty are informed about who is eligible to vote, the rules, process, and expectations pertaining to the faculty vote. A sample one-page overview is available in Appendix B. These expectations should be communicated to faculty at least 48 hours before the vote is scheduled.

STEP TWO: Confirm Eligibility of Voters

1. Approximately one week prior to the scheduled vote, the Superintendent’s office will generate a roster of teachers within the school who, according to the statute, are eligible to participate in a faculty vote.
2. HR will share this roster with the current school leader to ensure that it accurately reflects all eligible individuals and their current roles in the school.
 - a. Questions regarding the eligibility of staff and/or the finalization of the roster are to be directed to the Superintendent’s office.
 - b. In addition to verifying the eligibility of voters, the Superintendent’s office will determine the **TOTAL NUMBER OF POSSIBLE VOTERS.**

3. Once the roster is finalized, the Superintendent's office will share with the lead applicant (in most cases, the school leader) an official roster that will serve as a "sign-in" sheet for the day of voting. The roster will include space to confirm attendance on the day of voting and for the signatures of faculty members who actually vote.
4. The lead applicant should inform school staff who is eligible to vote and who is not.
 - a. ***Attendance/Participation in the Vote***: All teachers, both provisional and permanent, working at least half-time at the school, in licensed roles identified in Appendix D.1 are eligible to participate in the vote.
 - i. ***Teachers who are on an approved leave***: Eligible teachers who are on an approved leave should have an opportunity to cast a vote.
 - ii. ***Teachers who will not be working in the school during the proposed term of the Innovation Plan*** are NOT eligible to vote. This includes any teacher who has given notice of retirement, participation in a transfer process, or resignation prior to the date of the vote.

STEP THREE: Create Secret Ballots

1. Once the roster has been finalized, a secret ballot should be developed that includes all relevant information, including a clear description of the policy to be voted on. A sample ballot for approving Innovation Plans is included in Appendix D.2.
2. Print enough ballots for faculty members who are eligible to vote.
3. Distribute the ballots to those who are eligible and who sign in according to the below procedures. Make sure that only one ballot is distributed to each eligible teacher.

STEP FOUR: Conduct the Faculty Vote

1. Assign at least two members of your Innovation Plan Committee to coordinate the voting process. One person will coordinate the check-in/sign-in process and the other will coordinate the collection of ballots and signing out process.
2. ***Sign-In***:
 - a. Establish a "sign-in" table. Have all eligible faculty members sign in and verify their attendance on the master roster. Have faculty show identification if your election coordinators do not know all of your faculty members.
 - b. Distribute one ballot per person.
3. ***Voting***:
 - a. Provide time and space for teachers to review the ballot and complete it to cast their vote.

4. **Sign-Out:**

- a. Once teachers have cast their votes, they should turn in their ballots and check-out.
- b. A second roster should be used to verify that those turning in ballots are eligible voters.
- c. Have teachers sign out as they turn in their ballots (or, check-off their names on the roster).

STEP FIVE: Calculating the Results

1. Once the vote has taken place, it's time to determine the results. The first step is to determine how many eligible voters participated. To do this, refer to the sign-in roster and identify how many voters signed in.. This will be your TOTAL ACTUAL VOTERS.
2. Second, determine how many YES votes would need to be cast in order to pass the measure. To do this, multiply your TOTAL ACTUAL VOTERS number by 0.66. For example, if your TOTAL VOTERS figure is 25, the total number of YES votes you would need to approve the Innovation Plan would be 15. This figure is your APPROVAL THRESHOLD.
3. Second, review each of the ballots collected and create two piles, one for those who voted YES and another for those who voted NO. Be sure that you are counting only the ballots cast by eligible voters.
4. Tally the total YES votes and the total NO votes. It's a good idea to have at least two different people count the votes in order to verify the results.
5. If the total number of YES votes is equal to or higher than your APPROVAL THRESHOLD then the Innovation Plan passes. If the total YES votes is less than your APPROVAL THRESHOLD then the Innovation Plan was not approved.

STEP SIX: Documenting and Reporting the Results of the Faculty Vote

1. It will be important to keep good records of the final vote for the approval of Innovation Plans. A sample Innovation Plan Faculty Vote Documentation Sheet can be found in Appendix D.3.
2. Record all of the pertinent information on the Innovation Plan Faculty Vote Documentation Sheet.
3. Once the information is completed, submit this form to the Superintendent.

**Appendix D.1: Teachers who are Eligible to Vote to
Convert an Existing School to an Innovation School**

Educators to Include in Calculating the 2/3 of a Faculty Vote	Educators <u>Not</u> to Include in Calculation of 2/3 Faculty Vote
<p>i. Teacher Licenses</p> <ul style="list-style-type: none"> Biology Business Chemistry Dance Early Childhood Earth Science Elementary English ESL Foreign Language General Science Health/Family and Consumer Services History Instructional Technology Latin and Classical Humanities Library Mathematics Middle School: Humanities Middle School: Math/Science Music: Vocal/Instrumental/General Physical Education Physics Political Science/Political Philosophy Speech Teacher of Students with Moderate Disabilities Teacher of the Deaf and Hard-of-Hearing Teacher of the Visually Impaired Technology/Engineering Theater Visual Arts <p>(b) Specialists Teacher Licenses*</p> <ul style="list-style-type: none"> • Academically Advanced • Reading • Speech, Language, Hearing Disorders <p>(d) Professional Support Personnel Licenses and Levels*</p> <ul style="list-style-type: none"> • School Guidance Counselors • School Nurse • School Psychologist • School Social Worker/School Adjustment Counselor 	<p>1. Administrator Licenses</p> <ul style="list-style-type: none"> • Superintendent/Assistant Superintendent • Principal/Assistant School Principal • Supervisor/Director • Special Education Administrator • School Business Administrator

Appendix D.2: One-Page Fact Sheet on Innovation School Faculty Votes (for Teachers)

Dear [INSERT SCHOOL NAME] Teacher,

As you know, our Innovation Plan Committee has developed a final Innovation Plan that was submitted to you on [INSERT DATE OF INNOVATION PLAN SUBMISSION]. Innovation Schools, if approved by you, and ultimately by the Boston School Committee, operate with increased autonomy and flexibility in six possible areas: curriculum, schedule and calendar, staffing, professional development, district policies, and budget.

The Innovation School approval process is [governed by state statute](#). The next step in the process is to conduct a faculty vote to confirm support for the final Innovation Plan. This document provides you with information on what to expect for this process.

1. Understanding the Innovation Plan.

- You should receive a full copy of the final Innovation Plan ahead of the vote.
- Review the Innovation Plan and especially any proposed changes in working conditions.
- Ask any questions to clarify anything that might be confusing to members of the Innovation Plan Committee.
- Contact your union representative or the BTU if you have any concerns.

2. Preparing for the Faculty Vote.

- Know who is eligible to vote (see Appendix D.1). Review the list of eligible teachers and determine whether or not you are eligible to vote.
- You should receive notification of the date, time, and place for the faculty vote.
- Voting must take place in person.

3. Participate in the Faculty Vote.

- On the day of the vote, you will sign in on a roster of approved voters.
- You will be given a secret ballot.
- Record your vote on the secret ballot.
- Turn in your ballot.
- Sign out.

Appendix D.3: Teacher Roster Check-In/Check-Out Example

ID	Last Name	First Name	Check In: Received Ballot	Check Out: Returned Ballot	How to Calculate the Results of the Innovation Plan Vote
12345	Smith	Jane			Total Eligible Voters =
					Total YES votes =
	Lname	Fname	Not eligible	Not eligible	Total NO votes =
					At least two people should count and arrive at the same number.
					4) Compare the total number of YES votes to the Approval Threshold. Check one box below:
	Lname	Fname	Not eligible	Not eligible	If the total number of YES votes is <u>equal</u> to or higher than the APPROVAL THRESHOLD: The Innovation Plan passes. <input type="checkbox"/>
	Lname	Fname	Not eligible	Not eligible	
					If the total YES votes is <u>less than</u> the APPROVAL THRESHOLD then the Innovation Plan was not approved. <input type="checkbox"/>

Appendix D.4: Sample Ballot

[SCHOOL NAME] INNOVATION PLAN FACULTY VOTE

SECRET BALLOT VOTE

[DATE of VOTE]

Please choose whether or not to approve the conversion of the [SCHOOL NAME] to an Innovation School based on the information provided, including expected working conditions in the school's final Innovation Plan.

Insert brief summary of Innovation Plan and key working conditions:

YES, I approve the conversion of the [SCHOOL NAME] to an Innovation School based on the information provided in the final Innovation Plan

NO, I do not approve of the conversion of the [SCHOOL NAME] to an Innovation School based on the information provided in the final Innovation Plan.



Philip Littlehale
Business Manager
The Salem Public Schools
City of Salem

29 Highland Avenue • Salem, Massachusetts 01970

Tel. (978) 740-1222 Fax (978) 740-1152
E-Mail: philiplittlehale@salemk12.org

Memo

To: Salem School Committee

From: Philip A. Littlehale

Date: October 30, 2015

Re: FY16 Budget Transfer Request (7) – Professional Development

Assistant Superintendent Kate Carbone is requesting a transfer of \$9,885 from Personnel Line District Wide Teaching to Non Personnel Line District Wide Professional Development. Twenty Five percent of the coordinator's salary for 5 months will be covered by the Dissemination Grant. Transferred funds will be used for additional District Wide Professional Development.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
10/30/2015	From	13570140	5125	Dist Wide Teaching	(9,885)
10/30/2015	To	13990161	5317	Educational Training	9,885

I recommend approval of the transfer.

Thank You.



Philip Littlehale
Business Manager
The Salem Public Schools
City of Salem

29 Highland Avenue • Salem, Massachusetts 01970

Tel. (978) 740-1222 Fax (978) 740-1152
E-Mail: philiplittlehale@salemk12.org

Memo

To: Salem School Committee

From: Philip A. Littlehale

Date: October 30, 2015

Re: FY16 Budget Transfer Request (8) – Grant Replacement

Assistant Superintendent Kate Carbone is requesting a transfer of \$5,000 from Personnel Line Middle School Teaching to Non Personnel Line District Wide Contracted Services. These funds will be used to support 2 programs formerly funded by the Salem Education Foundation. Please see the attached for a description of the 2 programs. This transfer will be funded from amounts budgeted for ELT at the Collins Middle School. These funds have become available as the district received the ELT grant to cover the ELT expense.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
10/30/2015	From	13570920	5130	Middle School	(5,000)
10/30/2015	To	13570141	5320	Contracted Services	5,000

I recommend approval of the transfer.

Thank You.

Project Name	Project Description	Cost	Point Person
Art CAN Make a Difference	Collaborative art/community service program, which involves all SPS elementary schools. Students create art pieces reflective of a specific art genre/style studied during art class. Student work is exhibited at a community art show held at PEM. All who visit the art show are asked to bring a canned food to benefit Salem's Harvest of Hope food pantry. The PEM has agreed to partner with the Salem Schools (providing staff, venue and some funding).	\$2,500	Paige Covello & Mary Tuttle
MA Children's Book Award Project	The Massachusetts Children's Book Award was established as a program to encourage children to read great books. The children themselves vote for the book they think deserves to be named the book of the year. The award was started in 1975 by Dr. Helen Constant. The award program was developed because children in intermediate grades seemed to lose interest in reading after learning how to read. The award is sponsored by Salem State College in Salem, Massachusetts. These funds will be used to purchase two copies of each title and sets of selected titles to encourage book clubs at each school.	\$2,500	Nancy Lipinski

SETTLEMENT AGREEMENT
BY AND BETWEEN
SALEM SCHOOL COMMITTEE
AND
SALEM TEACHERS UNION
"TEACHERS CABINETS"

WHEREAS, the Salem School Committee, hereinafter the "Committee" is constantly exploring methods to improve the delivery of educational services to the students of the City and

WHEREAS, as part of that effort, Teach Plus, an educational organization, which seeks to improve the ability of teachers to provide input in developing such strategies, had offered to establish a "Teachers Cabinet" program at no expense to the Committee and

WHEREAS, at its November 17, 2014 regular meeting, Teach Plus presented the structure and purpose of the Teachers Cabinet Program to the Committee and

WHEREAS, by its proposal, Teach Plus would select the teachers who would participate in such program and

WHEREAS, the Teachers Cabinet would engage in research, gathering of information and the making of recommendations to the Committee and the community at large and

WHEREAS, following the presentation, the Committee approved the Teachers Cabinet Program and

WHEREAS, prior to said meeting, Mayor Driscoll engaged Joyce Harrington, then President of the Salem Teachers Union, hereinafter "the Union" concerning the Teachers Cabinet and

WHEREAS, Mayor Driscoll offered to have the Union designate two (2) representatives of a total of ten (10) positions to be members of the Teachers Cabinet and

WHEREAS, the Union chose not to so participate in the Teachers Cabinet program, but rather on or about February 4, 2015, it elected to file a Charge of Prohibited Practice and

WHEREAS, on April 6, 2015, the Massachusetts Department of Labor Relations issued a Complaint of Prohibited Practice (Case Number MUP-15-4303), which is presently pending hearing and

WHEREAS, on or about April 27, 2015, the Salem Five Cent Savings Bank made a donation of ten thousand dollars (\$10,000) to Teach Plus to fund the one thousand dollar (\$1,000) stipend for each of the teacher participants and

WHEREAS, at the conclusion of School Year 2014-2015, the Teachers Cabinet Program had completed its work and has since been discontinued,

THEREFORE, ^{NOTWITHSTANDING THE FOREGOING AND *APK*} rather than expend additional funds by either side as concerning the Teachers Cabinet Program, the parties, believe it is in their best interest to resolve this matter, it is

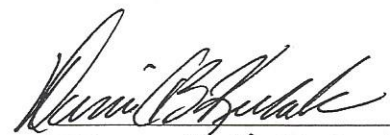
THEREFORE AGREED as follows:

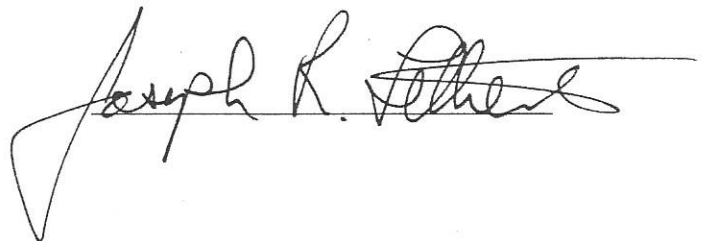
1. In the event that it decides to implement any of the recommendations made by the 2015 Teachers Cabinet or chooses to establish a new Teachers Cabinet at some point in the future, the Committee will provide the Union with notice and the opportunity to bargain over any mandatory subjects of bargaining prior to doing so;
2. The Union agrees to dismiss the Charge of Prohibited Practice in Case Number MUP-15-4303, presently pending before the Massachusetts Department of Labor Relations; and
3. This settlement is subject to the approval of the Committee.

This Settlement Agreement is entered into on this 14th day of October 2015.

FOR THE COMMITTEE:

FOR THE UNION


attorney for the School Committee



MEMORANDUM

OF

AGREEMENT

BETWEEN

SALEM SCHOOL COMMITTEE

AND

AFSCME, LOCAL 294

COUNCIL 93, AFL-CIO

“IT POSITIONS”

WHEREAS, the Salem School Committee, hereinafter the Committee, or District and AFSCME Local 294, Council 93, AFL-CIO, hereinafter the Union, are parties to a collective bargaining agreement which encompasses a bargaining unit which includes its clerical employees and

WHEREAS, one of the clerical positions so included is that of Senior Clerk – Level II in the Informational Systems Department and

WHEREAS, pursuant to G.L. c. 71, § 37M, the Committee and the City, are consolidating their Informational Systems services and

WHEREAS, the position of Senior Clerk- Level II in the IT Department of the District has been abolished and

WHEREAS, a new position of Service Desk Analyst has been created within the Informational Technology Department and

WHEREAS, said Service Desk Analyst position will be funded for Fiscal Year 2016 under the District’s Budget and

WHEREAS, Lisa Mullins is the District employee who held the Senior Clerk – Level II position and

WHEREAS, Mullins will be assigned to the newly created Service Desk Analyst position and

WHEREAS, the Committee recognizes its obligation to Impact Bargain with the Union over this re-organization and

WHEREAS, the Committee and the Union have so met and

WHEREAS, as a result of said meeting, the parties have resolved any and all impact issues and

WHEREAS, the parties wish to reduce that agreement to writing, it is

THEREFORE AGREED as follows:

1. The newly created position of Service Desk Analyst while funded by the District, will be a non-union position.
2. That Lisa Mullins will be assigned to the newly created position.
3. That Lisa Mullins, while holding the position of Service Desk Analyst, will remain an AFSCME employee, entitled to all the benefits and protections of the Collective Bargaining Agreement, including but not limited to the order of layoff protection as contained in Article VII, Section F. On June 30, 2016, in the event Ms. Mullins has not transferred to another bargaining unit position and does not wish to remain in the position as a non-union employee, she will be given a layoff notice to be effective July1, 2016.
4. In the event that Mullins has a grievance while employed as the Service Desk Analyst, said grievance shall first be filled at the level of the Business Manager.
5. This agreement is entered into on a “without prejudice” basis and shall not be used as a form of precedence in any future claim of the existence of a past practice regarding the issues raised herein.

This Agreement entered into this _____ day of _____ 2015.

FOR THE COMMITTEE

FOR THE UNION

MEMORANDUM

TO: Margarita Ruiz, Superintendent
Salem School Committee Members
Phil Littlehale, Business Manager

FROM: Molly Robinson, Director of System-Wide PBIS

DATE: October 23, 2015

RE: Donation of \$1640 from Salem Children's Charity

Please be advised that the Salem Children's Charity ran a golf tournament over the summer and part of the proceeds (\$1640.00) were given to create a Salem PBIS fund. The money will be used to set up this fund and used to help support the teachers, students and PBIS Teams at the schools.

I hope you will support and accept this generous donation.

Please let me know if you have any questions.

October 29, 2015

Dear School Committee,

On behalf of the Class of 1990, I would like to request that our 25th class reunion be held in the Salem High School Auditorium on Saturday, November 28, 2015, from 7-11 p.m. In addition, the class would like provide a cash bar in the auditorium through the North Shore Bartending Service. The estimate of costs are as follows:

Rental of Auditorium at \$30.00/hour - \$120.00 total

Custodial Staff at \$41.13/hour-\$329.04 - total cost for 2 custodians.

Police Detail at \$40.00/hour \$160.00

North Shore Bartending Liquor License - \$100.00

Food-\$200?

D.J.-\$200?

Sincerely,

Damian Anketell
Salem High School Class of 1990

11/28

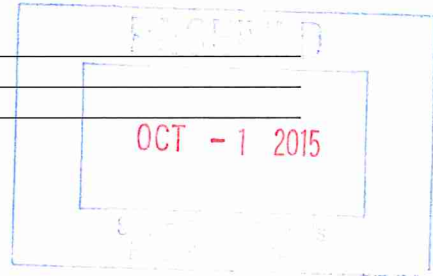
THE SALEM PUBLIC SCHOOLS
Request for Use of School Facilities

Date: 10/1/15

FACILITY: Salem High School Auditorium
EVENT DATE: Saturday, Nov. 28, 2015 RENTAL TIME: approx. 7-12
PERFORMANCE TIME: 7-12 HEAT REQUIRED A/C REQUIRED
PROGRAM DESCRIPTION: 25th High School Reunion
APPROXIMATE AUDIENCE SIZE: 100? ADMISSION CHARGE: ?
SUBMITTED BY: Alice Ryan (Contact Person)
TELEPHONE: 978-578-6753 * (Day/Evening)
REPRESENTING: Salem High School (Agency/Group)
ADDRESS: 77 Willson Street
CITY: Salem STATE: MA ZIP CODE: 01970
FAX NO.: 978-740-1122 CELL PHONE NO.: *Same as above.
EMAIL: aliryan11@gmail.com

EQUIPMENT OR SPECIAL NEEDS REQUIRED:

Bleachers, seating, allow ample time between events for set-up/break-down. All requests for the use of school department equipment must be listed on this rental application form, example: sound system, chairs, etc. (Additional charges may apply.)



USAGE FEES:

FACILITY FEE:	CUSTODIAL FEE:
Base Charge (4 Hour Minimum): _____	Number of Custodians Required: _____
Hourly Charge (\$30.00 Per Hour): _____	Hourly Rate: \$41.13
Additional Hours Required: _____	Total Approximate Man Hours: _____
Total Rental Fee: _____	Total Custodial Fee: _____

Please issue a payment check made payable to the Salem School Department Facility Rental.

1. Facility Usage Fee: \$ _____
2. Custodial Service Fee: \$ _____
3. Total Amount Due: \$ _____

NOTE: Due to unforeseen circumstances, the rescheduling of non-school rental activities may be necessary. School sponsored activities shall take precedence over any and all non-school functions.

I affirm that the group I represent will abide by the letter and spirit of the rules and regulations governing the use of school facilities including all vehicle parking and traffic regulations at each facility.

Signature of Applicant: Alice R. Ryan
Approval of Building Principal: [Signature] Date: 10-1-15
Approval Building Services: _____ Date: _____

Cc: Principal: _____
Sr. Custodian: _____
Originator: _____
File: _____

Please submit request form by facsimile transmission to: 978-740-1117

STUDENTS AND INSTRUCTION

5000

STUDENT CONDUCT

5400

Citizenship in a democracy requires respect for the rights of others. The students in the schools of the system shall be expected to conduct themselves in such a way that the rights and privileges of others are not violated. The School Committee expects them to respect constituted authority and to conform to school rules and regulations and to those provisions of law, which apply to the conduct of juveniles or minors. To this end, the School Committee has reviewed and approved each school's published rules and regulations governing student conduct, and makes them available to any person upon request through the principal of every school.

See the appropriate student handbook.

Legal Reference: MGL 71:37H

First Reading: November 2, 2015

STUDENTS AND INSTRUCTION

5000

INTERSCHOLASTIC ATHLETICS

5600

OUT-OF-STATE TRAVEL

5601

The superintendent authorizes athletic teams and/or individual athletes to travel out-of-state for the purpose of regularly scheduled contests, scrimmages, or regional events. The athletic director or their designee is responsible for coordinating such events. The principal must approve all out-of-state travel for athletic purposes.

First Reading: November 2, 2015

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STUDENTS AND INSTRUCTION

5000

HEALTH AND SAFETY

5700

Alternative Transportation to School

5714

If a student rides a bicycle, skateboard, or other alternative forms of transportation to school, he or she should park and lock it securely. The school department does not take responsibility for items that are lost or damaged while on school property. For safety reasons, some schools may prohibit alternative transportation on school property.

For additional information, please refer to the Student Handbook.

[First Reading – November 2, 2015](#)

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STUDENTS AND INSTRUCTION 5000

MISCELLANEOUS ITEMS 5800

STUDENT PARKING 5801

Licensed students with registered vehicles may park in student parking areas during regular school hours. A parking permit may be required and a fee may be charged for the permit. This fee, if any, will be set by the Salem School Committee and reviewed annually.

For additional information, please refer to the student handbook.

[First Reading: November 2, 2015](#)

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5700

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STUDENTS AND INSTRUCTION	5000
MISCELLANEOUS ITEMS	5800
ATHLETICS AND STUDENT ACTIVITIES FEES	5807

All students participating in athletics and student activities may be charged a participation fee. Students showing financial hardship, as deemed by the athletic director or student activities director, will be excused from paying these fees or will pay a reduced rate. These fees, if any, will be set by the Salem School Committee and reviewed annually.

First Reading; November 2, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

GRADING AND PROGRESS REPORTS **5204**

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

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

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

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

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

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

First Reading – October 5, 2015

Second Reading – October 19, 2015 (Tabled)

Second Reading – November 2, 2015

STUDENTS AND INSTRUCTION

STUDENT CONDUCT 5400

TOBACCO USE POLICY 5402

The School Committee does not tolerate use, service, possession or consumption of tobacco. Smoking, chewing, vaping or other use of tobacco products (including e-cigarettes and any other tobacco-like substance prohibited by the school) by staff, students, and members of the public shall be banned from all District buildings. All forms of tobacco use shall be prohibited on all District property. In addition, tobacco use by students is banned at all school-sponsored functions, whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to consequences outlined in the student handbook and in accordance with state and federal law.

LEGAL REF: M.G.L 71:37H

CROSS REF.: ADC, Smoking on School Premises

GBED, Tobacco Use on School Property by Staff Members

Approved: 1/ 3/05 Approved: 1/ 9/06

[First Reading: October 19, 2015](#)

[Second Reading: November 2, 2015](#)

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STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

ALCOHOL USE BY STUDENTS **5403**

PROPOSED REVISION:

The use, service, possession, or consumption of any alcoholic beverage at any school or school function is prohibited, whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to a penalty of being barred from any future school sponsored activities, as well as being excluded from the function in progress.

For pertinent information, refer to the appropriate student handbook.

EXISTING POLICY

The use, service, possession, or consumption of any alcoholic beverage at any school or school function is prohibited, whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to consequences outlined in the student handbook and in accordance with state and federal law.

For pertinent information, refer to the appropriate student handbook. Legal Reference: MGL 71:37H

First Reading: October 19, 2015

Second Reading: November 2, 2015

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

DRUG USE (Formerly Drug Abuse Policy) **5404**

PROPOSED REVISION:

The School Committee does not tolerate use, service, possession, or consumption of any drugs at any school or at any school function whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to consequences outlined in the student handbook and in accordance with state and federal law.

For pertinent information, refer to the appropriate student handbook. Legal Reference: MGL 71:37H

EXISTING POLICY:

The School Committee does not tolerate use, service, possession, or consumption of any drugs at any school or at any school function whether the function takes place on or away from school property. Students and/or their guests who violate this policy shall be subject to penalties up to and including expulsion as well as criminal prosecution spelled out in the student handbook and by state and federal law.

Refer to the Memorandum of Understanding between the Salem Public Schools and the Salem Police Department in the Procedures Manual.

For pertinent information, refer to the appropriate student handbook.

Legal Reference: MGL 71:37H

First Reading: October 19, 2015
Second Reading: November 2, 2015

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT 5400

SCHOOL BUS 5409

PROPOSED REVISION:

The School Committee and its staff share with students and their families the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

First Reading of Revision: October 19, 2015

Existing Policy Language:

RESPONSIBILITIES WHILE RIDING

While riding on the bus or waiting at the bus stop, students are expected to behave and not do anything that might be dangerous to themselves or others. **ALL SCHOOL RULES ARE IN EFFECT AT THE BUS STOP AND ON THE BUS.** Everyone is expected to observe the safety rules outlined in their student handbook.

The Salem School Committee adheres to the state law requiring K-6 students living more than 2 miles from school to receive school bus transportation. **DISCIPLINE**

The bus driver is responsible, among other activities, for the supervision of pupil bus behavior. The principal must assure safe, prompt loading and unloading of buses. In addition, the principal is responsible for ensuring disciplinary action for any students who violate the rules of acceptable bus behavior.

TRANSPORTATION TO AFTER SCHOOL PROGRAMS

The Salem Public Schools require that both public and private transporters arrive at the schools at the designated dismissal times.

Providers of transportation to private after school programs must have the transportation vehicles at the schools by the scheduled dismissal time. If the private transportation vehicle is unavailable at dismissal time, the child shall be required to use the publicly contracted transportation system to return home.

Children who are required to walk to or from school are expected to walk directly home if the private transportation to the after school program has not arrived by dismissal time.

The Salem Public Schools cannot accept the responsibility of supervising children who wait for private transportation to day care or after school programs beyond the contractual work day for teachers.

For pertinent information, refer to the appropriate student handbooks.

First Reading: October 19, 2015

Second Reading: November 2, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

HOME / HOSPITAL BOUND INSTRUCTION 5210

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

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

First Reading: October 5, 2015

Second Reading: October 19, 2015

Third Reading: November 2, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

WAIVER OF GRADUATION COURSE REQUIREMENTS 5214

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

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

First Reading: October 5, 2015

Second Reading: October 19, 2015

Third Reading: November 2, 2015

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
USE OF PHYSICAL RESTRAINT	5416

RESTRAINT OF STUDENTS IN THE SALEM PUBLIC SCHOOLS

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

A brief overview of the Regulations is provided below.

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

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

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

Use of Restraint. Physical restraint¹ shall be considered an emergency procedure of last resort, and shall be prohibited in public education programs except when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions and/or alternatives², or such interventions and/or alternatives are deemed to be inappropriate under the circumstances. Prone restraint³ shall be prohibited in public education programs except to the

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

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

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

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
USE OF PHYSICAL RESTRAINT	5416

extent allowed by law. All physical restraints, including prone restraints where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

- (a) as a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

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

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

Proper Administration of Physical Restraint. Only Salem personnel who have received training pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not

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

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

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

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

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
USE OF PHYSICAL RESTRAINT	5416

participate in the restraint. Nothing in this policy shall preclude a teacher, employee or agent of the **Salem Public Schools** from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

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

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

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

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

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

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

Prevention of Dangerous Behavior. As set forth in the Regulations, the **Salem Public Schools** shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. Including widespread Safety

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
USE OF PHYSICAL RESTRAINT	5416

Care Training, as well as building based school adjustment counselors, behavior specialists and therapeutic staff trained in multiple methods of de-escalation, therapeutic intervention and crisis management.

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

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

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

First Reading: October 5, 2015
 Second Reading: October 19, 2015
 Third Reading: November 2, 2015