



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

October 19, 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 15, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Monday, October 19, 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.**

**REVISED REGULAR MEETING AGENDA
Monday, October 19, 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 Special School Committee Meeting held on September 18, 2015
 - b. Deliberation on the approval of the Minutes of the October 5, 2015 Committee of the Whole Meeting
 - c. Deliberation on the approval of the Minutes of the October 5, 2015 Regular School Committee Meeting
- IV. Questions and Comments from the Audience**
- V. Superintendent Report – Ms. Margarita Ruiz**
- VI. Presentations and Reports**

Summer Learning Results
Supports for Educator Evaluation and 2015-16 Professional Development Plan
Response to Ms. Kayla Kirkpatrick’s Complaint Regarding Revised Meeting Materials
- VII. Finance Report – Mr. Philip Littlehale, Business Manager**
 - a. Approval of Warrants**

October 8, 2015 in the amount of \$177,622.38
October 15, 2015 in the amount of \$251,942.44
 - b. Budget Transfer Requests**

FY16 Budget Transfer Request (5) – Carlton
FY16 Budget Transfer Request (6) – Budget Correction
- VIII. Action Items**
 - a. Deliberation on the School Committee recommendations for the MASC Resolutions to be voted on at the MASC Annual Meeting on November 4, 2015

- b. Deliberation on the request of the Carlton School to begin Fundraising for an Outdoor Classroom
- c. Deliberation on the request of the Carlton School for an overnight field trip to the Farm School in Athol, MA – February 8-10, 2016
- d. Deliberation on the request of Salem High School Principal David Angeramo to change in dates for the Salem High School Band Trip to the: Youth Education in the Arts Notional "A" class Marching Band Championships in Allentown, PA. to Saturday - Monday, November 7-9, 2015 due to the scheduling of the performances

- e. Deliberation on policies recommended for deletion by the Policy Subcommittee

5111 Student Withdrawal from Schools Policy
 5202 Instructional Responsibilities Policy

- f. 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

- g. 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

- h. 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

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 2, 2015

XII. Questions and Comments from the Audience regarding the October 19, 2015 agenda

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

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
 Salem School Committee

Salem School Committee
Special Meeting Minutes
Tuesday, May 26, 2015

A special meeting of the Salem School Committee was held on Friday, September 18, 2015 at 1:00 p.m. The meeting was held in the Library Classroom at Collins Middle School Library, 29 Highland Avenue, Salem, MA.

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

Members Absent: Mr. Patrick Schultz, and Dr. Brendan Walsh

Others Present: Superintendent Stephen Russell, School Business Manager Philip Littlehale and, Eileen Sacco, Secretary

Call to Order

Mayor Driscoll called the Meeting of the Committee of the Whole to order at 1:00 p.m.

Approval of the Agenda

Mr. Fleming moved to approve the agenda for this meeting. Mr. Bryant seconded the motion. The motion carried.

Action Items

- a. Deliberation on the approval of the request of the O'Keefe Family to use Salem High School on Saturday, September 19, 2015 for the purpose of hosting a collation and that alcohol be allowed to be served in accordance with MGL CH 272 Section 40A.**

Mayor Driscoll explained that the School Committee is allowed by law to approve this. She also noted that a liquor license has been granted by the Licensing Board and the event will be catered and the vendors hold the necessary insurance.

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

Adjournment

There being no further questions or comments this afternoon, Mr. Bryant moved to adjourn the meeting. Ms. Amaral seconded the motion. The motion carried.

The meeting was adjourned at 1:10 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Salem School Committee of the Whole
Meeting Minutes
Monday, October 5, 2015

A meeting of the Salem School Committee of the Whole was held on Monday, October 5, 2015 at 6:00 p.m. The meeting was held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: Mayor Kimberley Driscoll

Others Present:, Superintendent Margarita Ruiz, Ms. Kate Carbone, Assistant Superintendent, Ms. Margaret Marotta, Assistant Superintendent , Eileen Sacco, Secretary and Jill Conrad, Chief of Systems Strategy

Call to Order

Ms. Hunt called the Meeting of the Committee of the Whole to order at 6:30 p.m.

Update on Student Assignment Policy 2015-16 (Year 4)

Dr. Jill Conrad, Chief of Systems Strategy and Sayonara Reyes, Manager of the Parent Information Center made a presentation to the School Committee on the Student Assignment Policy.

Dr. Conrad explained that she and Ms. Ruiz have been looking at Student Assignment since they learned of this opportunity and they have been working to understand the policy and how it has been implemented.

Dr. Conrad reviewed the current data that was collected on the student assignment process as well as enrollment. She also explained that they looked at trends over the last three years and added a few other data points to consider.

Ms. Reyes explained the student assignment process and noted that the process begins on Kindergarten Information night and continues through the next few months. She explained that there are two rounds of applications and reported that everyone in the first round of applications was placed by July 1st and applications received after March were placed by August. She noted that there were fewer complaints this year regarding student assignment.

Dr. Conrad explained that they are proposing ideas for additional data collection for year 4 and 5 of the policy with a focus on evaluating the equity goal and the school choice goal.

Dr. Conrad reviewed suggested ideas for additional data collection regarding the equity goal as follows:

- Understanding the overall FRL trends by school (and other grade levels) not just incoming Kindergarten classes
- Understanding overall Kindergarten free and reduced lunch trends over time (increasing or decreasing in the district) – broader context of socio-economic status for school age children/families in Salem
- Analysis of other potential measures of socioeconomic status that could be used that could potentially be more reliable.

Dr. Conrad reviewed some possible ideas for additional data regarding the school choice goal as follows:

- Gathering data to better understand why families are making certain choices as first or second –surveys, focus groups, and interviews during the choice process or tracking down the past two years of incoming Kindergarteners and finding out what drove their choice.
- Looking more deeply at the interplay of choice and socioeconomic status [are free and reduced lunch students more or less likely to be granted their first or second choices etc.?)
- Is the Salem Public Schools doing enough to ensure that ALL FAMILIES have adequate information about the range of choices available to them?
- What percentage of families who do not actively make a choice and are they disproportionately represented within certain populations? What is the Salem Public Schools doing to make sure that all families do make proactive choices?

Dr. Conrad also reported that the School Committee should be thinking about additional questions that should be answered by the end of year five of the present student assignment policy.

Ms. Ruiz noted that this year there were fewer applicants overall for the Salem Public Schools and suggested that we need to look at how the demographic in Salem is changing. She questioned if there are more families with younger kids moving out of Salem.

Ms. Amaral stated that there is a demographic map of Salem and notes that the Mayor has one.

Dr. Conrad stated that with regards to choice factors the K-8 schools are a big factor.

Ms. Hunt stated that she like the idea of the surveys and focus groups with parents on why they made the choices that they made. She also noted that information regarding a dramatic drop in school age children should be available from the city census.

Dr. Conrad reviewed the next steps would include identifying data to look at more deeply at past trends and track progress this year, the formation of a Task Force to review and analyze data collected and develop a recommendation to the School Committee.

Ms. Hunt stated that she feels that a thoughtful process should be in place for consideration during the budget process. She also noted that the Policy Subcommittee will be discussing this at their next meeting and will be looking at how to improve the existing process and correct as many imbalances as they can.

Adjournment

There being no further questions or comments this evening, Mr. Fleming moved that the School Committee rise and report at this time. Dr. Walsh seconded the motion. The motion carried.

The meeting was adjourned at 7:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Salem School Committee
Meeting Minutes
Tuesday, October 5, 2015

A regular meeting of the Salem School Committee was held on Monday, October 5, 2015 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: None

Others Present: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Business Manager Philip Littlehale, 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 Regular School Committee meeting held on Monday, September 21, 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 Ruiz congratulated all of the schools, students and parents who participated in the annual Salem Halloween Parade that was held on October 1, 2015.

Superintendent Ruiz reported that during the last two weeks she has visited all of the Salem Public Schools and stated that she was excited to see how are schools are operating and how our students are doing. She noted that she enjoyed seeing the Early Childhood Center and the students at the Horace Mann, Nathaniel Bowditch, Saltonstall and the New Liberty Charter School.

Ms. Ruiz reported that she will be making a presentation on the 2015 MCAS results for the Salem Public Schools this evening.

Ms. Ruiz reported that the Accelerated Improvement Plan (AIP) for the Salem Public Schools has been approved by DESE and it will continue to drive our education in the Salem Public Schools.

Ms. Ruiz noted that the School Committee held a retreat in July and worked on prioritizing work for the 2015-16 school year. She reported that she has prepared an update on that work to the School Committee in their packets for the meeting.

Ms. Ruiz reported that she has created a survey portal online at Survey Monkey for members of the community who have been unable to attend her community forums in person to be able to provide feedback to her on our schools.

MCAS Data Overview - 2015

Ms. Ruiz made a presentation on the 2015 MCAS scores for the Salem Public Schools. She reported on the following regarding the MCAS:

District Improvement Highlights

SPG – Student Growth Percentile CPI – Composite Performance Index

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

ELA – Proficient / Advanced – increased by 3%
Warning – decreased by 2%
SPG in ELA increased from 45-50 – the highest since 2012
CPI increased from 76.1 to 77.9 – highest since 2012

Ms. Ruiz reported that the district has shown steady gains in Math and ELA in the last four years. She also noted that there have been growth in our Sub Groups data as well.

Ms. Ruiz reported that our English Language Learners showed growth as follows:

MATH – SGP increased from 49-54
CPI increased from 41.4 to 47.9

ELA SGP increased from 53-54
CPI increased from 46.9 to 51.8

Ms. Ruiz reported that there is good news at the school level and reported the following:

Bates Elementary School – Increased SGP in ELA from 30.5 to 52 and Math 60%to 68%
Increased in Proficient/Advanced in ELA from 41% to 52%

Bentley School – Increased SGP in Math from 65%-69% - considered a high growth rate and between 2012 and 2015 have reduced by half the number of students in the warning category in Math from 34% to 15%.

Nathaniel Bowditch School – Increased the CPI from 63.1 to 65.2
Increased the SGP for ELL and ELA from 42.5 to 56.2

Carlton School – Between 2012 and 2015 ELA CPI Increased 70.5 to 81.6 and the Math CPI increased 62.5 to 82.8. The Carlton School has also decreased by 50% or more the number of Students in the warning category in both Math and ELA.

Collins Middle School – Increased Math CPI from 60.2 to 69.6 and doubled the percentage of students in the advanced category 11% to 21%. They also increased ELA SGP 37-49 and ELL 55-64.5

Horace Mann Lab School – Increased ELA CPI 67.2 to 76.6 to 72.6
Increased ELA SGP 37-49 and Math from 28-56.5

Saltonstall School – Performance has been consistent in 2014 and 2015 and notes that there was very little change in CPI. ELA 80.3 to 80.3 and Math 73.7 to 73.
ELL Math CPI increased from 40-60.4

Witchcraft Heights –63% of students scored proficient/advanced in ELA – the highest in the past four years. Math CPI 86.2- above the district and the state averages

Salem High School –Increased the percentage of students in Advanced Math 31% to 44%
Increased the percentage of students in Advanced ELA 24% to 41%
Increased SGP for SWD in Math 39 to 70.5

Ms. Ruiz explained that we still have challenges to address and notes that the percentage of students scoring “needs improvement” has remained flat in the last four years and notes that we need to focus on instructional rigor in ELA, Math and Science. She notes that students in this category can be moved fairly quickly to “proficient/advanced with effective, rigorous instruction.

Ms. Ruiz stated that the District CPI for ELA and Math are at the highest levels in 4 years, however we are still performing lower than the state average. She also stated that some schools have SGP below 50 and are not on track to increase student growth at a rapid rate. She further notes that there are achievement gaps in our subgroups in ELA, Math and Science. She explains that our state accountability model is based on growth and performance of all subgroups in our district and we must meet sub group targets in order to increase accountability levels at schools and the district.

Ms. Ruiz explained that our hope and focus for the 2015-16 school year is that the Accelerated Improvement Plan is focused on high leverage practices and the focus will be on rigor, meeting the needs of diverse learners and effective school structures. She notes that AIP work will accelerate improvements in student performance aggregate and in subgroups.

Ms. Ruiz stated that the Bentley School is already showing good gains and they are in their first full year of charter focus in grade K-5. She also noted that the Bowditch School has new leadership with a focus on rigor and achievement and Salem Public Schools/Salem Teachers Union transformative efforts continue.

Ms. Ruiz reported that the district is providing support for school leadership and is working with school leaders to dig deeper into the data and implement the AIP initiatives. She also noted that they are working to provide teachers with professional development to increase their capacity to meet needs of all learners in their classroom.

Mr. Fleming stated that this was an excellent report noting that it was a well-balanced presentation and he feels that the School Committee should be made aware of the successes and the failures of the district and this presentation provided that.

Mr. Schultz stated that he likes the structure and support that is planned for the staff and how the schools organize their time. Ms. Ruiz stated that common planning time will allow teachers to plan together.

Mayor Driscoll stated that she is pleased that we have seen some real gains and notes that we are starting to reap the rewards of the hard work that has gone into this. She states that she is excited about the future.

Ms. Ruiz stated that they are working hard to have a higher collaboration and culture in our schools and notes that focusing on gaps and lifting the spirits of students and staff things should go well.

Review of Initiatives and Priorities for the 2015-16 School Year

Ms. Ruiz made a presentation to the School Committee on the priorities identified at the School Committee Retreat held in July. She updated the School Committee on initiatives that are well underway and the implementation of them and explained her proposed work plan.

Ms. Ruiz reported that her 100 day listening campaign is continuing noting she has held 11 forums and has provided an online survey for residents. She also explained her 2015-16 Superintendent Initiatives as follows:

Creating a Culture of Learning and Collaboration Innovation by:

- Primary frame for all of the work
- Creating new structures and opportunities for openness and collaboration
- Improve collaboration with Horace Mann Charter Schools
- Continue efforts to foster culture of innovation

Initiate Long Term Strategic Plan for the Future of the Salem Public Schools

- To begin in January 2016 based on entry plan findings

Update Critical Documents and Resources

- Update emergency preparedness procedures manual

Ms. Ruiz explained the 2015-16 Academic Initiatives as follows:

Recruiting and Supporting School Leaders

- New School Leaders hired for Nathaniel Bowditch, Saltonstall, and Horace Mann (interim)
- Targeted and ongoing support for all school leaders

AIP Objectives and Priorities

- Focus on structures
- Meeting the needs of diverse learners
- Instruction aligned with CCSS rigor

Ms. Ruiz reported that the AIP objectives are creating cohesion and notes the Summer Institute held for the Leadership Team, professional development for teachers and instructional rounds and professional development for Principals.

Ms. Ruiz explained that they will be focusing on:

Continue Improving Educator Evaluation and Teacher Leadership

- Increased training and supports
- Teacher Leadership initiative and ongoing support

Ensure Teacher Qualifications and Licensure

- Endure Salem Teachers obtain SEI endorsement by June of 2016 (Salem is a Cohort #1 district)

Respond to CPR Findings

- Ensure responses (Special Education, Civil Rights, and Vocational Education etc.)

Ms. Ruiz reviewed the 2015-16 Operational Initiatives that are proposed for Human Resources, Budget and Finance, and Engagement. She also reviewed the priority initiatives that are well underway for this year as follows:

- AIP Objectives and Priorities
- Ongoing Support for School Teachers
- Contract Negotiation
- Strategic Improvements in Human Resources
- Strategic Process for 2016-17 budget
- New SIS System
- Planning for the Future of the New Liberty Charter School
- CPR Corrective action steps
- SEI endorsement for teachers

Ms. Ruiz reviewed the Initiatives that are Gearing Up for 2015-16 as follows:

- Teacher engagement strategy
- Wrap up of Listen and Learn Campaign and process for long term strategic planning
- Strengthen data capacity and strategy
- Evaluation of Student Assignment Policy in preparation for Year 5
- Parent/Community engagement strategy

Finance Report

a. Approval of Warrants

September 27, 2015 in the amount of \$341,726.89

October 1, 2015 in the amount of \$566,850.87

Mr. Fleming moved to approve the warrant as submitted. Dr. Walsh seconded the motion. The motion carried.

b. Budget Transfer Requests – There were no budget transfer requests.

Action Items

- a. Deliberation on the appointment of Dr. Brendan Walsh as the Salem School Committee delegate to the MASC Annual Meeting on November 4, 2015

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

- b. Deliberation on the approval of the Salem High School Culinary Arts Field Trip to Johnson and Wales on December 3, 2015

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

- c. Deliberation on the recommendation on Salem High School Athletic Fees and Student Activities Fees

Ms. Amaral moved to suspend the Athletic and Student Activities Fees at Salem High School for the current school year (2015-16). Mr. Fleming seconded the motion. The motion carried.

- d. Deliberation on the clarification of policy 4119 ADDA Backgrounds Check (tabled 9/21/15)

Ms. Hunt explained that the policy has been revised for clarification regarding finger printing for anyone who has direct, unsupervised contact with children, noting that more details were added.

Ms. Hunt moved approval, Ms. Amaral seconded the motion. The motion carried.

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

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

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

Policies Recommended for Deletion

5209 Extra Help – recommended for deletion
5401.01 Prohibition of Bullying and Cyber Bullying - recommended for deletion- duplicate policy

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

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

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

Ms. Hunt moved approval, seconded by Mr. Bryant. The motion carried.

Ms. Amaral requested that the School Committee look at transportation of students by teachers in their private vehicles with regards to the policy 5213 Field Trips and Excursions.

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

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

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

Subcommittee Reports

Policy Subcommittee

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

Personnel Subcommittee

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

Finance Subcommittee

Ms. Amaral reported that the Finance Subcommittee met and reviewed the matter of the request for the 4th grade teacher at the Bates School. She reported that Ms. Ruiz was to check with the Principal on the status of the request. Ms. Ruiz reported that the principal has indicated that the teacher is not needed at this time.

Committee of the Whole

Ms. Hunt reported that the School Committee met this evening in a Committee of the Whole meeting to receive and update on the Student Assignment policy. She noted that the policy is in its fourth year and as we move into year five the School Committee is preparing to evaluate the policy regarding the equity goals and school choice. She explained that they looked at the data provided and some additional information provided. She notes that this is beginning of the process and there is a timeline for the process which will include a task for this spring. She notes that the Policy Subcommittee will be looking at this at their next meeting.

School Committee Concerns and Resolutions

Mr. Bryant thanked the teachers and leadership team for all of their hard work on the MCAS. He noted that the district still has a ways to go but we are making some progress and he is pleased to see that.

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.

Mayor Driscoll reported that the Bertram Field Committee has been meeting and have identified an Architect for the design of Phase II of the Bertram Field Renovations. She reported that they will be looking at the design of the concession stand, bleachers and other items that need to be addressed at the field.

Mayor Driscoll also reported that the Joint Facilities Review Team has been meeting and evaluating the space that we have and the needs and will be looking at recommendations to move forward.

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

Kate Casiglia of 44 Chestnut Street addressed the School Committee and thanked the Superintendent for the thoughtful presentation on the MCAS scores. She also stated that she appreciates the accessibility of the School Committee meeting materials.

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 Regular School Committee Meeting October 5, 2015

School Committee Agenda October 5, 2015

PowerPoint Presentation on MCAS Scores

PowerPoint Presentation on Initiatives and Priorities for 2015-16

5102 Enrollment of Salem Residents

5102.01 Enrollment of Non Resident Students/School Choice

5103.01 Student Assignment to Vocational Technical Programs

5103.02 Student Assignment for Transfer Students

5105 Pledge of Allegiance

5109 Emergency Closings

5114 Participation in Activities during Absence or Suspension

5115 Dismissal at Parent Request

5207 Parent Conferences

5210 Homebound Instruction

5211 Home Schooling

5212.01 Equal Access

5204 Student Progress Reports

5206 Promotion and Retention

5213 Field Trips and Excursions

5214 Waiver of Graduation Requirements

5416 Use of Physical Restraint

5806 Student Observations

Materials Regarding Complaint Filed by Ms. Kayla Kirkpatrick



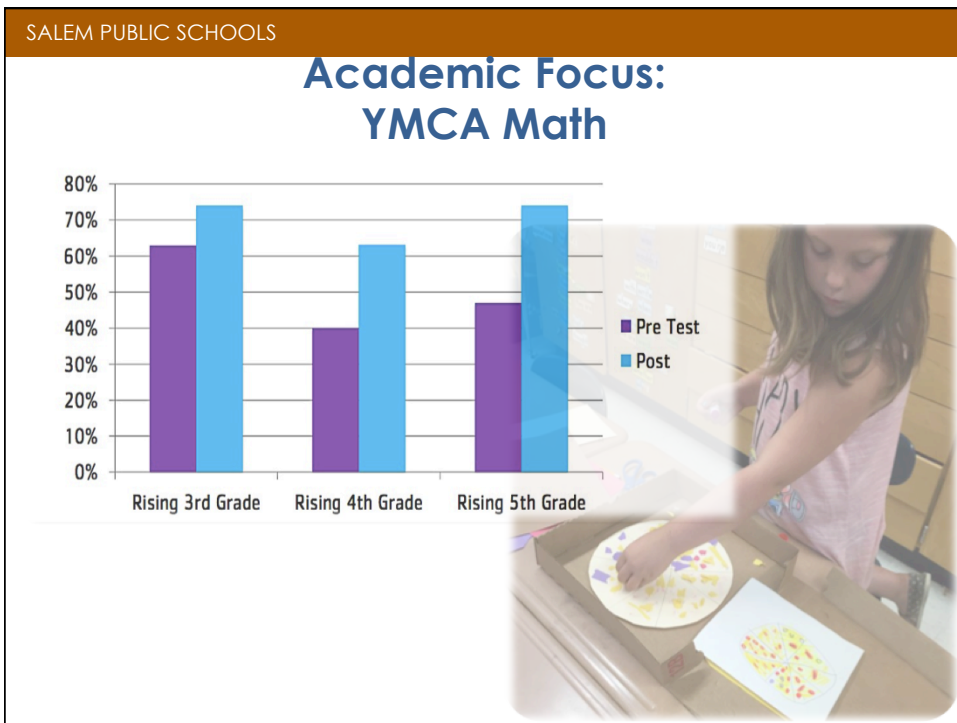
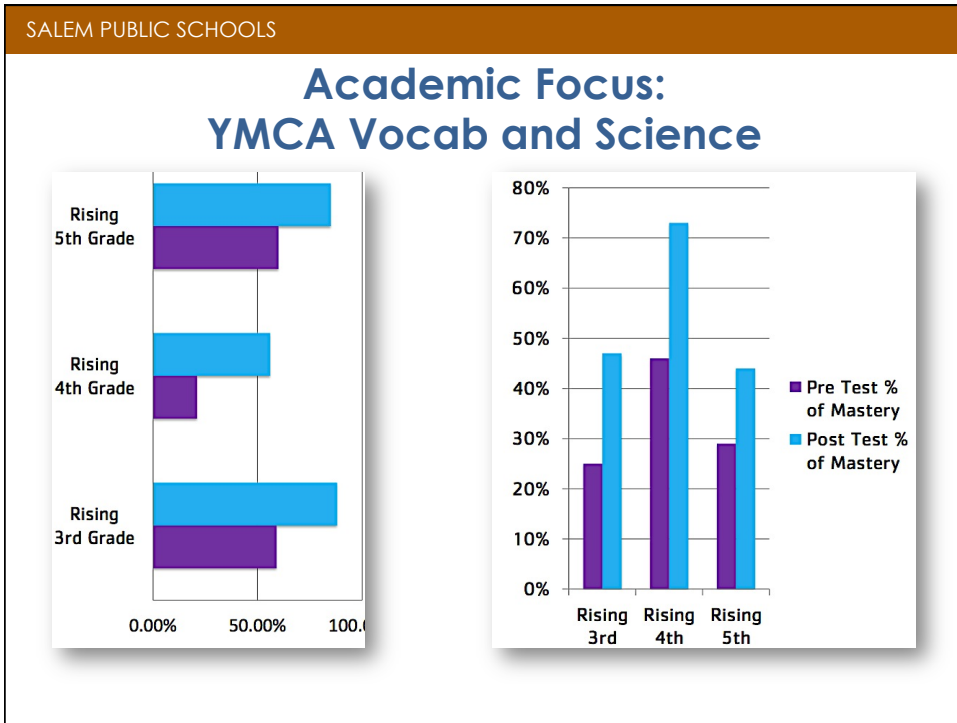
2015 Summer Programs

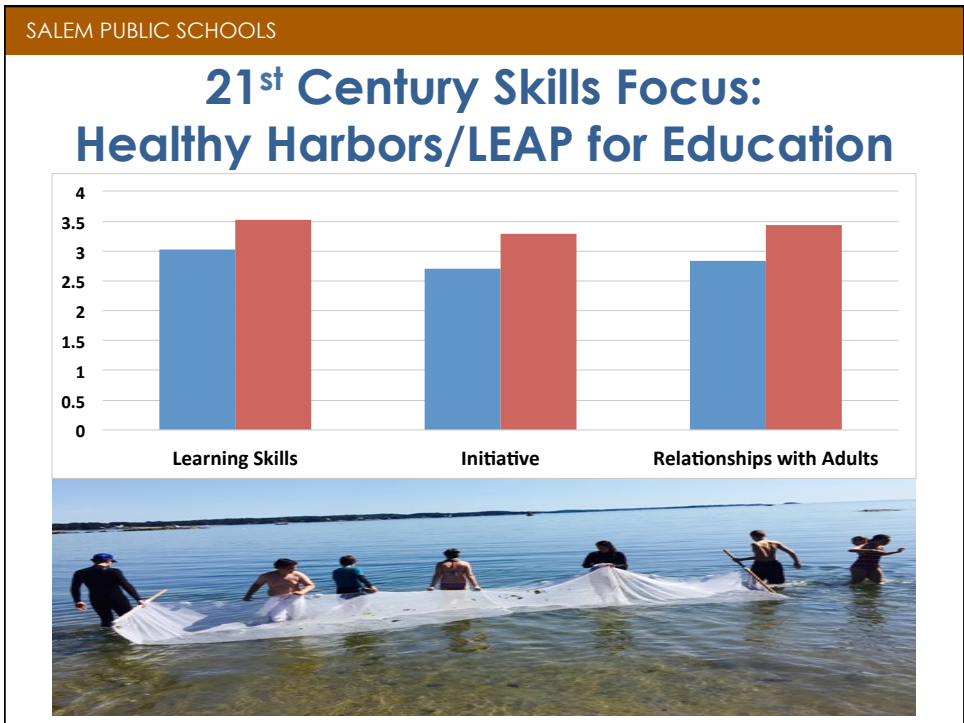
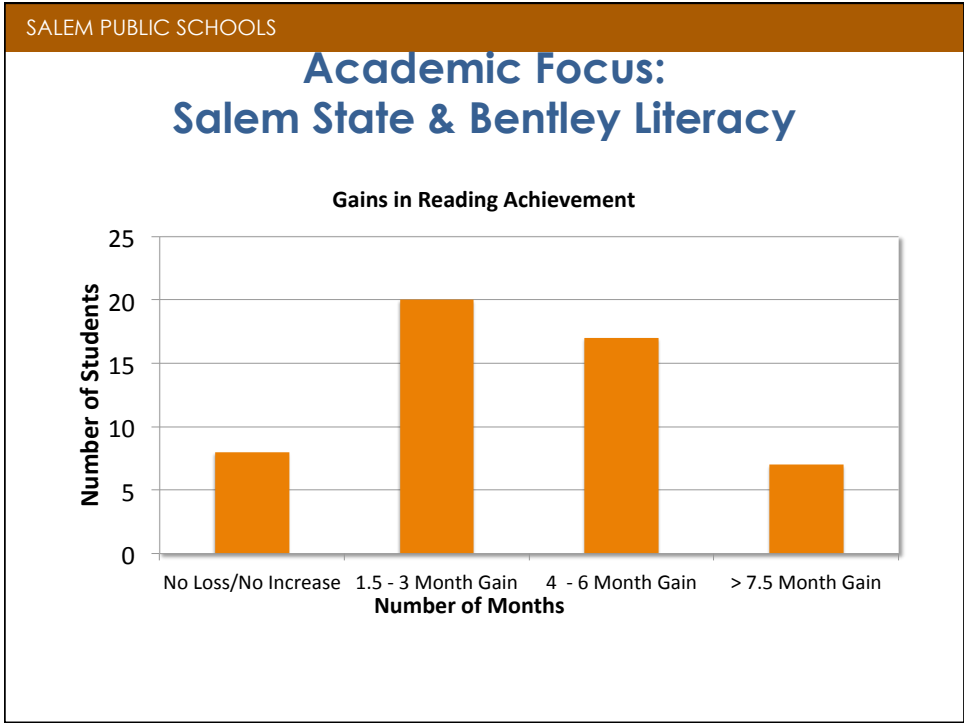
Outcomes Overview

SALEM PUBLIC SCHOOLS

Summer Overview

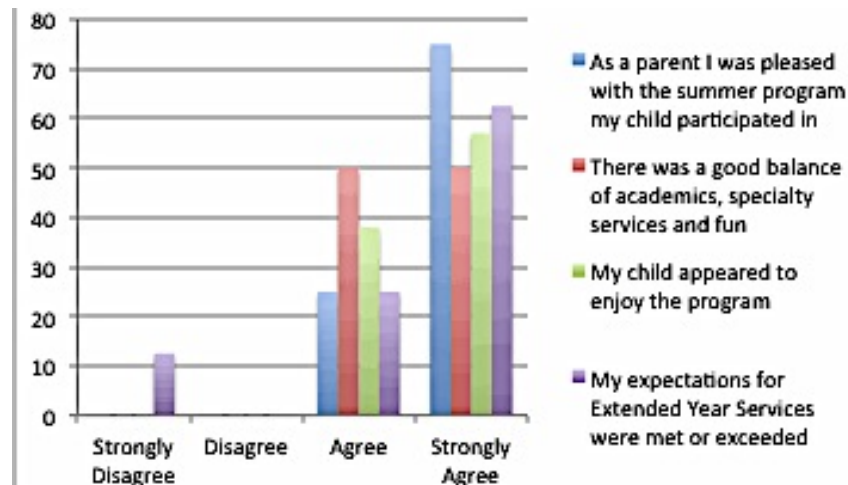
- **Over 400 students**
- **6 Distinct programs**
- **Rigorous instruction**
- **Experiential, project-based learning**
- **Focus on meeting the needs of diverse learners**





SALEM PUBLIC SCHOOLS

Parent Satisfaction: Special Education Extended Year Program



SALEM PUBLIC SCHOOLS

Parent Satisfaction: ELL Program

- Continue with this work that makes our children learn every day, and takes them away from television, and makes them use their heads. Many thanks.
- She likes the words they taught her, like “design, materials”
- He enthusiastically tells me everything he did, and says he wants to go back the next day
- My son has been coming home with different ways to read and write, he’s always spelling and piecing words together!
- He loves the science experiments and learning about flight

SALEM PUBLIC SCHOOLS

Salem Public Schools' Partnership Collaborative



SALEM PUBLIC SCHOOLS

2015/2016 Goals

- **Goal: Establish a structure for the Partnership Collaborative to ensure sustainability and structural integrity**
 - Subcommittee: Equity and access
- **Goal: Collect data from stakeholders to identify need and provide direction for the Partnership Collaborative**
 - Subcommittee: Information and data collection
 - Subcommittee: Family and youth voice
- **Goal: Develop and launch a Partnership Collaborative website database for partner, family and school use**
 - Subcommittee: Communication

SPS' Collaborative Participants



CFF Children's Friend and Family
Salem State University
Citizen Schools
Essex Heritage
Salem Community Child Care
Boys and Girls Club of Greater Salem
Campfire
Catholic Charities
For Kids Only Afterschool
Girl Scouts of Eastern MA
House of Seven Gables
Kestrel Educational Adventures
Latino Coalition
LEAP for Education
Museum of Science
Salem Maritime National Historic Site
New England Aquarium
Gregory Coles Drum and Dance
North Shore CDC
North Shore Community Health
North Shore Workforce Investment Board
Salem YMCA
North Shore Community Mediation Center
Peabody Essex Museum
Playworks
Plummer Home
Salem Community Access Television
Salem Education Foundation
Salem Public Library
Salem Sound Coastwatch
The Salem Partnership
United Way of Massachusetts/Merrimack Valley
North Shore Community College



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

A SUMMER OF LEARNING

2015 YMCA Summer Academy



SALEM YMCA | 1 Sewall St | Salem, MA 01970 | Phone: (978) 740-9622 | Email: lezamac@northshoremca.org

YMCA Summer Academy

Our Mission

The YMCA Summer Academy provides students an opportunity to refine and grow their current academic skills across the core subject areas. Students are exposed to units of study that are connected to rich literature and project-based learning.

They are supported to demonstrate an understanding of content curriculum in creative and interactive ways. Through a co-teaching model in every classroom the program provides differentiated instruction for students.

Our program brings the classroom into the community, and the community into the classroom, by incorporating field trips, service projects, and parent engagement.

Purpose

The YMCA Summer Academy is designed for students rising into grades 3-5. Our mission is to serve 120 students of the Salem Public Schools. It is our goal to increase student learning and prevent summer learning loss.

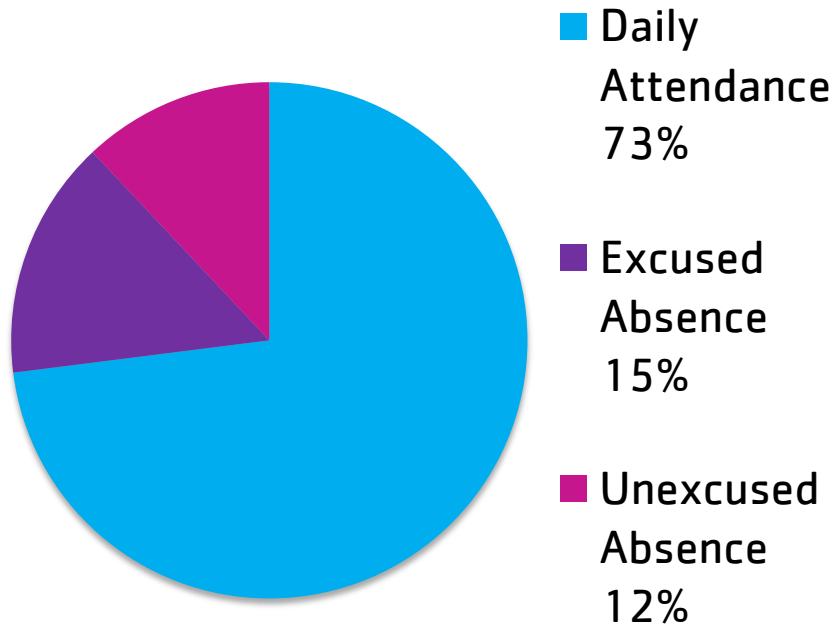


Building Teacher Capacity

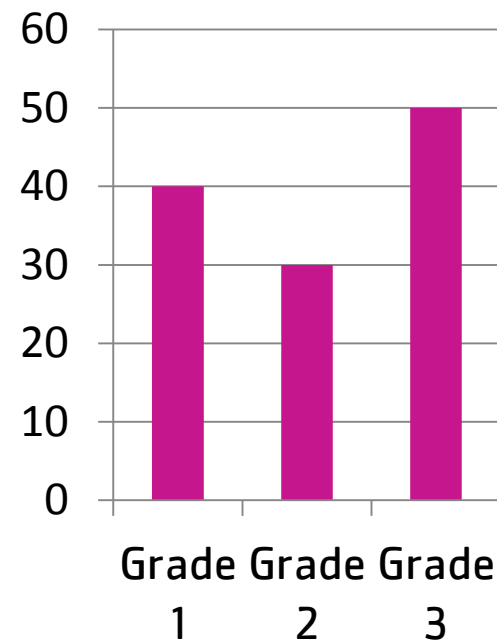
- Teachers in the program, 13 of whom are SPS teachers, participated in two days of professional development.
- During this time, they unpacked the science and engineering standards, analyzed student data from the district, and planned a project that connected student needs with science, language arts, and math standards using the theme of "What lives in our own backyard?"

Student Engagement

OUTCOME Daily Attendance Average



ENROLLMENT Students by Grade



Area of Focus: ELA



The Salem YMCA Summer Academy utilized a thematic Reader's and Writer's Workshop model. Through this model students were able to strengthen and refine their literacy skills while learning about a nearby ecosystem. Our students received over 65 hours of literacy instruction over the course of our 5 week program.

Our focus was on teaching students to read informational texts and materials as a way to learn about a content area. Students were exposed to a variety of informational resources, including texts, photographs, maps, and video and audio clips. Students practiced generating questions, taking notes, and writing about reading.



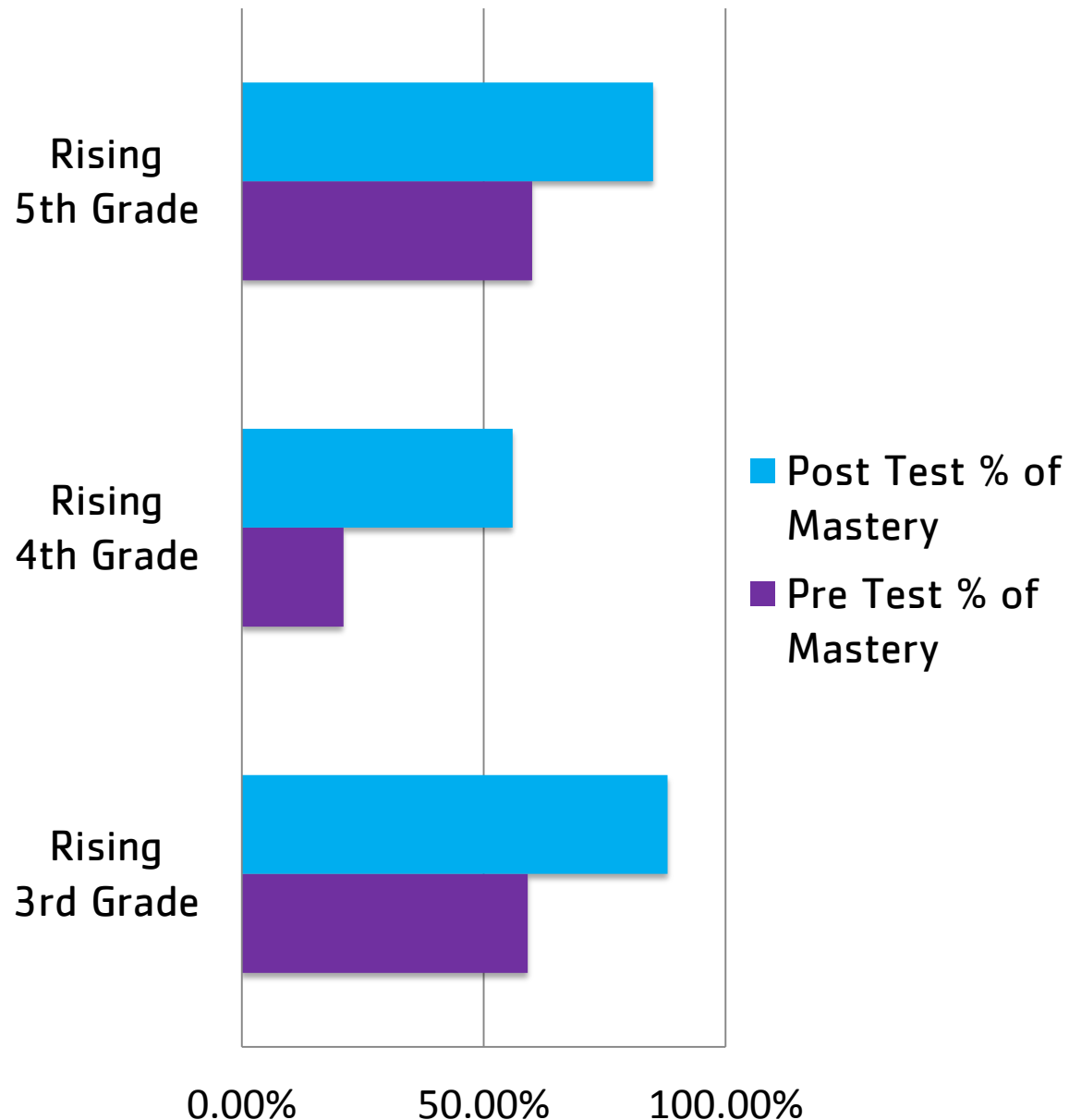
Students explored the life cycles, features, and adaptations of animals. Through their non-fiction reading and their personal explorations of Green Lawn Cemetery the students created research-based field guides.

ELA Vocabulary Focus

Another area of focus was the building of academic (tier 3) vocabulary in each grade. Teachers and staff worked with a weekly list of vocabulary words that was tied to the theme. All staff worked with students providing multiple opportunities for students to hear, read, and use these key vocabulary terms when speaking and writing.

Students took a pre and post assessment test.

Rising 3rd Graders



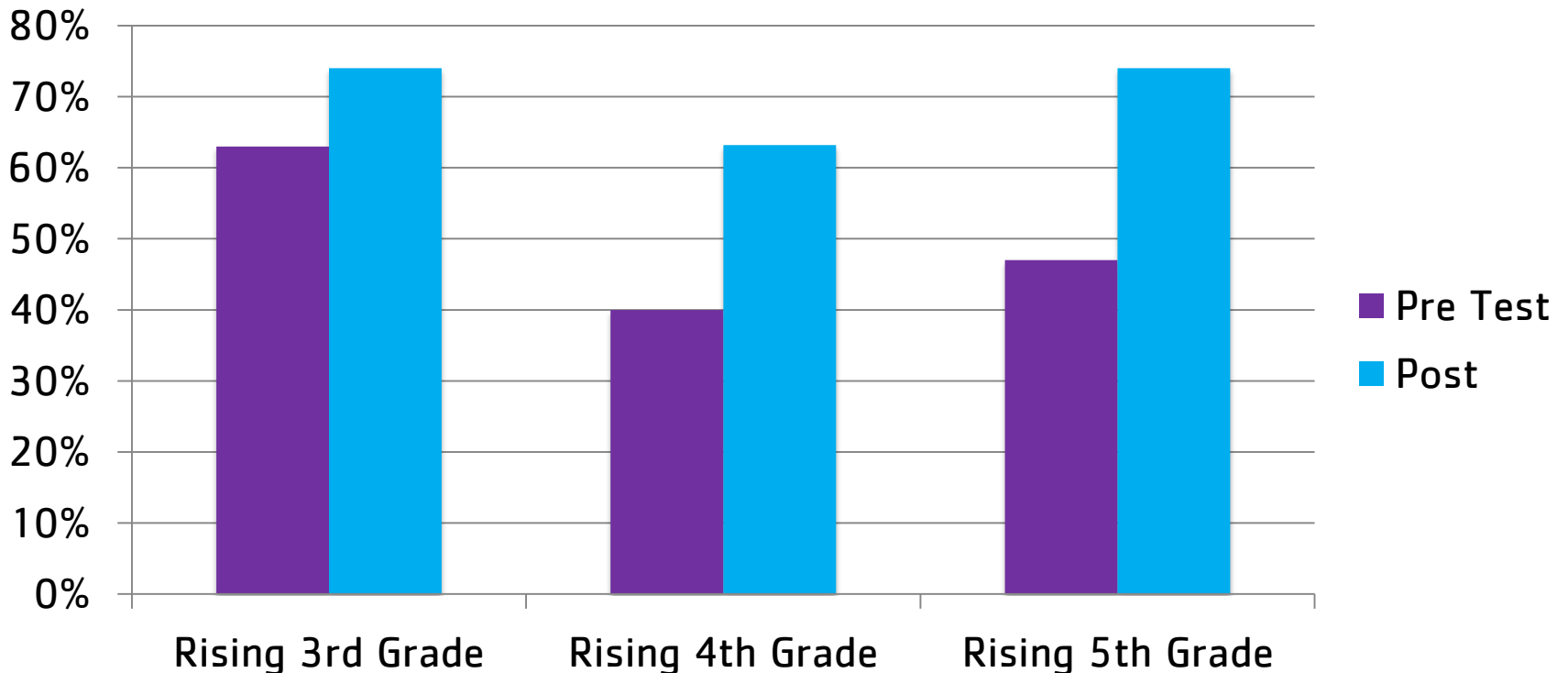
Area of Focus: Math

Aligned with the state standards, teachers developed an instructional focus that addressed the areas of need according to the ANET data provided by the district. It was determined that students needed more instruction in the following areas:

Rising into Grade 3- Addition and Subtraction word problems within 1000, measuring and plotting lengths and partitioning squares and rectangles

Rising into Grade 4- Understanding unit fractions, making fraction line plots and area addition and decomposition

Rising into Grade 5- Adding and Subtracting Fractions within a word problem, multiplying fractions and adding and subtraction mixed numbers with like denominators

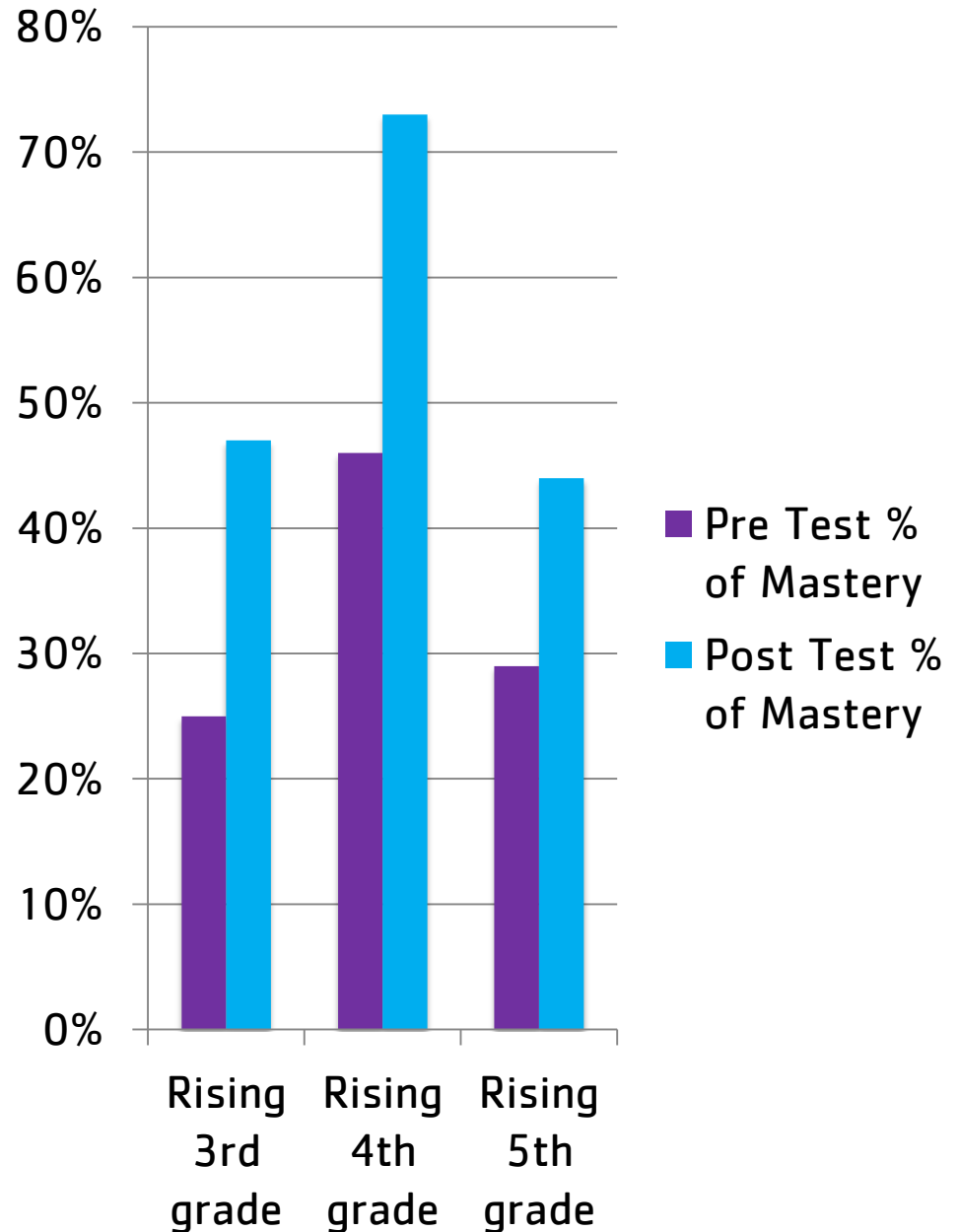




Area of Focus: Science

Students explored and learned more about animals and plants that live in their own backyard. Students had the opportunity to explore the pond and the surrounding grounds around the Bates School. Teachers modeled, then students created inquiry questions about the ecosystem.

Students then researched and set up their own investigations about their inquiry that involved data collection, experimenting, and research. Many students created a field guide of their findings, made an alphabet book, or created a teaching poster.



Area of Focus: Enrichment

Enrichment Activities

Each student had the opportunity to discover their creativity and express themselves as artists through theatre, music, art, and dance workshops. They were also able to learn more about their world and how they play important role in our environment through a variety of field experiences.



Community Partners

We were able to collaborate and work with several other community partners throughout the summer program:

- Peabody Essex Museum
- Change is Simple
- Friends of Greenlawn Cemetery
- Salem Sound Coastwatch
- Ipswich Wildlife Sanctuary (Audubon)
- Appleton Farm



Parent Testimonial

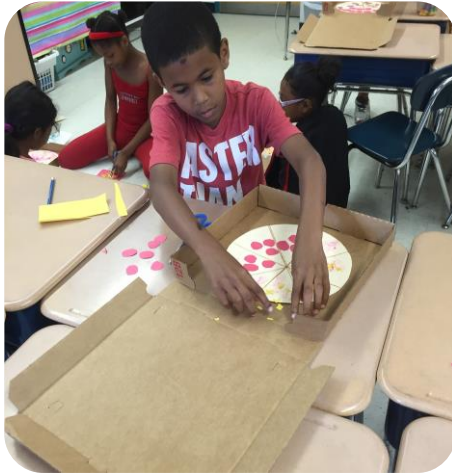
Dear Mrs. Lezama,

A small note to express how pleased we were with the Summer Academy Program at the Bates School this summer. There wasn't a day that Jack didn't come home telling us about something that he had learned that day. The program was beneficial for our son's educational success. It kept the continuity of education thru the summer and left a small gap until school starts again in September. We look forward to next year and appreciate all the hard work of the YMCA teachers and staff.

-Stacia Cooper

Family Engagement

Parents were invited into the program for a student exhibition. The students performed dances that they learned during their enrichment block. Some students created a slideshow of their favorite summer academy memories and presented it to the parents. Both students and parents played an interactive game of "Are You Smarter Than A Summer Academy Student?" Parents also had the opportunity to see the student work and projects that students had worked on throughout the summer.



Teacher Testimonial

This program allowed students to explore content areas in a fun and exciting way. – Sacred Hearts Teachers

Students had an opportunity to refine and grow their independent math and reading skills. – Adaptation Nation Teachers

Students engaged in project based learning . They became more active in their own learning.-Hip Hop Hikers Teachers



Salem State and Salem Public School's Summer Program 2015 Final Report

*Cami Condie, EdD, Director
Richard Giso, Assistant Director
September 2015*

Program Description:

For the fourth year, Salem State University (SSU) partnered with Salem Public Schools (SPS) to provide intensive literacy interventions for at-risk elementary students with priority to English Language Learners and children from low-SES backgrounds. The Summer Program was housed at Bentley Academy Charter School and included students from all seven elementary schools in Salem. SPS identified students entering grades 1-5 to participate in the program. Originally, 82 students registered from the elementary schools, 70 were attending by the start of the second week, and 53 completed the four-week program. Final assessment results are provided for the 53 students who participated in the final performance and the end-of-program assessments. The Summer Program lasted four weeks (Monday-Thursday) during the month of July.

Personnel and Resources:

Staffing included the Director who hired an Assistant Director, six SSU teachers, two interventionists, one paraprofessional, and one art specialist. Salem Public Schools hired six teachers and two paraprofessionals. Additionally, twelve students from SSU observed to complete pre-practicum hours and two volunteers from SPS Community Volunteer Program assisted teacher teams. These pre-practicum students and volunteers totaled 161 service or observation hours in our program this summer. Similar to previous summers, the Director and Assistant Director were responsible for training and coaching teachers as they planned and implemented science-themed, literacy instruction, integrated mathematics authentically, and analyzed assessments. The Director and Assistant Director provided coaching for individual teachers, led professional development training for all staff, taught interventions for struggling children, analyzed the program assessments and instruction, and worked with SSU personnel to coordinate logistics. Most of the teachers had completed degrees at Salem State in our Reading, Elementary, or Early Childhood programs. SPS coordinated and provided student transportation to Bentley, students' breakfasts and lunches, and all instructional supplies. The site director was sponsored by SPS and coordinated registration, transportation, logistics, and behavioral needs.

The Instruction:

The Summer Program had four underlying goals, namely, (1) Every child will read something well every day, (2) Our curriculum is the child's needs, (3) Reading, writing, speaking, and listening (all learning!) are for authentic purposes, and (4) We take bigger steps each day towards independence. To accomplish these goals, a science-based theme

supported guided reading, the setting for small-group, targeted reading interventions. Dr. Cleti Cervoni, Associate Dean in the School of Education at SSU, provided guidance in planning the overall science content.

Teachers selected a topic related to the ocean (e.g., studying oceanography and developing their own oceanography research projects, taking weather data and delivering daily weather forecasts, how the seashore habitat supports marine life), designed and planned experiments, field trips, and videos to support learning the content. Teachers also supported students' content learning with extensive reading and writing of informational texts. Dr. Joe Buttner at Cat Cove graciously coordinated field trips for all of our students.

The Art Specialist supported the curriculum with art extensions and projects designed to demonstrate students' content learning. Eleven students entering grades 4- 5 were brought to SSU campus for art instruction, while the children entering grades 1-3 participated in art activities with the Art Specialist and their classroom teachers at the Bentley Academy Charter School.

The core of the Summer Program was guided reading. The Director and Assistant Director supported teachers in their planning and implementation of the targeted reading interventions. Children were grouped by need and taught in groups from 1-4 students. This instruction was focused on specific reading and writing needs identified by our assessments. Two interventionists worked with the most struggling readers in each class. Guided reading instruction took place for at least an hour every day, was related to the content we were studying, and was a major factor in the tremendous gains students experienced in reading.

Outcomes:

The proposed learning outcome of the Summer Program was to help children progress as readers and writers by the end of the program. After one month of the Summer Program, reading assessment results indicated that students averaged 4.1 months of growth on the Benchmark Assessment System, an informal reading inventory that includes assessment of oral reading and comprehension. Twenty students (37.7%) increased their reading achievement by 1.5 to 3 months. Seventeen students (32%) increased between four to six months. Seven students (13.2%) made over 7.5 months of growth after only four weeks of intervention. Nine children (17.0%) who were previously reading below grade level have now progressed to reading on or above grade level as a result of the interventions they received in the Summer Program. For the eight students (15.1%) who maintained their current reading level, the Summer Program enabled them to avoid the typical "summer slump" in reading achievement. In addition to the exceptional reading gains, 88% of the children increased their spelling ability as measured by the Words Their Way spelling inventory.

Writing samples were used to assess children's ability to use language and apply content learning. Writing samples indicated that 100% of the children (every child!) increased their ability to write to demonstrate their learning of the science topic. For our youngest

learners entering first and second grade, 88% increased their phonemic awareness and phonics knowledge on the Hearing and Recording Sounds assessment.

Similar to our earlier years, the students' achievement and teachers' instructional gains were a result of several factors. These overall principles were essential to the success of the Bentley Program.

- ***Authentic learning opportunities.*** Efforts were made to create authentic links between literacy and science. Students benefit when literacy instructions is embedded within an inquiry-based science setting. One teacher noted, "Learning alongside our students was such a great experience for me. It was so clear that they all viewed themselves as teachers, learners, scientists, readers, and writers! Authenticity truly increases students' motivation to learn. They were truly oceanographers!" Another teacher reflected, "I learned that the more hands-on and authentic experiences you give students, the more questions and ideas they have with their own thinking. I found that this carried over into their writing and reading. They started to go deeper with their thinking in reading and writing."
- ***Assessment-driven instruction.*** No pre-packaged programs were used. The curriculum was the child's needs. Mentoring was provided to help teachers look at student work and formative assessments at the end of every day and to determine what should be taught the following day. Teachers were supported in using their own expertise in assessing and responding to students' work to determine instruction.
- ***Guided reading.*** In guided reading, children were grouped according to their needs. The instruction included supporting children as they read a text at their instructional level. Instructional level text does not equate to grade level. Instead, it refers to the amount of support children required in order to read the text successfully. Texts were carefully chosen to match students' reading abilities, interests, and needs, and the text difficulty was gradually increased as children became more proficient at each reading level. Efforts were made to read texts that supported the science-content focus. Again, guided reading groups occurred every day with the most specialized, expert teachers providing instruction to the most struggling readers. The Director and Assistant Director supported these targeted interventions by providing instructional frameworks to follow as well as coaching individual teachers. One factor in the tremendous reading growth that the children experienced was a result of the guided reading instruction.
- ***Co-teaching.*** Like previous years, many teachers commented on how much they learned from teaching in pairs. This collaboration allowed for joint decision making and learning from another's expertise. One teacher said, "I found that the collaboration aspect of the program really helped us to make an impact on our students' learning and growth as readers, writers, and scientists."

- ***Low teacher-student ratio.*** The ratio of teachers to students was deliberately low and this allowed for targeted interventions. A paraprofessional was assigned to every class for part of the day. The ratio was 4-5 students per teacher for most instruction. The Interventionists and Assistant Director provided additional support during the guided reading time decreasing the ratio to 1-3 students per teacher.
- ***Science-based theme.*** The content focus provided the children with vocabulary and experiences to use in class discussions and writing assignments. Content knowledge was developed through field trips to the ocean or tide pools across the street from the school as well as to Cat Cove. Students also watched videos, explored a touch tank of marine life, read books, and wrote lab reports, observation journals, or informational articles related to their topic. Students were eager to show their learning and to describe the animals or phenomena they were researching. One classroom studied famous oceanographers and then designed and conducted their own oceanography experiment. For example, one student chose to investigate the effects of oil spills on ocean life by “feeding” two flowering plants either water or motor oil. The results were immediate. The evidence and lab report were shared with other classrooms in the program. As a teacher reflected on teaching at the intersection of science and literacy, she wrote, “I have learned that we can really extend the students’ knowledge and build upon their content-specific vocabulary by giving them opportunities to read and write about science. Students’ motivation to read and write also increases immensely when they are interested and invested in the topic. Incorporating engaging science content is a great way of achieving this.”
- ***Art-infusion.*** The children thrived and amazed the teachers with their content understanding that they showed through art. All art projects supported our science themes including creating mixed media seascapes, watercolor depictions of ocean life, and painting lobster buoys. The campus-based field trips for our fourth and fifth graders were many children’s favorite part of the Summer Program. The art projects provided all students with an opportunity to demonstrate their learning without being inhibited by language. The art field trips were possible because of the generous use of the Salem State vans coordinated by Officer Michael Haggstrom of the SSU Police Department. Teachers in the program received training in order to drive the 15-passenger vans. SSU did not charge for the use or the gas.
- ***Focus on at-risk students.*** The children who experienced the most growth in this program were the English Language Learners and those children who came from low-SES backgrounds. We took children to the ocean for the first time and provided vocabulary to talk about the animals, plant life, weather patterns, and water conditions that they discovered. On the second day of the program, one ELL student shared with his teacher an exchange on the bus where they were discussing the amount of sand at the ocean. They concluded that because they saw lots of sand at the ocean, it was low tide that morning. Every student read books and researched internet articles on the SmartBoard with their class to answer questions that arose. They were also provided books at their instructional levels to continue to learn

about the content. We addressed their learning needs in small groups and/or one-on-one instruction. This program best served ELL and at-risk students. They grew in confidence and as readers. One teacher noted about her ELL student, "She originally had very little confidence in her reading and often declined to share in class. As the program continued, she asked me everyday if she could read to me again and became more confident in sharing with the group what she learned from her reading. I was moved by how excited she got about her book and what she learned from it." This student grew in confidence in her reading and in her speaking.

- **Coaching.** An important part of the Program is our emphasis on teacher professional development. The Director and Assistant Director provided coaching to individual teachers as well as professional development training to the whole staff. This model allowed teachers to improve their practice and expertise. Many teachers commented on this valuable part of our Program. One wrote, "I continue to grow more and more confident about my ability... This program has afforded me the opportunity to test and confirm what works well for me and my students."

In addition to these principles, we had a number of other noteworthy contributing factors.

- For the third year in a row, the success and foundational principles of the Summer Program have been presented at international, national, and local conferences.
- As noted, 14 volunteers and pre-practicum students provided 161 service and observation hours. Their presence and contributions were invaluable.
- Unlike previous years, all seven elementary schools enrolled students in our Summer Program. Teachers often remarked about how much they appreciated the diversity from the different schools and the unified message that "We are all Salem Public Schools."
- Some of the Salem State funding was used to purchase books for each of the children. Richard Giso researched and purchased the books that were predominantly informational texts on our science themes. Each child took home six new books on the last day of the Program that were near their instructional reading level. These moments are not quantifiable, but the students' joy was remarkable.
- Mathematics was integrated in authentic ways. Professional development topics included integrating the Standards of Mathematical Practice, identifying authentic, natural mathematics extensions within our Science content, and use of accountable and productive talk to enrich students' discussions and to communicate clearly their thinking as a mathematician and scientist. Specific examples included:
 - graphing daily weather data and looking for patterns, e.g., at Collins Cove, high tide often coincided with stronger winds.
 - comparing sizes of marine life (e.g., Blue Whale and Whale Shark) to known objects (e.g., school bus).
 - investigating tools used to study the ocean and converting kilometers to metric tons like their studied oceanographers.
 - using standard and non-standard units of measurement to build, then estimate and compare sandcastle height, length, and moat depth.

- comparing and contrasting appropriate size, weight, and shapes of stones that would be appropriate for skipping on the surface of the water.
 - sorting and classifying sea objects according to a student-generated attribute.
- This summer most of the staff were Salem State students or graduates. We are proud of their preparation from SSU!
- We are also proud of the number of returning staff. Ten members of our staff returned this year, including six people who have worked in the Summer Program all four years. This returning expertise was significant.
- It was so important to have an SPS administrator on site. Andre Fonseca served as the on-site, SPS administrator. He oversaw registration, coordinated and supervised busing and food services, translated information into Spanish for parent communication, handled student sickness, managed all of the facility needs, provided support for extreme behavior situations, and processed the payroll paperwork for the SPS-sponsored staff. He coordinated everything seamlessly allowing our teachers to focus on teaching and our students to do their best learning.
- For the third year, Salem State's Cat Cove Marine Laboratory, allowed our students to attend a field trip. Students learned about tilapia and plankton, held seastars, and experienced firsthand the life of oceanographers in Salem. Students absolutely loved their visits!
- The continued use of Salem State's vans to transport students from the school to the campus was helpful. Again, many of the students remarked that this was one of their favorite parts of the Bentley Program.

Recommendations for the future:

- **Enrollment:** We recommend and hope that all SPS elementary schools should continue to have access to enroll their struggling readers in this program.
- **Location:** We hope the location for the Summer Program could continue at Bentley Academy Charter so that there is direct access to the ocean, particularly the Bentley side of Collins Cove as well as walking distance to Dead Horse Beach and Cat Cove. Proximity to the ocean is integral to our authentic learning that is the foundation of this program.
- **Registration:** Moving forward, Director and Assistant Director would like to handle registration forms after recruitment. The SPS Summer Programming Fair hosted by Emily Ullman was a successful way of promoting our program and answering questions for parents. Applications were distributed at this fair. We hope this continues.
- **Attendance:** The overall attendance rate was 74%. This percentage suggests that many students missed one week or more of a four-week program, including some students who missed two to three consecutive days. The summer administration called parents individually throughout the program to encourage attendance, but we hope additional measures could be taken to improve attendance.
- **Staffing:** We recommend that this program continue with our current staffing with team-taught classrooms, including paraprofessionals assigned to each classroom, and two interventionists. It is recommended that the Director and Assistant Director

continue to provide professional development and coaching. With this staffing, our most struggling readers receive additional support and our teachers receive coaching to grow in their own expertise and practice.



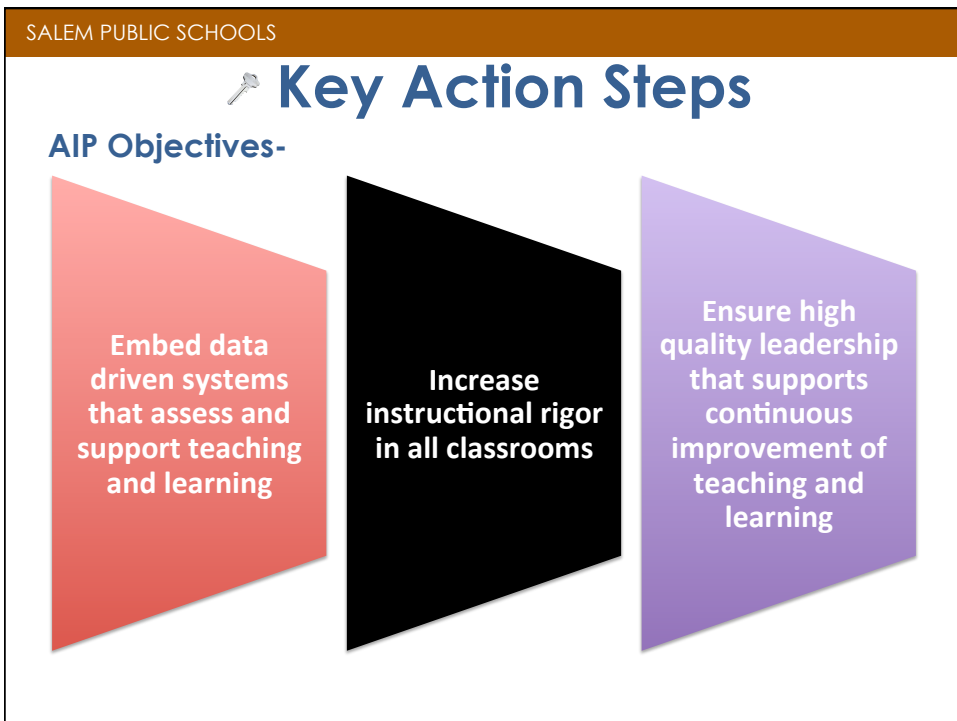
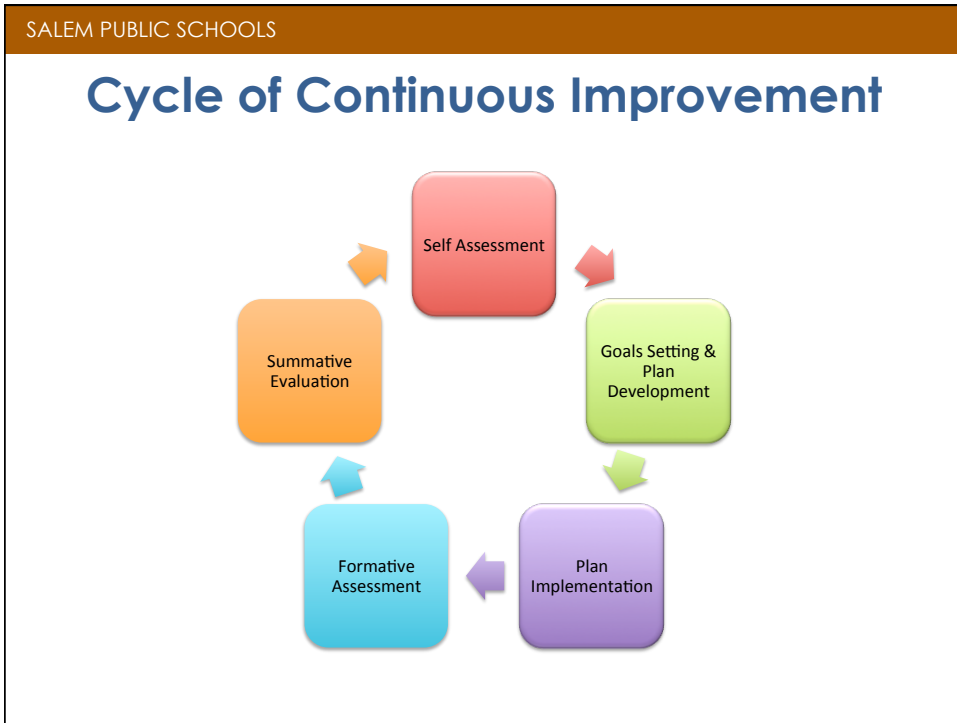
Educator Evaluation: A Lever for Supporting Growth

Presentation to the School Committee
October 19, 2015

SALEM PUBLIC SCHOOLS

What is the primary goal of evaluation?





SALEM PUBLIC SCHOOLS

Focus, Focus, Focus

Carlton: Focus defined by deep data dive

Year:	Areas for focus:	Focus for feedback:
2013-2014	Data on ANet and MCAS indicated need for increase on conceptual understanding.	<ul style="list-style-type: none"> Professional practice goal around improving Math Talk practices. Feedback focused on Math Talk moves for conceptual understanding.
2014-2015	Data on ANet and MCAS demonstrates increased understanding in conceptual standards. Data also indicates need for improved procedural fluency.	<ul style="list-style-type: none"> Professional practice goal will focus around improving procedural fluency through Number Talks. Feedback will focus on Math Talks for procedures.

SALEM PUBLIC SCHOOLS

Focus, Focus, Focus

Standard II—Teaching All Students	2014-Math CPI 74.3	2015-Math CPI 82.6
<p>Element II-A-2 - Student Engagement—<i>Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.</i></p>		
Criteria for Math Talk Observations		
1. Student elaborate with a second sentence (spontaneously or prompted by the teacher of another student) to explain <u>their</u> thinking and connect it to their first sentence.		
2. Students talk about and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.		
3. Students use precise mathematical language in their explanations and discussions.		
4. Even after reaching a point of frustration, students persist in efforts to solve challenging problems.		
5. Student Work includes revisions, especially revised explanations and justifications.		

SALEM PUBLIC SCHOOLS		
<h2>Priority Elements</h2>		
<p style="text-align: center;">Rigor/Meeting the Needs of Diverse Learners</p> <p><i>Strategic Objective 2:</i> Increase instructional rigor in all classrooms across the district</p>	I-A-4 Well-Structured Lessons	Develops well-structure lessons with challenging, measureable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	II-A-3 Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.
	II-D-3 Access to Knowledge	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.

SALEM PUBLIC SCHOOLS
<h2>Feedback</h2>
Verbal
Precise praise
Ask probing questions
Identify a concrete next step
Practice
Plan ahead
Set a timeline
Adapted from "Leverage Leadership"

Feedback

Written

Evidence-based

References learning

Constructive

Actionable

Frequent, ongoing, and timely

Adapted from *"Leverage Leadership"*

Ongoing Training & Support

Training	Date
Self-Assessment & Goal Setting	August 18 & 20
TeachPoint for New Evaluators	September 16
Evaluator Seminars	October 13 -- Observation & Feedback December 8 – Observation & Feedback January 12 – Formative Evaluation April 5 – Summative Evaluation
Drop-In Sessions	October 19 October 28 November 12
TeachPoint Specialist	Lou Boutiette—on call
Coaching Support	Dale Libkin—as needed

Data

Year	Percent Evaluated
2012-13	28%
2013-14	84%
2014-15	96%

MEMORANDUM

TO: SPS School Committee Members

FROM: M. Kate Carbone, Assistant Principal

DATE: October 19, 2015

RE: 2015-16 Professional Development Plan

For the 2015-16 school year, the district has mapped out an ambitious professional development plan designed to support attainment of strategic objectives in the Accelerated Improvement Plan (AIP) and build educator capacity to 1) use data to inform instruction, 2) increase rigor in all classrooms, 3) deliver instruction to meet the unique needs of diverse learners, and 4) ensure strong leadership structures to support continuous improvement of teaching and learning.

Professional development experiences are categorized into three main modes of delivery:

- ✓ **Foundational PD** – Foundational professional development sessions focus on high-leverage practices and include content that all educators are expected to incorporate into their practice. These sessions are delivered on professional release days and are required for all SPS educators. Foundational training modules are developed by central office staff, who employ a train-the-trainer approach to prepare facilitators. Facilitators then collaborate with building leadership teams to deliver training modules at each school on release days.
- ✓ **Content PD** – These sessions are for selected groups of educators who share similar roles or interests.
- ✓ **Job-Alike Professional Learning Communities (PLCs)** – Job-Alike PLCs ensure that educators in similar roles such as instructional coaches and school nurses have the opportunity to norm their practice and receive specialized training.

The district leadership team, comprised of central office leaders and school principals, convenes twice monthly for leadership training and networking. Each meeting is three hours in length with the first hour dedicated to operational issues and the second two focused on academics. The academic agenda is tightly aligned to the AIP and the strengthening of practice in the following four areas:

- ✓ **Structures**—Leveraging the Instructional Leadership Team, Common Planning Time, School Site Council, and Parent/Teacher Organization to guide and monitor school improvement and growth
- ✓ **Meeting the Needs of All Learners**—Exploring examples of effective tiered instruction, building capacity in the area of cultural proficiency, and ensuring instruction is designed and delivered to provide all students multiple entry points
- ✓ **Data Inquiry**—Strengthening data use at the school, standards, and student level
- ✓ **Common Core** – Continuing to think deeply about the Common Core shifts and implications for classroom instruction



2015-16 District Professional Development

<i>Training Modules</i>	<i>Proposed Dates</i>
Foundational PD — <i>All SPS teachers will participate in the following professional learning experiences.</i>	
Supporting Language Instruction —Training on how to differentiate instruction for ELLs.	1 ½ hr. Sept. 25, Nov. 3, Jan. 15
Cultural Competency —Training on developing a vision of excellence for all students that embraces the diversity of our school community.	1 ½ hr. Sept. 25, Nov. 3
Inclusive Practices —Support for planning instruction that provides all students access to course content with opportunities to fully participate in learning activities.	1 ½ hr. Oct. 9
Text Complexity — Focus on the growing complexity of the texts students must read in all content areas to be ready for the demands of college, career, and life.	1 ½ hr. Oct. 9, Jan. 15
Writing —Training to build knowledge about the CCSS shifts in writing and to strengthen capacity to support students' ability to write quality narrative, informational, and argument pieces.	1 ½ hr. March 2, May 25
Standards-based Practices Rollout —Teachers in the Vanguard Group, along with their principals, will begin to share experiences with implementing standards-based grading and reporting practices.	1 ½ hr. April 8, May 25
Content PD — <i>Selected groups of SPS teachers will participate in the following sessions.</i>	
ESL Training —Training and networking for all district ESL teachers.	3 hr. Nov. 3, Jan. 15
Special Education Teacher Training —Training and networking for all district special educators.	3 hr. Nov. 3
Mentor Training —Training and networking to support mentors who work with 1st year teachers.	3:30-5:00 Sept. 21, Oct. 26, Dec. 1, Jan. 25, March 7, May 2
New Teacher Seminars —Coaching for new teachers in the following areas: classroom management (Teach Like a Champion), instructional planning, meeting the needs of diverse learners.	3:30-5:00 Oct. 5, Dec. 7, Feb. 1, March 21, May 16
2nd Year Teacher Induction —An online book study for second year teachers; possible texts – Teach Like a Champion, Driven by Data, Great Habits/Great Readers.	Completed online
Writing – Training for literacy coaches and principals on how to strengthen the quality of writing in the three CCSS writing types (narrative, informational, and argument).	For Literacy Coaches: 8:00-2:00—9/22, 11/2, 11/30, 12/11, 1/21 9:00-12:00—10/2, 2/29, 3/14, 4/11 For Principals: TBD
Cognitively Guided Math Instruction (CGI) – Optional afterschool follow-up sessions will be held for teachers who attended the two day CGI session this summer.	Follow-up sessions time & date TBD
Lessons that Embed the Standards of Mathematical –This course, offered over Summer 2015, includes three required after-school meetings.	Follow-up sessions time & date TBD
Phonemic Awareness PLC - Teachers that have attended the Landmark Outreach Program's weeklong Phonemic Awareness professional development seminar will join together with the instructor to reinforce skills, and support ongoing implementation of specialized reading interventions.	12:30 to 2:30 12/9, 3/2, 4/8

ASD Teacher Training – All teachers and paras working with students on the Autism Spectrum	8:15-10:15 10/2 - Touch to Talk 12:30 – 2:30 – (BCBAs begin at 11:30) 10/9 – ACE Training
Special Education Paraprofessional Training Series – All special education paraprofessionals will engage in a year-long cultural competency training seminar. Paraprofessionals meaningfully engaged in school-based PD activities during the prescribed time may seek excusal as a group, in advance via the Team Chairperson.	12:00-2:00 – Bates, ECC, Horace Mann, Saltonstall 12:30-2:30 Carlton, Witchcraft, Collins, Bowditch, Prep, SHS 9/25, 10/9, 12/9, 3/2, 3/16, 4/8, 5/25 (½ day PD) Various Locations
Job-Alike PLCs —Teachers in unique roles will have the opportunity to collaborate throughout the school year.	
Job-Alike Instructional Coach Meetings —Monthly meetings of coaches by content area to coordinate their work across schools, deepen their knowledge of content standards and instructional practices, and plan PD.	12:00-2:00 ELA: 9/11, 10/23, 1/8, 2/12, 5/6, 6/3 Math: 9/18, 10/30, 12/4, 1/21, 3/4, 4/7, 5/20, 6/10 Science 9/28, 10/21, 12/2, 1/13, 2/24, 3/30, 4/27, 6/1
All-Coach Meetings —Periodic meetings of district instructional coaches and head teachers designed to build their capacity to provide feedback, lead PD, and facilitate adult learning.	8:00-10:00 9/29, 10/27, 12/8, 1/26, 3/8, 4/26, 6/7
Teacher Leader Cadre —Support for teacher leaders to facilitate common planning time, use data to drive instruction, and plan/present PD.	3:30-5:00 w/ stipend Sept. 24, Oct. 29, Dec. 3, Jan. 28, March 10, May 5
Standards-Based Vanguard Group – Pilot work will focus on identifying priority standards, learning progressions, proficiency scales (rubrics), and organizing the grade book around standards.	PD Days Nov. 3; 3 hrs. Jan. 15; 3hrs. 3:30-5:30 w/ stipend Oct. 6, Feb. 2, March 22
Evaluator Training —Ongoing support will be provided to grow the practice of all district evaluators through these required trainings.	4:00-5:30 Oct. 13, Dec. 8, Jan. 12, April 5
DLT Meetings —Regular meetings of principals, directors and other central office leaders focusing on issues related to operational functions, teaching & learning, and AIP implementation.	8:00-11:00 Sept. 24, Oct. 8, Nov. 5, Nov. 19, Dec. 3, Dec. 17, Jan. 14, Jan. 28, Feb. 11, March 3, March 17, April 14, May 5, May 26, June 9
Assistant Principal (AP) PLC —Regular meetings of assistant principals in order to facilitate sharing of information and coherence of practices.	8:00-10:00 Oct. 1, Nov. 12, Dec. 10, Feb. 4, March 18, April 28, May 27
PBIS Coaches Meetings – PBIS coaches will meet with the District-wide PBIS Director and PBIS consultant from the May Institute, for monthly PD and sharing of best practices.	12:00-2:00 9/22, 10/20, 11/17, 12/15, 1/19, 3/15, 5/17, 6/14
ELL teachers – Ongoing support and professional development for teachers providing English Language Development to English Language Learners.	Monthly meetings, dates TBA
Assistive Technology Coaches Meetings – The AT coaches from each building will meet with the Assistive Technology Specialist to learn about and support the use of a variety of low and high tech AT devices, apps, and programs.	Monthly 2 hour meetings TBD

<p>Safety Care Training – This crisis de-escalation training is mandatory for all staff working with student groups at high risk for exhibiting challenging behaviors and is required for the each school’s Crisis Prevention Team. Initial Training and annual recertification is required.</p>	<p>8:00-2:30 Initial 9/17-18, 9/28-29, 10/15-16, 1/25-26, 6/6-7 Recertification 9/21, 9/22, 10/22, 11/6, 12/14, 3/15, 4/7, 5/9, 6/7 *class may be cancelled if fewer than 5 registrants</p>
<p>School Adjustment Counselor/Psychologist Clinical - Professional development and clinical consultation with multi-level groups.</p>	<p>12:00-1:30 11/10, 1/12, 2/9, 5/3, 6/7</p>
<p>Job Alike Related Service Providers – Monthly meeting of related service providers by job type (OT, speech, BCBA, SAC, psychologists, behavior specialists).</p>	<p>12:00- 2:00 9/23, 10/28, 12/16, 1/27, 2/24, 3/23, 4/27, 6/1 Various Locations</p>
<p>K-8 Inclusive Practices Job Alike- Monthly meeting of K- 8 special education inclusion teaches to support the alignment of specialized instruction and Common Core rigor.</p>	<p>12:00- 2:00 9/23, 10/28, 12/16, 1/27, 2/24, 3/23, 4/27, 6/1 CMS</p>
<p>Nursing and Health Services Staff – Full-day PD for health services staff (including contraceptives, HIV updates, LGBTQ supports, opioid treatment and Narcan training, referrals, policy compliance, legal issues, etc.)</p>	<p>8:00- 3:00 11/3</p>
<p>MCAS-Alt Training- Required training for all teachers who are responsible for submitting MCAS-ALT portfolios.</p>	<p>8:30 – 12:30 9/28 or 10/5 off site 8:00-9:30 10/13, 1/12 @ CMS PPS Conf. Room</p>

October 8, 2015

Ms. Kayla Kirkpatrick
Sent Via Email: kaylapaa@yahoo.com

Dear Ms. Kirkpatrick

Salem Public Schools has taken the following action in response to your original complaint regarding school committee member conduct during the July 6, 2015 meeting and subsequent emails, regarding public sharing of materials related to your complaint:

- Acknowledgement of the complaint was placed on the 9/8/15 regular meeting agenda
- School Committee members acknowledged receipt of the complaint during the September 8, 2015 regular meeting
- Discussion of the complaint took place during the 9/21/15 regular school committee meeting
- Accompanying meeting materials for both 9/8/15 and 9/21/15 have both been revised to include your original description of the complaint as well as subsequent emails urging the School Committee to acknowledge and take action on the matter.
- These revised meeting materials have been re-posted on the Salem.com website at: <http://www.salem.com/node/3786/agenda/2015>
- The revised materials are also available on the SPS website at: http://www.salemk12.org/pages/SPS_DistSchoolCom/sc-mtgsched.

In addition to the above, the Salem School Committee will announce that the above meeting materials have been revised to include information regarding your complaint during its next regular meeting on October 19, 2015.

Please let me know if you have any questions.

Sincerely,



Jill Conrad
Chief of Systems Strategy

Cc: Margarita Ruiz, Superintendent
Mayor Kim Driscoll, Mayor, City of Salem and Chair, Salem School Committee
Victoria Caldwell, Assistant City Solicitor
Eileen Sacco, Secretary to the Salem School Committee



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@salemkk12.org

Memo:

To: Salem School Committee

From: Philip A. Littlehale

Date: October 1, 2015

Re: FY16 Budget Transfer Request (5) – Carlton

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

I recommend approval of the transfer.

Thank You.

cc: Superintendent Ruiz
Principal Jean-Marie Kahn



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@salemkk12.org

Memo:

To: Salem School Committee
From: Philip A. Littlehale
Date: October 1, 2015
Re: FY16 Budget Transfer Request (6) – Budget Correction

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

I recommend approval of the transfer.

Thank You.

cc: Superintendent Ruiz
Principal Jean-Marie Kahn

report of the resolutions committee

The MASC Resolutions Committee met on June 8, 2015 to consider resolutions proposed by member districts for consideration at the 2015 Annual Meeting of the Association. Members present were: Jacob Oliveira, Ludlow (President-Elect and Chair), Paul Schlichtman (Arlington), John Columbus (Life Member), Cliff Fountain (Quaboag Reg.), Kathleen Robey (Life Member), Brian O'Connell (Worcester), Ann Marie Cugno, Medford (MASC Past President), William Fonseca (East Longmeadow), Wendy Rua (Agawam), Marc Peterson (Life Member), Beverly Hugo, Framingham.

The following resolutions were moved forward by the Resolutions Committee and approved by the MASC Board of Directors.

RESOLUTION 1—REGARDING HIGH SCHOOL STARTING TIMES

(Submitted by the Newton School Committee)

WHEREAS there is considerable debate and discussion about the appropriate starting time for certain students, including middle and high school students, and

WHEREAS several districts in Massachusetts have debated the merits of delaying the start of school for middle and high schools in order to allow students the opportunity for adequate sleep, and

WHEREAS The American Academy of Pediatrics and the Center for Disease Control (CDC) recognize insufficient sleep in adolescents as an important public health issue that significantly affects the health and safety, as well as the academic success, of middle and high school students, and

WHEREAS research and study could help determine how districts could better arrange schedules to allow for the sleep necessary for adolescents to succeed in school,

THEREFORE BE IT RESOLVED that MASC be authorized to petition the legislature and to support legislation, including S.254, which calls for the establishment of a special commission to study the appropriate starting time for students in middle and high school.

RATIONALE: The American Academy of Pediatrics has issued a policy statement¹ indicating that lack of sleep is a public health issue that significantly affects adolescents. While adolescents need 8.5 to 9.5 hours of sleep, most high school students get 7 hours or less. Chronic sleep loss can cause issues such as depressed feelings, suicidal thoughts, risk-taking behavior, difficulty problem solving, poor judgment and lack of motivation.

The American Academy of Pediatrics strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (8.5–9.5 hours) and to improve physical (e.g., reduced obesity risk) and mental (e.g., lower rates of depression) health, safety (e.g., drowsy driving crashes), academic performance, and quality of life.

Proposed legislation S.254 (sponsored by Senators Cynthia S. Creem, William N. Brownsberger, Carolyn C. Dykema, James B. Eldridge) calls for a nine member commission that includes MASC and MASS to conduct a comprehensive study, including (i) a review of the scientific findings relative to sleep needs of adolescents, relative to the effect which middle school and secondary school start times have on the health and academic performance of students; (ii) determining the number of districts in the Commonwealth which have implemented later school day starting times for middle school and secondary schools and examining the academic performance of students; and (iii) identify resources and opportunities to assist districts in implementing later school day start times for middle school and secondary schools.

Policy Sta

¹Policy Statement, American Academy of Pediatrics, School Start Times for Adolescents, Adolescent Sleep Working Group, Committee on Adolescence, and Council on School Health

RESOLUTION 2—POVERTY AND CHILDREN

(Submitted by the Framingham School Committee)

WHEREAS one-third of the children in Massachusetts are living in or near poverty, and

WHEREAS the perils of poverty include putting students and families at risk for health, social and emotional and educational disadvantage, and

WHEREAS students in poverty and at social and emotional risk face obstacles and impediments to their success that other students do not confront, and

WHEREAS there is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address these challenges, and

WHEREAS the eradication of poverty among children is essential to generating a strong economy and vibrant society,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation that will support the eradication of poverty

among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state programs and services that serve children at greatest social and emotional risk which are easily accessible to students and families.
- Advocacy for nutrition programs that eradicate hunger among children.
- Advocacy for healthcare including vision, hearing, dental and mental health through accessible service providers.
- Support for pre-kindergarten programs for all children.
- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

RATIONALE: This resolution would help ensure that our underserved population of school children will be provided with the supports and services necessary for lasting success in the classroom and in their future. Knowing that, by eliminating the ravages of poverty, these strategies have been proven to increase positive student outcomes, this resolution will level the playing field by helping to ensure equity and to close the achievement gap for this vulnerable cohort of children.

RESOLUTION 3—TYING TEST SCORES TO CHAPTER 70 FUNDING

(Submitted by the Framingham School Committee)

WHEREAS the Commonwealth of Massachusetts bases the amount of Chapter 70 funding disbursed to each school district upon enrollment measured on October 1 of any given academic year,

WHEREAS many students transfer between Massachusetts schools and districts throughout the academic year prior to the administration of statewide standardized tests,

WHEREAS the results of standardized tests taken by transferring students will more accurately reflect the strengths and weaknesses of the sending school and district and will be a far less useful analytic tool for the receiving school and district,

THEREFORE BE IT RESOLVED that MASC support legislation to ensure that individual student MCAS and/or PARCC assessment data in a given academic year is ascribed to the school and district that claims Massachusetts Chapter 70 funding based on that student's October 1 enrollment, provided that the student is enrolled in a Massachusetts school when the tests are administered.

In addition, MASC requests the State Auditor to examine academic outcomes for students who move out of charter schools after October 1.

RATIONALE: If a school accepts Massachusetts Chapter 70 funding for a student in a given academic year,

that school should be responsible for the MCAS and/or PARCC results from that student in that academic year. This action will give the clearest assessment of a school's strengths and weaknesses and will remove any incentive for counseling students out of a school or district just prior to testing in order to avoid responsibility for a projected or expected result.

RESOLUTION 4—SUPPORT FOR AN EQUITABLE AND SUSTAINABLE PLACEMENT PROGRAM FOR STUDENTS COVERED UNDER THE MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

(Submitted by the Framingham School Committee)

WHEREAS many families receiving services under the provision of the McKinney-Vento Act are placed in housing based on availability of affordable temporary housing,

WHEREAS the average length of stay for a family's placement is 70 days,

WHEREAS many students receiving provisions from McKinney-Vento are placed in a districts outside their home district after the October 1st cutoff date for Chapter 70 funding,

WHEREAS many receiving districts have consistently experienced a shortfall in McKinney-Vento funding that negatively impacts the receiving district's budget and imposes on the taxpayers the burden from a program that was designed to be funded by federal grant monies,

WHEREAS a recent DESE report calculated 4,362 of these students to be special education students,

WHEREAS the 2013 Youth Risk Behavior Survey calculated that 22% more homeless students as compared to housed students are members of a gang and that 17% more homeless students become pregnant as compared to housed students,

WHEREAS the above-mentioned report calculated that 14% more homeless students felt sad or hopeless for more than two weeks, as compared to housed peers,

WHEREAS the Institute for Children in Poverty (2008) found that homeless children are nine times more likely to repeat a grade than their housed peers; are four times more likely to drop out than their housed peers; and are three times more likely to be placed in a special education program than their housed peers.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees file for and support legislation that will design, implement, and fund a program that will provide a more sustainable and equitable placement program for the state's homeless and McKinney-Vento students. A placement program needs to

include consideration of the social-emotional and behavioral circumstances of the student, timing of the placement in relation to budgetary considerations, proximity to the student's previously established support system, and the availability of resources the receiving district has to accommodate the student's needs.

RATIONALE: At any given moment a child and/or family will be placed in a town or city that is foreign to them. Without a complete history, and in many cases without knowledge of the student's social-emotional or behavioral needs, the receiving district must make a decision for placement based on what is best for the student. Placement may be chosen outside the receiving district.

Current governing law does not require attendance in the "home-district" or district of parent's choice. Students and their families often have to move two to three times a year. Statistics show that inconsistencies in, and experience of, multiple school placements, have a negative impact on the success rate of students. There are no provisions in the governing law that placement should take into account the proximity to the family or student's established support system.

Studies done by multiple credible agencies have consistently correlated data that provide evidence supporting the inequities between the educational status and success rates of homeless and McKinney-Vento students as compared to that of their housed peers. Evidence supports the facts that these students have to overcome barriers that include hunger, abuse, depression, learning disabilities, and tendencies for risky behaviors. Often these students are placed in districts that are underfunded and understaffed, and, because they have not been budgeted for, leaving them to improvise a way to meet the students at their level and provide a fair and equitable level of education relative to that of their housed peers.

If the MGL states that education is to be provided to all children between the minimum and maximum ages established for school attendance by the board of education it needs to be equitable no matter the housing situation of the student. The placement of, and funding for, these students must account for all social-emotional and behavioral circumstances, timing of the placement, available support system for the student, and the ability of the receiving district to accommodate the student's needs.

RESOLUTION 5—TAX REFORM BALLOT QUESTION
(Submitted by the MASC Board of Directors)

WHEREAS there is a clear need to invest in our state's educational, social, and infrastructure systems, and

WHEREAS the need to rebuild our roads and bridges,

strengthen public education, and provide the necessary support to help ensure social and economic equity for the residents of Massachusetts, and

WHEREAS a reasonable solution could be a combination of tax reforms and measures of accountability to establish a more equitable source for revenue and a more effective way of measuring our success, and

WHEREAS net income growth over the past decade has demonstrated a disproportionately lower tax burden as a share of net income upon high wage earners within the current tax system than is asked of economically disadvantaged and middle class families, and

WHEREAS advocates for social and economic equity are considering seeking to ask voters to amend the Constitution of the Commonwealth to allow for greater tax equity that will not raise taxes on any but the wealthiest residents of Massachusetts,

THEREFORE BE IT RESOLVED that the MASC explore ways to promote social and economic equity through a ballot initiative whose purpose may include a state constitutional amendment, tax reform, protection of the state's neediest residents of all ages, and seeks additional revenue only from tax reform affecting the state's wealthiest residents. Further, that the goal of such a ballot referendum would be to secure a stronger financial base to underwrite needed improvements in the infrastructure of the Commonwealth as well as the educational, social and economic well-being of its residents.

RESOLUTION 6—MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the MASC Board of Directors)

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education, and

WHEREAS most boards and commissions in MA appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commissions, and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees,

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised (see italics) as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter

called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; *1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees* and 5 additional members.

RESOLUTION 7—RELATIVE TO THE TEACHING STRATEGIES GOLD ASSESSMENTS FOR KINDERGARTEN STUDENTS

(Submitted by the Arlington School Committee)

WHEREAS the kindergarten and preschool teachers in our district understand the importance of observing, nurturing and assessing the social-emotional and cognitive growth of their students, and

WHEREAS these early education teachers do this work every single school day and specifically focus on assess-

ing student progress at three intervals each year, and

WHEREAS requiring teachers to participate in the Teaching Strategies GOLD assessments on top of the assessments they are already doing is duplicative, and

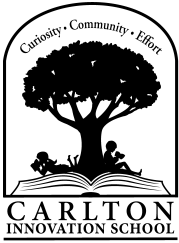
WHEREAS the requirement to document student behavior and enter data on numerous objectives interrupts and takes time away from teaching, and

WHEREAS teachers in our district report that they and their students' parents gain little or no new information about their students from TS GOLD, and

WHEREAS teachers in our district have expressed concerns about uploading personal information about young students to the TS GOLD website, and

WHEREAS the cost of maintaining TS GOLD after federal funds run out would deprive our district schools of funds needed for more effective educational activities;

THEREFORE BE IT RESOLVED that MASC urge the Department of Early Education and Care and the Department of Elementary and Secondary Education to end the mandate that districts implement TS GOLD or any other externally developed kindergarten assessment.



The Salem Public Schools Carlton School

Jean-Marie Kahn, Principal
Teegan vonBurn, Assistant Principal
10 Skerry Street • Salem, Massachusetts 01970

E-Mail: jeanmariekahn@salemk12.org
E-Mail: teeganvonburn@salemk12.org
Tel. (978) 740-1280 Fax (978) 740-1283

Memo:

To: Salem School Committee

From: Jean-Marie Kahn, Principal

Date: September 30, 2015

Re: Outdoor Classroom

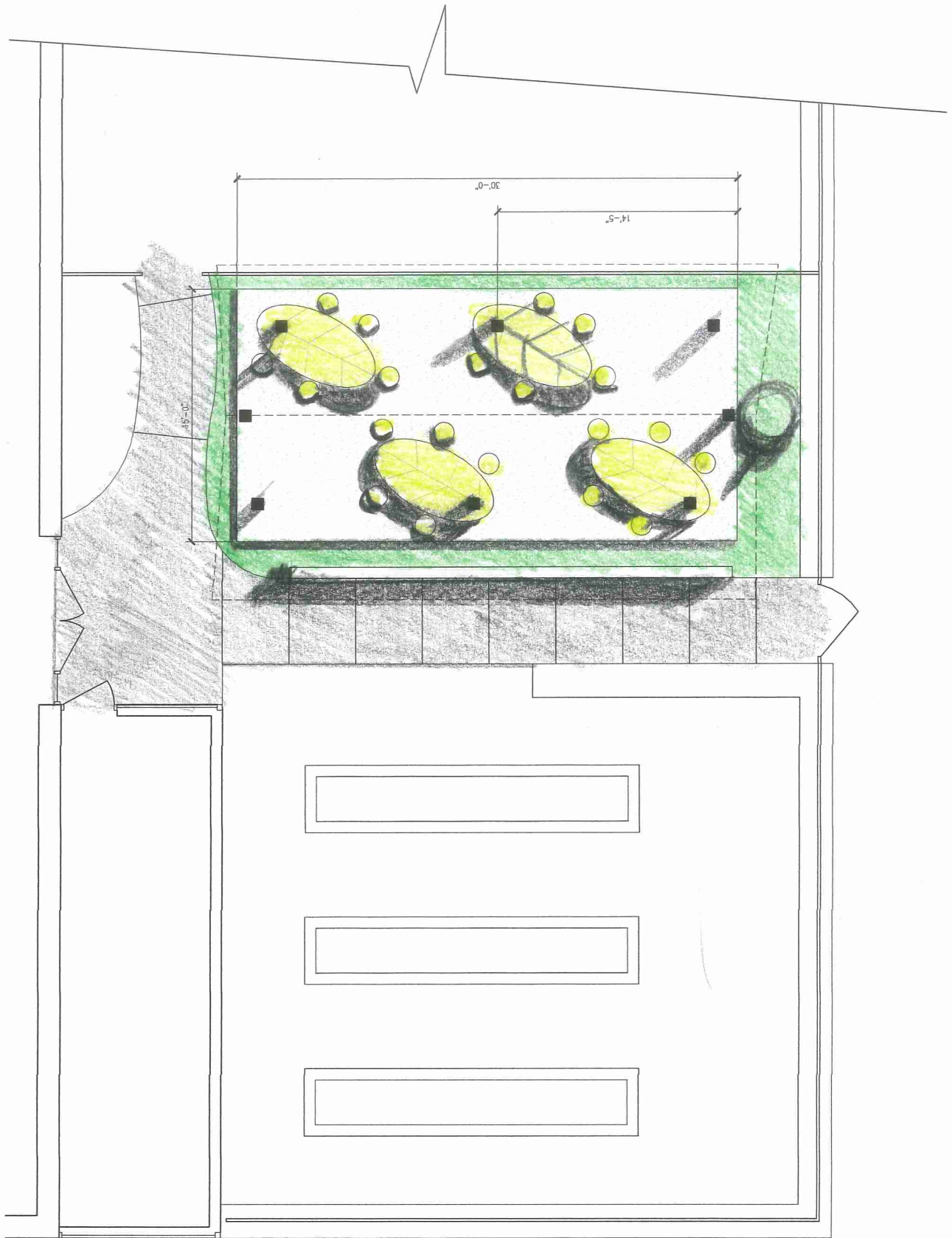
The Carlton community and PTO would like to request permission to begin writing grants and fundraising to build a new outdoor classroom in the garden at the Carlton Innovation School.

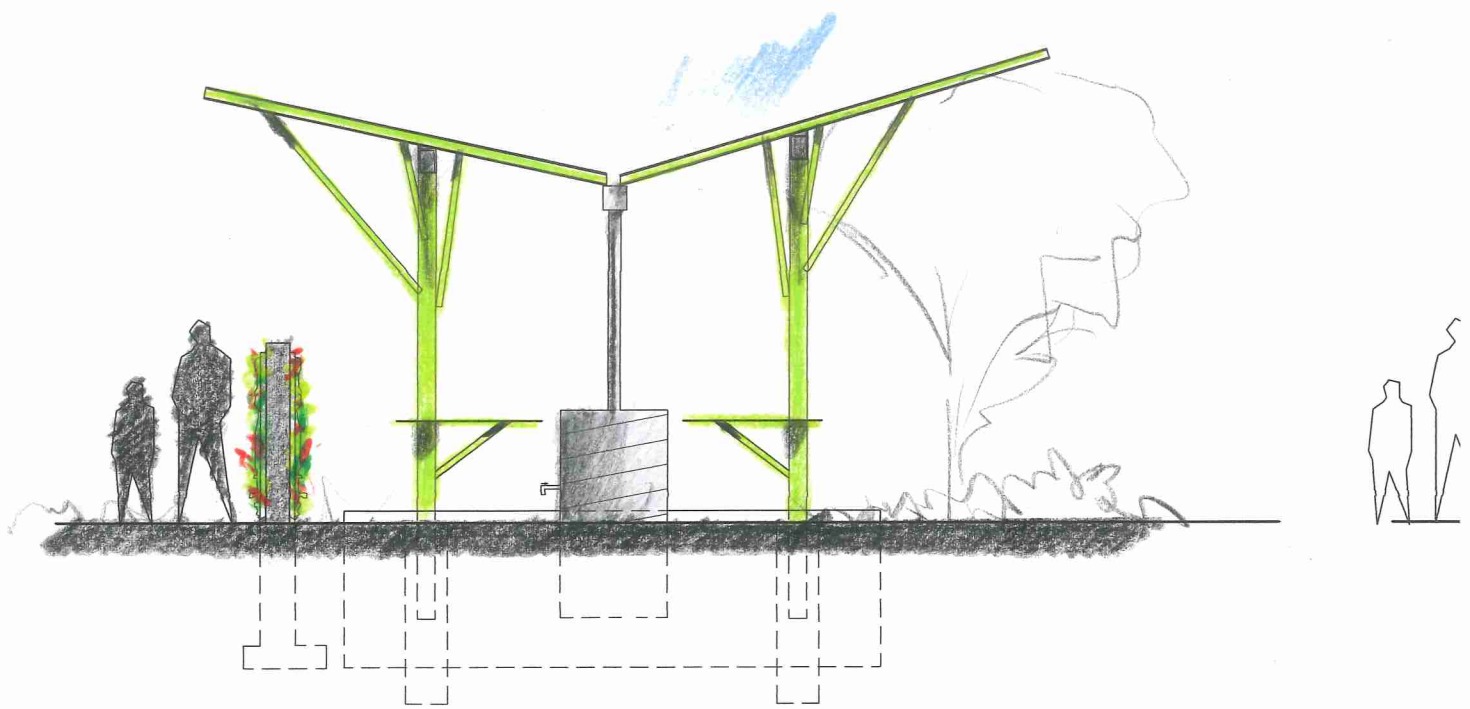
We have noticed that our outdoor garden space is not used to its fullest extent, largely because of its lack of functional design. By adding this outdoor classroom, teachers will be able to use this space in all content areas on a regular basis. Please see the potential plans attached.

Paul L'Herureux supports our plan and will work with us and the city once it is time to install. The entire project will be funded through grants and fundraising.

Thank you for your consideration.

Jean-Marie Kahn, Principal

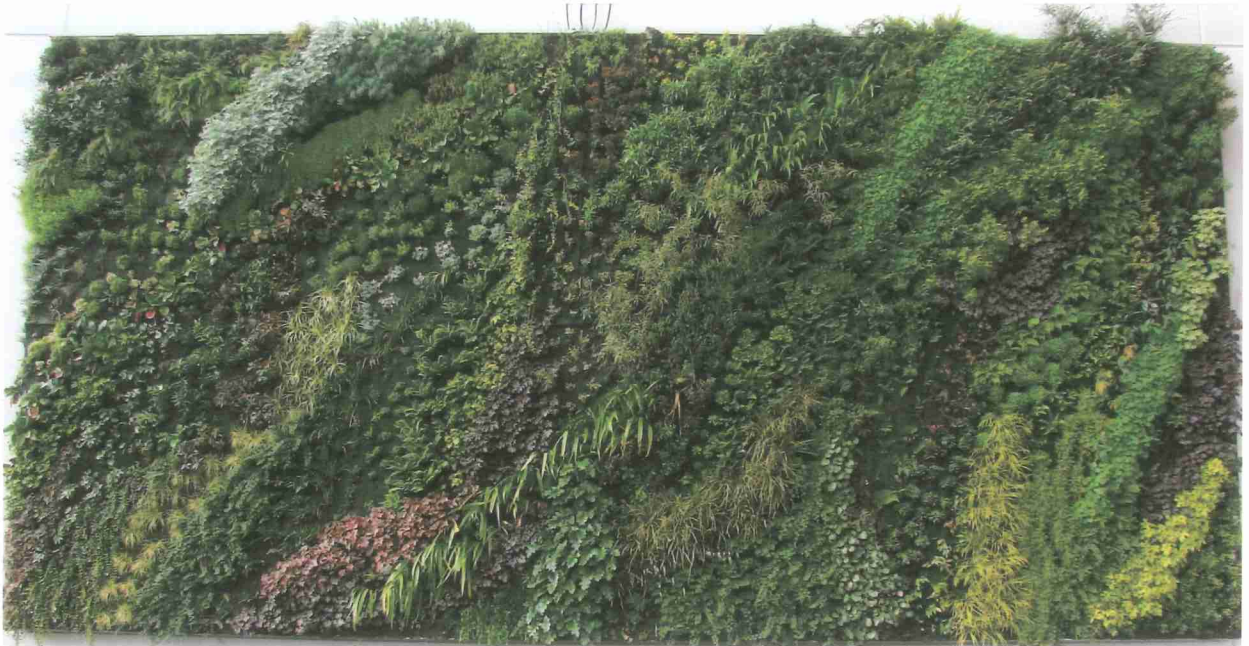




Outdoor Classroom West Elevation (Skerry St.)

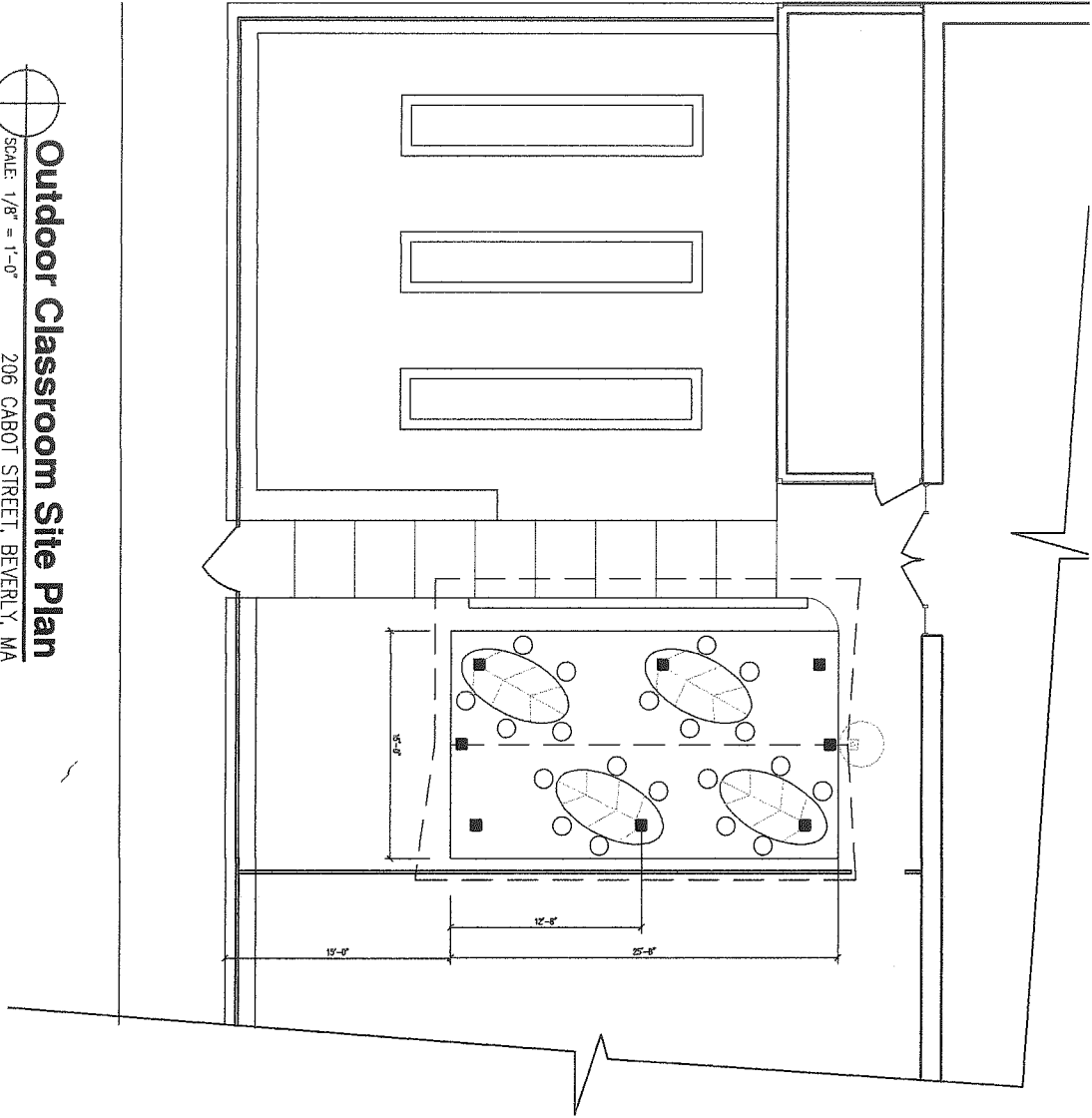
SCALE: 1/8" = 1'-0"

206 CABOT STREET, BEVERLY, MA





Outdoor Classroom Site Plan
SCALE: 1/8" = 1'-0"
206 CABOT STREET, BEVERLY, MA



NOT FOR CONSTRUCTION

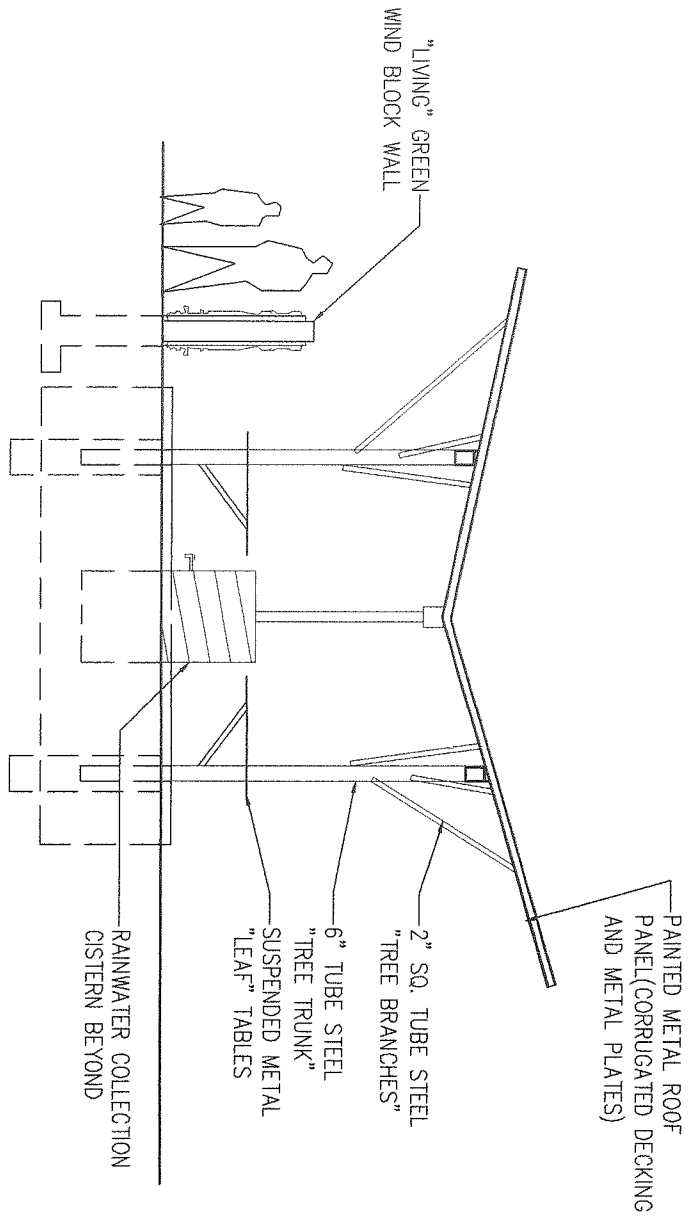


Date: May 13, 2015
Scale: AS NOTED

Carlton School Salem, MA

Outdoor Classroom Pavillion
Skerry St Salem, MA





Outdoor Classroom West Elevation (Skerry St.)



SCALE: 1/8" = 1'-0"

206 CABOT STREET, BEVERLY, MA

RAINWATER COLLECTION
CISTERNS BEYOND

6" TUBE STEEL
"TREE TRUNK"
SUSPENDED METAL
"LEAF" TABLES

"LIVING" GREEN
WIND BLOCK WALL

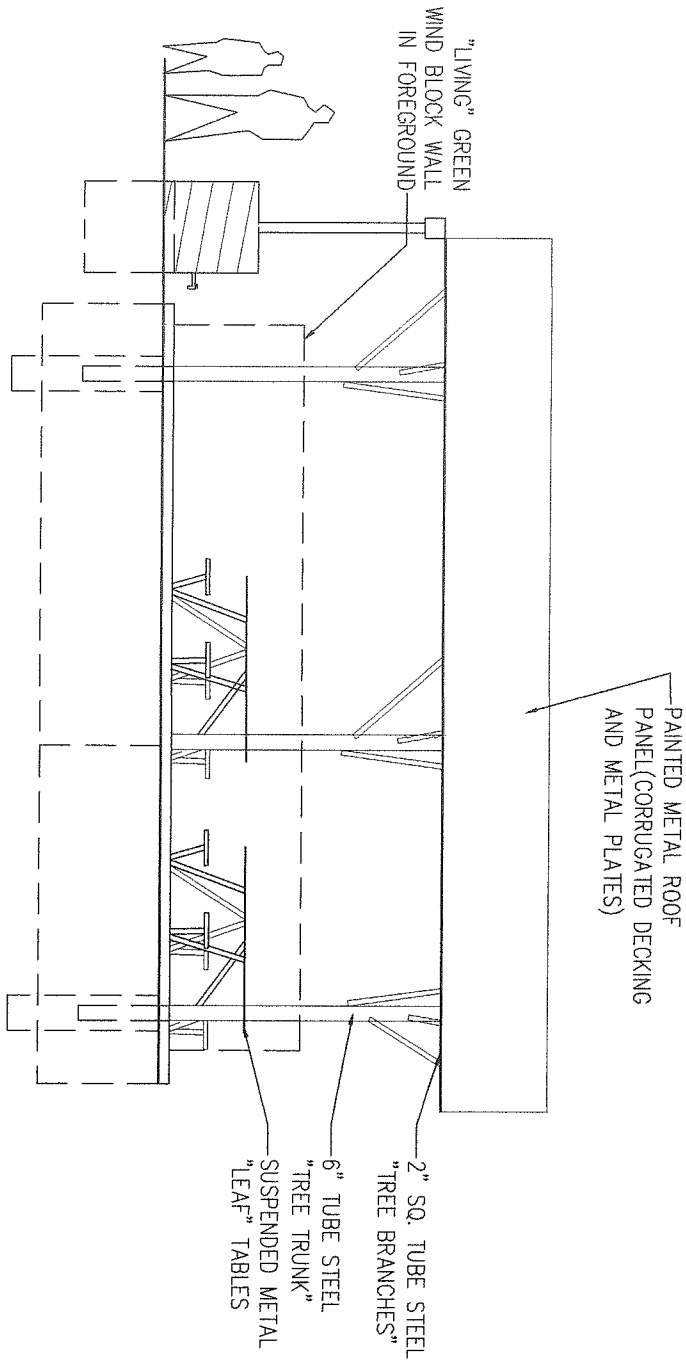
PAINTED METAL ROOF
PANEL (CORRUGATED DECKING
AND METAL PLATES)

NOT FOR CONSTRUCTION

Carlton School Salem, MA

Outdoor Classroom Pavillion
Skerry St Salem, MA

Date: May 13, 2015
Scale: AS NOTED



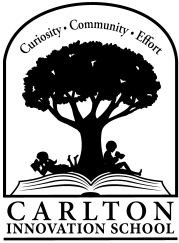
Outdoor Classroom South Elevation
 SCALE: 1/8" = 1'-0"
 206 CABOT STREET, BEVERLY, MA

NOT FOR CONSTRUCTION

Carlton School Salem, MA

Outdoor Classroom Pavillion
 Skerry St Salem, MA

Date: May 13, 2015
 Scale: AS NOTED



The Salem Public Schools Carlton School

Jean-Marie Kahn, Principal
Teegan vonBurn, Assistant Principal
10 Skerry Street • Salem, Massachusetts 01970

E-Mail: jeanmariekahn@salemk12.org
E-Mail: teeganvonburn@salemk12.org
Tel. (978) 740-1280 Fax (978) 740-1283

To: Salem School Committee

From: Jean-Marie Kahn, Principal

Date: September 30, 2015

Re: 5th Grade Field Trip to The Farm School

We would like to request permission to send our 5th grade students to The Farm School, in Athol, MA, from February 8, 2016 to February 10, 2016. This is a highly regarded program and will provide an authentic and shared farm experience for our students. Carlton teachers will have the opportunity to directly co-plan many of the sessions with the farm school staff in all content areas.

A few of the Content Areas that will be addressed:

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

Curriculum and instruction will be tailored to our instructional goals and build upon our school values of curiosity, community and effort in an entirely new context. We are very excited about this opportunity since we have been on the waiting list for over two years.

The Farm School uses as sliding scale for tuition. Based our percentage of free/reduced lunch, they will be charging us a reduced rate of \$65.00 per student. Our school community is committed to raising the funds for tuition, bus, and any boots or warm weather clothing that may need to be provided. As always, our families will not be asked to pay for this or any other field trip at Carlton.

The Carlton nurse has approved this field trip.

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

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

Thank you,

Jean-Marie Kahn, Principal



The Salem Public Schools
Carlton School

Jean-Marie Kahn, Principal
Teegan vonBurn, Assistant Principal
10 Skerry Street • Salem, Massachusetts 01970

E-Mail: jeanmariekahn@salemk12.org
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I have included the Salem Field Trip Form, along with information from The Farm School. In addition I have attached The Lay of The Land, Selections from an Evaluation of The Farm School's Program for Visiting Schools, to provide you with additional context.

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

Thank you,

Jean-Marie Kahn, Principal

Salem Public Schools
Salem, Massachusetts
Field Trip Form

Information

Name of School: Carlton Innovation School

Name of Organization/Activity: The Farm School

Contact Person: Jean-Marie Kahn, Jessica Eveleth

Destination: The Farm School 488 Moore Hill Road, Athol, MA 01331
(Attach a detailed itinerary to this form)

Trip Dates: Date of Departure: Feb. 8, 2016 Date of Return: Feb. 10, 2016

Return to Salem from (if different from destination) same

Number of Students Participating: ± 32

Total Number of Chaperones: ± 6 Teachers: ± 6 Parents: 0

Accommodations

Hotel/ Facility Name, Address, and Telephone No.:

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

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

Cost of Rooms: Included Based on single occupancy —

Based on double occupancy —

Meals included? yes!

(If meals are not included please indicate meal plans on itinerary)

Preferred Method of Transportation

Bus: ✓ Cost: TBA

Name of Bus Company: Salter Transportation

Address: 196 Scotland Road, Newbury MA

Telephone #: 978-462-6433

Airline: _____ Cost: _____

Name of Airline: _____

Address: _____

Telephone#: _____

Train: _____

Name of Company: _____

Address: _____

Telephone #: _____

Total Cost of Trip: \$ 65.00 + Bus per student

Fundraising Planned: Yes - 100% will be paid through Fundraising

Comments / Additional Information

Please see attached!



At The Farm School adults learn to farm, visiting school children experience a working farm, local middle-school students study in a converted chicken coop, kids from all over come for camp in the summer and everyone can buy farm-fresh products. Take a tour onscreen and discover how you can support connecting people to the land. Contact us to get involved!



The Farm School

We farm with kids. School groups of up to 36 students each visit for 3-day programs throughout the school year.

SLEEPOVER!

FARM WORK

FARMER'S DAY

REWARDS

learn
experience
study
camp
buy
tour
support

contact



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



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support

contact



Day 1: Getting to Know the Farm

- 10:30 Welcome, settle into the bunk rooms, get cups and nametags
- 10:45 Opening Meeting 11:15 Farm Explore Tour & Visiting Staff Meeting
- 12:00 Lunch (students bring from home)
- 12:30 Games
- 1:00 Farm Work: Barn, Garden, Forest
- 3:30 Snack / Free Time
- 4:30 Farm Find
- 5:15 Chores
- 6:15 Dinner and clean-up
- 7:15 Evening Activity
- 8:15 Quiet Evening Routine

Day 2: Working the Land

- 6:15 Wake-up
- 6:30 Chores
- 7:30 Breakfast/Clean-up
- 8:15 Stretch
- 9:00 Community Meeting
- 9:15 Farm Work groups rotate
- 10:15 Snack
- 10:30 Back to same Farm Work
- 11:30 Free Time
- 12:00 Lunch and clean up
- 1:00 Options Intro

- 1:15 Reflections
- 2:15 Options
- 3:45 Snack/Free Time
- 5:00 Chores
- 6:00 Dinner and clean-up
- 7:00 Evening Activity
- 8:00 Quiet Evening Routine Day

Day 3: Farmers Now!

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



The Farm School

We farm with kids. School groups of up to 36 students each visit for 3-day programs throughout the school year.

[SLEEPOVER!](#)[FARM WORK](#)[FARMER'S DAY](#)[REWARDS](#)

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The tangible outcomes that are most important to us are a healthy farm and kids who love it. The success of our educational programs for children and their teachers has attracted national media attention, and placed The Farm School in the privileged position of being able to serve as a model for other programs. If you think our model could offer you some ideas, please check out a very thorough evaluation of the Program For Visiting Schools, [The Lay Of The Land](#) and please don't hesitate getting in touch with Founder Ben Holmes, who would be happy to offer any help he can in the development of your idea or existing program.



The Farm School

Please get in touch and come visit.

[CONTACT](#)

[JOBS](#)

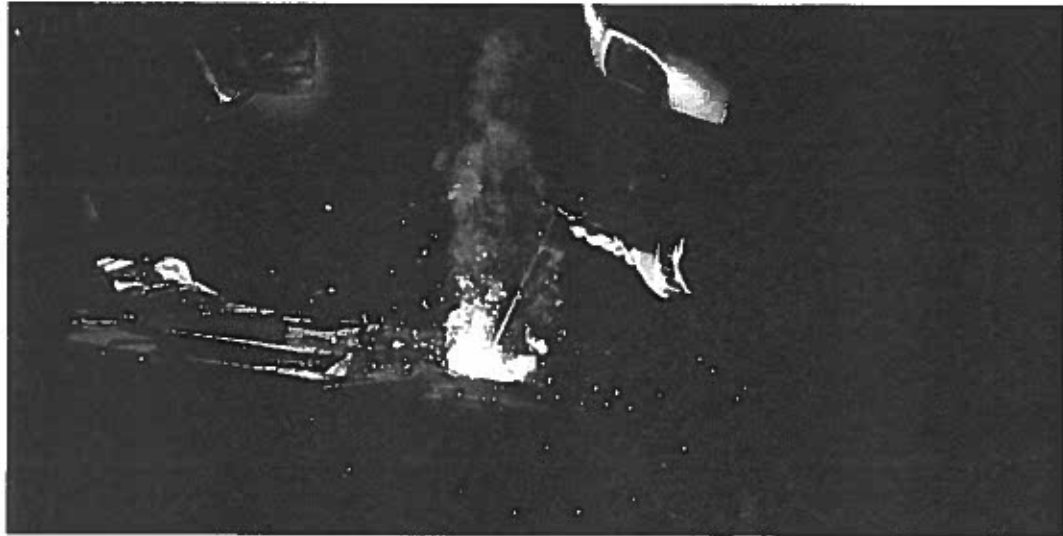
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STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

STUDENT WITHDRAWAL FROM SCHOOLS 5111

When a student leaves the Salem Public School before the end of the school year, the school department will furnish a transfer card to the student's parent for the office of the superintendent of the receiving community only after:

The student's parent or an age majority student contacts the school office;

The parent or an age majority student obtains a sign-out sheet and transfer card;

The student returns all books and school property;

The student satisfies all financial obligations.

Additional pupil information will be furnished upon request by the parent, guardian, or the next school.

For pertinent information, refer to the appropriate student handbook(s).

Approved: 1/ 9/06

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

INSTRUCTIONAL RESPONSIBILITIES 5202

Students will be primarily responsible to their classroom teacher. The instructional and non-instructional services, which are provided by special personnel in each of the city's schools, will be brought into the educational program and into the life of each child in a manner determined by the classroom teachers and the principal of each school in consultation with special personnel.

All classroom teachers, all special instructional personnel and all special non-instructional personnel in each school will be primarily responsible to the principal of the school. Special personnel who work in more than one school will be responsible to the principal of the school in which they are working at a particular time. Appropriate central office personnel will be available to discuss any problems that may arise with persons who work in more than one school.

Principals will be responsible to the superintendent for the overall administration of the schools. Principals will also work directly with the superintendent or his/her designee in selecting and evaluating professional personnel and in administering personnel policies.

Each employee in the city schools shall be responsible to the superintendent.

Matters requiring administrative action are to be referred to the person immediately in charge of that area or function in which a problem arises.

Approved: 1/ 9/06

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

TOBACCO USE POLICY (Formerly Tobacco Free Schools) **5402**

PROPOSED REVISION:

The School Committee does not tolerate use, service, possession or consumption of tobacco. Smoking, chewing, or other use of tobacco products 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

First Reading: October 19, 2015

REPLACES EXISTING POLICY:

The following statement of policy applies to the use of tobacco products at all times within school buildings, school facilities, on the school grounds, and school buses, and at any school sponsored event on or off school grounds by any individual in accordance with MGL Chapter 71, Section 37H. The prohibition applies to all employees, students, visitors, and any property owned, used, leased, or rented by or from the Salem Public Schools. All Salem Public School employees, any individual, group or agency using a school facility, or anyone receiving payment for services from the school department, are responsible for compliance and assistance in the enforcement of the Tobacco Free Schools Policy.

Students are prohibited from possessing or using any tobacco product within school buildings, school facilities, on school grounds, on school busses, and at school sponsored events. Use is defined as smoking, inhaling, chewing, burning, carrying or possessing a lighted cigarette, cigar, pipe, weed, or other plant in any form or manner (excluding illicit substances that are covered under the Drug and Alcohol Policies). Possession is defined as having on one's person or to be in possession of any tobacco product, such as cigarettes, chewing or spitting tobacco, snuff, tobacco in any of its forms.

STUDENTS AND INSTRUCTION **5000**

STUDENT CONDUCT **5400**

TOBACCO USE POLICY (Formerly Tobacco Free Schools) **5402**

Elementary and middle school student violations of this policy shall involve the following steps:

- 1st Offense: Parental notification and mandatory Tobacco Education Group or Tobacco Cessation Program;
- 2nd Offense: One day in-school suspension;
- 3rd Offense: Three day in-school suspension;
- 4th Offense: Five day in-school suspension and referral to the administration for appropriate action.

High school student violations of this policy shall involve the following steps:

VIOLATIONS FOR USE

1st Offense:

- 1. Parental notification, confiscation of tobacco products and paraphernalia;
- 2. A \$25.00 fine issued by an agent of the Salem Board of Health;
- 1. In lieu of the \$25.00 fine, students are urged to participate in an after-school Tobacco Cessation Program (TCP). The TCP waiver will only be allowed this one time. Upon successful completion of the program, the fine will be waived.

2nd Offense:

- 1. Parental notification, confiscation of tobacco products and paraphernalia;
- 2. A \$50.00 fine issued by an agent of the Salem Board of Health;
- 3. In addition, students are encouraged to participate in TCP. The fine will apply to all second offenses, whether or not a TCP waiver was granted on the first offense.

3rd Offense:

- 1. Parental notification, confiscation of tobacco products and paraphernalia;
- 2. A \$75.00 fine issued by an agent of the Board of Health;
- 3. Enforcement of Class I, in-house suspension disciplinary action;
- 4. Students will be urged to participate in a TCP.

STUDENTS AND INSTRUCTION	5000
STUDENT CONDUCT	5400
TOBACCO USE POLICY (Formerly Tobacco Free Schools)	5402

5. VIOLATIONS OF POSSESSION

1st Offense:

1. Parental notification, confiscation of all tobacco products and paraphernalia;
2. Enforcement of the Class 1 Offenses in the student Code of Conduct.

Two or more Offenses:

1. Parental notification, confiscation of tobacco products and paraphernalia;
2. Enforcement of the Class 1 Offenses in the student Code of Conduct;
3. A \$25.00 fine issued by an agent of the Board of Health;
4. In lieu of the \$25.00 fine, students are urged to participate in an after school TCP. Upon successful completion of the program, the fine will be waived. In all cases, the TEG waiver will only be allowed one time.

VISITORS VIOLATIONS

1st Offense: Verbal warning;

2nd Offense: Removal from school grounds and a civil citation.

Approved: January 9, 2006

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

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

STUDENTS AND INSTRUCTION	5000
<u>STUDENT CONDUCT</u>	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.

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

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

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

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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

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

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

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

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

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

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

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

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

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

First Reading: September 21, 2015

Second Reading: October 5, 2015

Third Reading: October 19, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

PROMOTION/RETENTION/LEVEL CHANGE **5206**

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

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

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

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

First Reading: September 21, 2015

Second Reading: October 5, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

FIELD TRIPS AND EXCURSIONS **5213**

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

All field trips require the advance approval of the principal.

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

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

AMUSEMENT PARKS

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

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

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

ONE-DAY FIELD TRIPS

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

Is currently in academic difficulty in the class;

Has been absent more than a reasonable number of days;

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INSTRUCTIONAL PROGRAM	5200
FIELD TRIPS AND EXCURSIONS	5213

Has been a chronic discipline problem.

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

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

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

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

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

SAFETY

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

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

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

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

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

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

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

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

- the safety of the children in the program during the observation
- the integrity of the program during the observation
- children in the program from disclosure by an observer of confidential

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or personally identifiable information he/she may obtain while observing

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

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