



School Committee Meeting Materials

Regular School Committee Meeting

March 21, 2016

7:30 pm

**Mr. James M. Fleming
Ms. Rachel Hunt
Ms. Mary A. Manning**



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

Mayor Kimberley Driscoll, Chair

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

March 17, 2016

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting Monday, March 21, 2016 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**REGULAR MEETING
AMENDED AGENDA
Monday, March 21, 2016**

**I. Call of Meeting to Order
II. Approval of the Agenda**

III. Approval of Minutes

- a. Deliberation on the approval of the SC Special Meeting held on February 23, 2016
- b. Deliberation and vote on the approval of the minutes of the Regular School Committee meeting held on March 7, 2016

VI. Questions and Comments from the Audience

VII. Action Items

- a. Deliberation and Vote on the Third Reading of Policy 6407 – Remote Participation by School Committee member at School Committee meetings
- b. Deliberation and Vote on the First Reading of the following revised policies in the 6000 series – 6100 School Committee Operations
 - 6103 – Legal Status
 - 6104 – Member Authority
 - 6106 – Powers and Duties
- c. Deliberation and Vote on the approval of the Salem High School Science Team request to attend the North Shore Science League Final Meet in Cape Elizabeth, Maine on April 12, 2016.

VIII. Superintendent Report – Margarita Ruiz

IX. Presentations and Reports

School Safety – A.L.I.C.E Active Shooter Response System
AIP Quarterly Report – Student Outcomes
Teacher Leadership in Salem Public Schools

X. Finance Report

a. Approval of Warrants

March 3, 2016 in the amount of \$444,947.90
March 10, 2016 in the amount of \$203,078.88
March 17, 2016 in the amount of \$551,958.48

b. Budget Transfer Requests #14 – Special Education

XI. Subcommittee Reports

XII. School Committee Concerns and Resolutions

XIII. School Committee Meetings

DPAC Meeting Co-Posted with the Committee of the Whole School Committee
Monday, April 4, 2016 at 6:00 p.m.
Regular School Committee Meeting Monday, April 4, 2016 – 7:30 p.m.
Special School Committee Meeting Tuesday, April 26, 2016 -7:30 p.m.

XIV. Questions and Comments from the Audience

XV. Adjourn to Executive Session for the purpose of discussing Collective Bargaining strategies and the School Committee will not be returning to open session this evening

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
Salem School Committee

Salem School Committee
Special Meeting Minutes
Tuesday, February 23, 2016

A special meeting of the Salem School Committee was held on Tuesday, February 23, 2016 at 7:30 p.m. The meeting was held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Dr. Brendan Walsh, Vice Chair, Ms. Rachel Hunt, Ms. Mary Manning, Mr. Patrick Schultz, and Kristine Wilson

Members Absent: Mayor Kimberley Driscoll, Mr. James Fleming

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

Call to Order

Dr. Walsh called the Meeting of the Committee of the Whole to order at 7:30 p.m.

Approval of the Agenda

Dr. Walsh stated that he has had a request to take the agenda out of order to take up the matter of the request of the Nathaniel Bowditch School to repurpose funds budgeted.

Ms. Wilson moved to take the agenda out of order at this time. Mr. Schultz seconded the motion. The motion carried.

Ms. Hunt moved to approve the agenda for this meeting. Ms. Wilson seconded the motion. The motion carried.

Action Items

a. Deliberation and Vote on the Request of the Nathaniel Bowditch School to Repurpose \$13,000 funded with Dominion Funds.

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

Discussion:

Nathaniel Bowditch Principal Dr. Joanna Evan addressed the School Committee and explained that the School is requesting permission to use all of the funds from the original \$250,000 Dominion allocation specifically those that are project to be unused, to support implementation of goals in the school's transformation plan. She explained that the allocation was \$50,000 for a Summer Retreat for staff and \$200,000 for Extended Learning Time.

Dr. Evan explained that the cost of the Summer Retreat was \$36,829 and the cost of the Extended Learning Time is projected at \$143,317 for payroll and stipends and the cost of instructional supplies was \$43,531 leaving a total of \$35,323 in projected unused funds.

Dr. Evan explained that the funds will be used to ensure the implementation of the following objectives of the Bowditch School Improvement Plan:

Strategic Objective #2 – Ensure Implementation of Scaffolded Instruction that Provides a Variety of Entry Points to Support the Needs of all Students

- Purchase two (2) Chromebook carts to enhance a blended learning model and implementation of academic interventions (\$18,000)

Strategic Objective #4 – Consistently Implement Strong Positive Behavior Intervention System to Develop School Culture which all Scholars Have What They Need to Focus on Learning

- Student incentives to support PBIS system (\$5,000)
- Professional Development and Teacher Coaching to Support Consistent Implementation of Classroom Management Strategies (\$12,700)

Ms. Manning asked what kind of incentives they would be getting for the PBIS program. Dr. Evan explained that students are rewarded and they are trying to get away from trinkets etc. and want to provide experiences for scholars. She notes that for example students are given tickets which they can accumulate and use them if they need to buy tickets for a dance. She also notes that they are trying to provide more experiences such as field trips and events at school.

Dr. Walsh stated that he is confused because the agenda states that the request is to repurpose \$13,000 and the request described in the memo and the presentation is \$35,323.

Kate Carbone explained that payroll is a moving target and they were able to use some grant funds to fund some of the expenses. She notes that Dr. Evan assessed the use of the funds since the original requested was made and revised the request to use the remaining funds.

Dr. Walsh stated that he is concerned about this request noting that the School Committee has carefully monitored the use of the Dominion Funds and it was earmarked for special purposes and he feels that this is getting into funding general operating expenses for the school.

Ms. Hunt asks if the School Committee intended that if the money was not used for the as intended that it could not be spent. She also noted that it might be helpful to look at what Collins Middle School did with unused ELT funds, which were also funded from the Dominion funds.

Dr. Walsh stated that it is his understanding that the Dominion funds were to be used for extraordinary things.

Mr. Schultz stated that the proposed use of the money are valid expenses.

Dr. Walsh noted that the money was allocated for a special purpose, noting the Summer Retreat and the Extended Learning Time for the Bowditch. He also noted that the bigger question is how will the other schools feel, noting that they could all use some extra money. He asked if the Superintendent feels that these are expenses that go beyond the needs of the other schools.

Ms. Ruiz stated that the Nathaniel Bowditch is in turnaround mode and the issues of behavior continue to be a challenge. She also noted that there are a large number of first and second year teachers at the Bowditch that need the support and the professional development is needed. She stated that she wholeheartedly supports the request to repurpose the use of the funds.

Dr. Walsh asked if a delay on approving this until the next meeting would imperil anything here. He explained that he is concerned about precedent regarding the Dominion Funds.

Ms. Hunt suggested that the motion be amended to approve that \$13,171 be repurposed for professional development and table the rest of the request to the next meeting.

Ms. Hunt moved to amend the motion to approve the request of the Nathaniel Bowditch School to repurpose the use of \$13,000 of the Dominion Funds to \$13,171 allocated to the Bowditch for a summer retreat to be used for Professional Development. Ms. Wilson seconded the motion. The motion carried.

Ms. Hunt moved to approve the motion to approve the request of the Nathaniel Bowditch School to repurpose the use of \$13,171 of the Dominion Funds allocated to the Bowditch for a summer retreat to be used for Professional Development. Ms. Wilson seconded the motion. The motion carried.

Ms. Hunt moved to table the remainder of the request of the Nathaniel Bowditch to repurpose funds to the next meeting on March 7, 2016. Mr. Shultz seconded the motion. The motion carried.

b. Deliberation and Vote on the approval of the New Liberty Innovation School Plan

Ms. Hunt moved to approve the New Liberty Innovation School Plan. Ms. Wilson seconded the motion.

Discussion:

Ms. Ruiz reported that the New Liberty Innovation School Planning team has been hard at work on this proposal since December and notes that she feels that they accomplished a lot in that short amount of time. She stated that she is excited about this great new chapter for New Liberty.

Ms. Manning asked if there is any additional information regarding her concern about the age of 8th graders being admitted to the school. Ms. Marotta reported that the district policy is that students have to be 15 by October 15th to attend Salem High School. She also explains that if any changes are made to the NLIS Plan at this point they would have to start the process all over. She suggests that the School Committee approve the plan tonight and we can work on the district policy issues.

Dr. Walsh opened the meeting up for public comment at this time. There was no one present who commented on the NLIS plan.

There being no further questions or comments regarding the New Liberty Innovation Plan, Dr. Walsh called for a vote on the motion made by Ms. Hunt and seconded by Ms. Wilson to approve the New Liberty Innovation Plan. A vote was taken and the motion carried.

c. Deliberation and Vote on the approval of the Salem High School AP Computer Science Class Field Trip to Providence College to participate in the 20th annual Computer Programming Contest on March 10, 2016

Mr. Schultz moved approval. Ms. Wilson seconded the motion. The motion carried.

d. Deliberation and Vote on the approval of the Salem High School JROTC second annual Marine JROTC Regional Youth Physical Fitness Meet in Aston, PA., March 18-20, 2016

Mr. Shultz moved approval. Ms. Wilson seconded the motion. The motion carried (4-1) with Ms. Manning opposed.

Adjournment

There being no further questions or comments this evening, Mr. Schultz moved to adjourn the meeting. Ms. Hunt seconded the motion. The motion carried.

The meeting was adjourned at 8:15 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Salem School Committee
Meeting Minutes
Monday, March 7, 2016

A regular meeting of the Salem School Committee was held on Monday, March 7, 2016 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mayor Kimberley Driscoll, Dr. Brendan Walsh, Mr. James Fleming, Ms. Rachel Hunt, Ms. Mary Manning, Mr. Patrick Schultz, and Kristine Wilson

Members Absent: None

Others Present: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Philip Littlehale, School Business Manager, Dr. Jill Conrad, Chief of Operations Strategy and Eileen Sacco, Secretary.

Call to Order

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

Recognition of Salem Award Foundation – Student Recipients

Mayor Driscoll reported that the School Committee is pleased to recognize two Salem Students this evening who are the recipients of the Student Salem Award. She noted that while the students are unable to be here this evening they will be receiving the awards at the Salem Award Ceremony on Sunday, March 20, 2016 at the Salem Awards Foundation Award Presentation. She stated that she is happy to report the Anne Driscoll (no relation) is the Salem Award Recipient this year for he work on the Irish Innocence Project.

Mayor Driscoll announced that the Student Recipients of the Salem Award this year are Jhonel Roberts from Salem High School and Evan Aroko of the Salem Academy Charter School. She introduced Justin Vernon of the Salem Awards Committee to speak about the students.

Mr. Vernon addressed the School Committee and reported that Jhonel Roberts is Junior at Salem High School and is a member of the Salem High School Basketball team and is playing basketball as we speak in the state tournament. He also noted that he is co-chair of the Salem High School Student Council and Vice President of the Class of 2017.

Mr. Vernon stated that Evan Aroko is a Senior at Salem Academy Charter School and is proactive in planning senior events at the school and issues of importance to the school community.

Mr. Vernon reported that the Salem Awards will be given out on Sunday, March 20, 2016 and invited the School Committee and members of the community to attend the ceremony. He also noted that there will be a reception at Turner’s Restaurant. Tickets for the reception are \$30.00 and covers the cost of the event.

Approval of the Agenda

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

Mr. Fleming moved at this time that the School Committee adjourn to Executive Session for the purpose of discussing contract negotiations with the Assistant Superintendent for Pupil Personnel Services, School Business Manager and the Director of Buildings and Grounds, and the School Committee will return to open session immediately following the executive session.

Mayor Driscoll called for a roll call vote on the motion as follows:

Mr. Shultz	Yes
Mr. Fleming	Yes
Ms. Manning	Yes
Dr. Walsh	Yes
Ms. Wilson	Yes
Ms. Hunt	Yes
Mayor Driscoll	Yes

The motion carried (7-0).

The School Committee returned to open session at 8:00 p.m.

Approval of Minutes

The minutes of the SC Committee of the Whole meeting held on February 1, 2016 were presented for approval.

Ms. Hunt moved approval. Ms. Wilson seconded the motion. The motion carried.

The minutes of the Regular School Committee Meeting held on February 1, 2016 were presented for approval.

Mr. Fleming moved to approve the minutes of the February 1, 2016 Regular School Committee meeting. Mr. Schultz seconds the motion. The motion carried.

Questions and Comments from the Audience

There were no questions or comments from the audience at this time.

Action Items

- a. Deliberation on the approval of the second reading of the policy on Remote participation by School Committee members at School Committee meetings

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

- b. Deliberation and Vote on the request of the Nathaniel Bowditch Principal to repurpose the use of \$22,152 of the Dominion Funds allocated in the FY16 budget for Extended Learning Time (tabled 2/23/16)

Dr. Walsh moved to take the matter from the table. Ms. Hunt seconded the motion. The motion carried.

Ms. Hunt moved approval of the motion on the request of the Nathaniel Bowditch Principal to repurpose the use of \$22,152 of the Dominion Funds allocated in the FY16 budget for Extended Learning Time. Ms. Wilson seconded the motion.

Discussion:

Mr. Fleming stated that the memo for the request indicates that the amount is \$35,323 and asked for an explanation of the request. He notes that the School Committee approved the \$13,171 at the last meeting for professional development.

Ms. Ruiz asked Dr. Even to address the School stated that they were allocated \$250,000 of Dominion Funds and with a guideline of \$160,000 to cover payroll for ELT and \$40,000 and for supplies and \$50,000 for a summer retreat for staff and they now that they have some extra funds as they did not spend as much as they thought that they would. She explains that they would like to use the differential to support some needs for the school.

Mayor Driscoll reviewed the funding request and the estimates and notes that the balance projected is \$22,152 from this year explaining that they would like to use the remaining funds for scaffolded instruction for Chromebook carts, PBIS and professional development and teacher coaching.

Ms. Ruiz explained that the School Committee approved the repurposing of \$13,171 at the Special Meeting held on February 23, 2016 for professional development and the tabled the remainder of the request to this evening.

Mr. Shultz stated that this is not an additional funding request for the Bowditch and explained that it is money that is already in their budget.

Ms. Hunt explained that the School Committee appropriated \$50,000 for a summer retreat for staff and \$200,000 for Extended Learning Time and this request is to use the unused funds for two Chromebook carts and the PBIS program for a total of \$22,152.

Mr. Fleming stated that the regular school budget has money for professional development and questions why that money is not being spent for this request.

Kate Carbone reported there is money that has been allocated for PD need to double down and be sure that they are consistent with behavioral strategies

Dr. Walsh questioned if this is appropriate use of the funds noting that other schools could have funding needs as well.

Mayor Driscoll stated that there are no restrictions on the funds noting that Dominion suggested that they would like to see things funded that will not immediately go away. She also notes that there is one caveat and that is that the School Committee needs to approve the expenditure of the funds.

Mr. Fleming states that he feels that the two Chromebook carts are what the dominion funds were intended for. He states that he is hesitant to spend the money on operating costs.

Ms. Manning stated that she would have a hard time looking at PBIS as an operating cost and stated that she feels that it is critical to that building's turnaround.

Ms. Manning asked if the training held in the summer is a two pronged approach or is it additional training.

Dr. Even stated that they have some shared strategies that they work across, noting PBIS is K-8 but very different across the grades so there are different strategies for K-8.

Ms. Manning asked if there is training for teachers to communicate with students at all levels in the K-8 school.

Dr. Even stated that they are one community with one shared philosophy and stated that Kindergarten teacher needs to effectively communicate with 8th graders as well. She further noted that they are at a critical juncture where they set up systems and structures but need to be sure that everyone is operating with

Dr. Evan explained that student incentives, using the PBIS is built around that there are incentives for student and some schools use trinkets as incentives. She stated that they believe in investing in positive experiences, noting a middle school dance where students earned a "paycheck" and they need funding to support incentive supports.

Ms. Hunt noted that the SC reviewed this at the last meeting and notes that the school committee allocated money for a broader purpose at the school and she feels comfortable with it going to the school. She suggested that if SC members would feel comfortable approving this with the Superintendent approving the expenditures.

Mr. Shultz agreed with Mr. Fleming that the Chromebooks purchase falls within the purpose of the Dominion funds and also states that he also agrees with Ms. Manning that the PBIS is not operational costs. He notes that behavior has been an issue at the Bowditch for a long time and this seems like the right thing to do.

Dr. Walsh stated that the concern becomes that if we fund the behavioral piece of this and one of the other schools come in for funding, is the School Committee going to say no?

Ms. Ruiz the Bowditch transformation f team has continued to meet regularly throughout the year and these are challenges that they have discussed. She stated that they feel that these are important moves for the school to engage in at this time.

She also states that she would not compare the Bowditch to other schools in the district noting that they are in the middle of a transformation. She stated that she feels that these are one time investments that will pay tremendous dividends and support the strong work that the team is engaged in. She further stated that she fully supports this request

Kim Driscoll states that the original intent of the Dominion funds was to help schools and the school committee has used it wisely. She notes that the School Committee approved \$250,000 and through careful planning and spending there are funds available and she would support the proposed use of the funds. She also notes that she thinks it's a bonus that this money is available and this is an opportunity to use the funds to support the positive work that has been going on at the NB.

Mayor Driscoll asked if there were any other questions or comments on this matter. There being none she asked for a vote on the motion to approve the request of the Nathaniel Bowditch Principal to repurpose the use of unused Dominion Funds in their FY16 budget in the amount of \$22, 152.

A vote was taken and the motion carried.

c. Deliberation and Vote on the approval of the request of the Salem Boys and Girls Club to install signs at Collins Middle School.

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

Ms. Manning explained that the Buildings and Grounds Subcommittee has reviewed this request and recommends approval. She noted that members received information on this request in the meeting packet which included a photograph of the proposed signs.

A vote was taken and the motion carried.

Superintendent Report – Ms. Margarita Ruiz

Ms. Ruiz reported that the Carlton School has been awarded the Massachusetts Reading Award for 2016.

Ms. Ruiz introduced Kelley Rice as our new Chief of Communications, Engagement and Marketing. She explained that Kelley is a Peabody resident and most recently worked for the YMCA of Greater Boston. In her role as SVP --- Development & Communications, she had primary responsibility for media, corporate communications, digital and print marketing, volunteer engagement and training, as well as fundraising. She also reported that before joining the Y, Kelley served as the communications director for the Chief Economic Development Officer and Boston Redevelopment Authority in Mayor Menino's Administration. Kelley will begin on Monday, March 28, 2016.

Ms. Ruiz also announced that Liza Bento will be joining the Salem Public Schools team on March 7th as the new Director of Human Capital, Strategy and School Support. She explained that Liza brings over ten years of progressive human resources experience to this role. Most recently, Liza served as the Director of Leadership Development, the Human Resources function, at The Advocate Group in Wakefield, MA. In this role, Liza led the development and execution of the company's "people strategy." She led the HR Team and managed key functions including recruiting, onboarding, employee relations, compensation, training, performance management, and talent development programs. Previously, Liza was a Vice President, HR Manager of Learning and Development Programs at Boston Private Bank in Boston, MA. Liza is passionate about building talent within the context of strengthening community and culture in organizations.

Ms. Ruiz reported that she has been working with school leaders to finalize the Salem Public Schools budget for FY17 and notes that they are aligning the budget process with the Accelerated Improvement Plan (AIP). She stated that she plans to present the budget to the School Committee on April 4, 2016 noting that the original plan was to present it earlier but they have found that more time is needed to complete it.

Ms. Ruiz reported that the first round of Kindergarten registration has been completed and reported that the number of families applying in the first round has increased since last year noting that there are 37 more students enrolled than at this time last year.

Presentations and Reports

AIP Quarterly Report – Objectives and Education Metrics in AIP
Laura Richane of DESE District and School Accountability Office
Pat Williams – AIP Plan Monitor
Margarita Ruiz – Superintendent of Salem Public Schools

Ms. Richane addressed the School Committee and explained that the work that is underway this school year in the Salem Public Schools under the focus of the Accelerated Improvement Plan (AIP) can be defined with one word: cohesion. The objectives and the initiatives in the plan are closely guiding district work, including: all professional development for principals and teachers; the district's instructional rounds and school visits; School Improvement Plans; and the budget priorities that will

guide the process for next year's budget. This cohesion has also enabled principals to align the priorities, objectives, and professional development at their schools with the AIP. In addition, district leaders have developed a strong sense of collaboration within the organization. A cross functional team of senior management - with members from the Teaching & Learning Office, Pupil Personnel Services, and the Office of English Language Services - plans professional development sessions, conducts school visits to monitor implementation of the AIP objectives, and supports principals in developing budgets aligned with the AIP priorities.

In the fall of 2015, Superintendent Ruiz conducted conversations with administrators, teachers, and parents to discuss whether to adopt the PARCC assessment in the Salem Public Schools. This led to the decision to administer the PARCC assessment in the spring. The adoption of the PARCC test has provided an added focus for planning rigorous instruction.

Ms. Richane reported that the AIP is now being implemented without the support of a Plan Manager and further notes that this is the first report that was written by Superintendent Ruiz and Pat Williams the Plan Monitor. She notes that under each objective there are comments from Ms. Ruiz and Ms. Williams.

Ms. Richane explained the AIP objectives as follows:

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

The district has developed effective tools for the collection of evidence of progress toward meeting its three AIP Educator Outcomes. Those outcomes are as follows:

- 100% of classroom visits reflect instruction that aligns to Common Core "Look Fors" through Instructional Rounds
- 100% of principals show evidence of focused feedback given to teachers about improving access to content, in monthly principal coaching sessions
- 100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model, as evidenced by district monitoring visits

To determine whether classroom instruction is aligned to key elements of the Common Core, the district established a schedule of four Instructional Rounds in each school. A team of district and school administrators visit ELA and mathematics classrooms to determine whether they reflect the district's indicators, or "Look Fors." Observers note whether each indicator is Implemented, Partially Implemented, or Not Observed. A key piece of the evidence concerning the quality of the instructional rounds is the principal's memo to his or her staff informing them of the strengths and challenges observed during the rounds. In addition to participating in administrative Instructional Rounds, principals conduct Instructional Rounds with their staff members. This provides the principal and teachers with opportunities to calibrate their understanding of the "Look Fors."

To determine whether principals are providing effective feedback to teachers (to measure the second Educator Outcome listed above), the district has a rubric with four characteristics of effective feedback. For each school, after day-long visits by the administrative team, the principal receives a rating for each characteristic of either a P (criterion is strongly in place) or NY (criterion is not yet fully in place). A chart listing the ratings for each school provides an overview of the effectiveness of feedback across the district.

In order to gauge the leadership structure at each school (to measure the third Educator Outcome listed above), Salem Public Schools developed a rubric with indicators for effective Instructional Leadership Teams (ILT), Common Planning Time (CPT), Data Cycles, and Interventions. These indicators form the ILT-CPT and Data Teams toolkits developed by the Department of Elementary and Secondary Education (ESE). Principals were given the toolkits that contain rubrics and resources to develop effective practices in each of the areas highlighted by the rubric. This rubric has guided the monitoring and support of these structures in the Salem schools through school visits and one on one

coaching of principals and their teams. Schools are rated either P or NY on each practice, and they are rated in the winter and the spring. Results are part of principals' evaluations.

Data related to these Educator Outcomes are described in more detail in the Appendix. Data related to AIP Student Outcomes will be available in the coming weeks.

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

Instructional coaches are a key component of the effort to increase instructional rigor. They participate in frequent professional development with all district coaches and with coaches in their particular content area. Their work this year has focused on strengthening classroom learning by coaching teachers to provide scaffolded instruction so that all students have access to the curriculum. Coaches also provide leadership during common planning time as teachers review data and plan appropriate instruction. The expectation is that teacher members of these teams will increasingly assume leadership roles at these meetings.

The district has provided teachers with professional development on text complexity and will continue later this year with close reading. These are challenging areas with which teachers continue to need support.

Teams of teachers are currently being formed to map social studies curriculum for grades 4 – 8. The goal of the district is to outline the themes of the units for each grade level in order to develop the "big picture" architecture of the scope and sequence of the units. The teams will map one pilot unit for each grade level to be implemented in the fall.

The district's new ELL director has assumed a role as a member of the district administrative team and is working to deepen the skills of ESL teachers as well as to support all teachers in providing sheltered English instruction for ELL students. Her three-part professional development series on Supporting Language Acquisition was well received and addressed an area of need in the district.

The office of Teaching & Learning has developed PARCC professional development modules that have been implemented with principals, coaches, and all central office academic staff. Principals have, in turn, implemented the modules with their teachers and are actively engaging their staff in understanding the expectations of the assessment. The modules include having teachers across the district answer sample PARCC questions and analyze the structure and rigor of the questions.

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

To support the cross-functional work and alignment to the AIP, the district has been implementing rigorous coaching and mentoring of principals. Principals regularly participate in bi-monthly professional development sessions, receive one on one coaching, participate in instructional rounds with district administrators, and receive feedback and coaching from the cross functional team during and after school visits. The main focus of the coaching for principals this year has been delivered through the lens of the key initiatives in the AIP: meeting the needs of diverse learners, having strong structures at the school level to carry out the academic work, providing effective feedback to teachers, and increasing the rigor in instruction.

Principals at the two charter schools, Bentley Academy Charter School and New Liberty Charter School, participate in all principal professional development. Further partnership with the school district is determined by the contractual arrangements between each charter and the Salem Public Schools. The monitor attended a recent site visit by Blueprint Schools Network at Bentley Academy Charter School. The Executive Summary Report of the visit listed three strengths (two under Excellence in Leadership and Instruction and one under Culture of High Expectations) and two areas for improvement (one each under Data Tracking and Student Goal-Setting and Math Problem-Solving).

The monitor attended several effective District Leadership Team (DLT) meetings during this reporting period. One DLT, for elementary principals, was a day-long presentation of Writers' Workshop at Carlton Elementary. Participants observed classrooms, discussed what they had observed with the

teachers, and came away with a deepened understanding of the ways that Writers' Workshop can empower students in all grades to think and write.

The monitor attended a school visit at Horace Mann Laboratory School where the district administrative team and school administrators divided into two teams and observed classrooms and common planning time. During common planning time, third grade teachers were in their second math data cycle, had analyzed their Achievement Network data, and were drafting action plans for reteaching and reassessing the standard. After each classroom observation, district and school administrators discussed what they had seen. The visit closed with administrators reflecting on the school's growth and on options for addressing challenges. Of particular importance were the superintendent's perspective and observations by the director of English language learners concerning instruction of ELLs.

The monitor attended two of the 2-hour budget collaboration meetings with individual principals. A chart on the wall listed "5 AIP-Driven Budget Guidelines." Principals discussed current and projected enrollment and current and future staffing with the district team in specific detail, with principals justifying their requests as furthering the objectives of the AIP and their school improvement plans.

The monitor also attended sessions of the required training for administrators on educator evaluation. At one session, participants received information on formative assessment requirements, reviewed a hypothetical formative assessment, asked numerous questions, and worked on their own draft formative assessments. In addition, district administrators have designated times when they are available to consult with school administrators regarding specific questions or concerns. Also, the assistant superintendent for teaching and learning is available for consultation on educator evaluations and encourages school administrators to contact her with questions. School administrators were encouraged to use documented "Look Fors" as evidence in their written evaluations, thus tying the key elements of Instructional Rounds to observations and feedback to individual teachers.

Summary

Salem leaders are focused on developing systems to ensure that all students achieve at high levels. Some of this work is in its initial stages, but the district's vision is clear, as is the effort to make the vision a reality.

Next steps

- Deepen teacher capacity to analyze data and plan appropriate instruction during common planning time.
- Continue effective professional development for principals at District Leadership Team meetings.
- Continue to support teachers as they refine their ability to differentiate instruction for English language learners and for students with disabilities.
- Continue scheduled and unannounced administrative visits to schools.
- Continue to support coaches as they assist teachers in improving their instruction.
- Continue to monitor principals', coaches', and teachers' effectiveness in designing and implementing tiered instruction.
- Ensure that staffs at Bentley Academy Charter School and New Liberty Charter School continue to benefit from the support and professional development available to district schools.
- Develop a system for timely analysis of district data.

Richane highlighted that that as the district moves forward the district is looking to continue common planning time and increasing the leader capacity for teachers.

Ms. Richane explained that the district is focusing on data which was previously done by the Plan Manager and notes that they applaud the district for taking this on to ensure that school and district leaders always have the data that they need to focus on.

Monitoring activities this period

October 9, 2015	Attended highlights meeting
October 13, 2015	Attended administrative training on educational evaluation
November 12, 2015	Attended DLT, met with superintendent
November 17, 2015	Met with Assistant Superintendent for Teaching and Learning and Saltonstall principal
November 19, 2015	Attended DLT
December 14, 2015	Attended Salem Data Management Meeting
January 12, 2016	Attended required educational evaluation training for administrators
January 13, 2016	Planned with superintendent the joint writing of future AIP reports
January 14, 2016	Attended DLT on Common Core Writing at Carlton Elementary
January 15, 2016	Participated in full-day professional development
January 28, 2016	Attended administrative team meetings concerning budget with individual principals
February 4, 2016	Participated in Blueprint site visit at Bentley Elementary
February 16, 2016	Drafted elements of next AIP report with superintendent
February 23, 2016	Participated in administrative school visit at Horace Mann Laboratory School

Process Ratings

Note: Performance Ratings are not provided, since Student Outcome data is not yet available.

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

Initiative 1.1: Continue to build capacity to leverage school staff and structures to drive data-inquiry cycles across school, classroom, and student levels

Process Rating: **Technical Implementation Stage**

Initiative 1.2: Refine and implement data practices to differentiate supports to meet the needs of our learners, with a specific focus on ELLs and SWDs

Process Rating: **Technical Implementation Stage**

Evidence used to determine ratings:

- **Superintendent’s Toolkit for effective ILTs and CPTs**
- **Instruments developed for metrics data collection**
- **Formal and informal administrative school visits**
- **Deployment of teacher leaders in beginning stages**
- **Instructional needs of ELLs and SWDs more clearly identified**

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

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

Process and Performance Ratings Rubric

<p style="text-align: center;">Process Ratings <i>Rating describes the phase of implementation for the initiative</i></p>	<p style="text-align: center;">Performance Ratings <i>Rating describes the progress toward AIP benchmarks to date</i></p>
<p style="text-align: center;">Fully Embedded Stage</p> <p>Initiative is fully embedded in the practice of educators and leaders; there is confidence that it is highly likely to continue being executed, monitored, and modified effectively with quality and consistency, even with changing conditions in the district.</p>	<p style="text-align: center;">Reached High Performance Goals Consistently</p> <p>AIP benchmarks for this initiative were met. High levels of performance were consistent over time. There is strong evidence that the outcomes will continue to be met or that the improvement trend will continue.</p>
<p style="text-align: center;">Practices in Place Stage</p> <p>Initiative is being fully and effectively implemented, and practices and resources are in place for the initiative to be executed, monitored, and modified with quality and consistency, assuming current conditions in the district continue.</p>	<p style="text-align: center;">Reached Performance Goals</p> <p>AIP benchmarks for this initiative were met in this monitoring period; or, there was substantial improvement in outcomes.</p>
<p style="text-align: center;">Technical Implementation Stage</p> <p>The stated activities have been completed. More work or time is needed for the initiative to be fully executed, monitored, and modified with quality and consistency across the district.</p>	<p style="text-align: center;">Partially Reached Performance Goals</p> <p>There is some evidence of an impact on outcomes. AIP benchmarks for this initiative may not have been met in this monitoring period, but there was progress.</p>
<p style="text-align: center;">Problematic Implementation/At-Risk</p> <p>A number of activities have not yet begun or are in the early stages. Initiative is under-developed, or inadequate steps have been taken to implement the initiative effectively.</p>	<p style="text-align: center;">Performance Goals Not Reached</p> <p>AIP benchmarks for this initiative were not met in this monitoring period, and there was insufficient improvement in performance. This may be the case even when the process rating is further advanced.</p>

Mayor Driscoll asked Pat Williams how often she is in the district and what experiences she is having.

Ms. Williams reported that she has been very fortunate and visits the schools often, noting that she recently visited the Horace Mann. She reported that she was able to see how things are going. She also stated that she goes to DLT meetings noting that there is a strong focus on professional development for principals in the district.

Ms. Williams stated that she will be attending a Bentley School budget meeting tomorrow and further notes that she has found that Salem has opened their doors to her and she has no question about what is happening in Salem and there is no question about whether or not she is welcome in the district.

Superintendent Ruiz made a presentation on the AIP Benchmark Data for Winter 2015-16. She explained that today she will be presenting data on Educator Outcomes and she will be reporting on Student Outcomes at the next meeting.

Ms. Ruiz explained that 100% of classroom visits reflect instruction that aligns to the Common Core "Look Fors" through instructional rounds. She noted that by December 1st, at least 60% of the classroom visits reflect instruction that aligns to the common core Look Fors through instructional rounds. She also notes that by February 1st at least 75% of the classroom visits reflect instruction that aligns to the look fors.

After instructional rounds there is write up with the indicators stating the number of classrooms where they were able to observe the indicators. She reviews the data for the indicators in literacy. She notes that they are looking at the percentage of indicators that have been observed. She also notes that there one indicator that has no data and that means that in this round the educators did not hone in on that indicator.

Mr. Fleming stated that it is a little concerning that it looks like that more of the indicators were implemented in the fall rather than the winter. He states that he does not understand the fall from the fall visit and the winter visit.

Ms. Ruiz reported that this data was collected by particular observations and notes that they are not comparing the same lesson in the fall and winter and it is different content being observed in the fall and the winter.

Kate Carbone explains that you need to look at this data as sort of a dip stick noting that this data does not represent the same students in the fall and the winter.

Ms. Hunt stated that she noticed the same trend and notes that different schools and classes would make a difference. Ms. Carbone also explained that it was a smaller sample of classes in the winter.

Dr. Walsh stated that he found this confusing as well noting that without additional information it leaves it open to interpretation by the public.

Ms. Ruiz stated that they would add more clarify to the data in the future.

Ms. Carbone stated that if an indicator was not observed it could be that there was no opportunity to see it. She also notes that a description of patterns and trends would be helpful. She explains that there are two literacy walk throughs and two ELA walk throughs and they alternate so that they can see growth and improvement over time.

Ms. Carbone explained that one of the things that we have struggled with in the AIP is benchmarks and notes that they did not want to call out schools individually because that has not gone well in the past. She explains that how we quantify progress made in the AIP on an interim basis is not perfect. She explains that the instructional priorities and professional development will improve progress in the schools.

Ms. Ruiz stated that quantifying the data as it is related to the metric is what they are looking at and notes that they could do a better job of framing the data for the public.

Mr. Schultz states that he saw the decline and notes that this discussion was helpful noting that we need this kind of data and this process.

Ms. Carbone states that she would not call it a decline but rather uneven implementation. Ms. Ruiz stated that when she looks at the data she sees that most of the observations indicate that that implementation or partial implementation has been met.

Ms. Ruiz continued to review the Educator Outcome data with the School Committee. A copy of the report is available in the School Committee materials for the March 7, 2016 at Salem.com

Finance Report – Mr. Philip Littlehale, Business Manager

Approval of Warrants

January 11, 2016 in the amount of \$497,698.07

February 4, 2016 in the amount of \$197,323.03

February 18, 2016 in the amount of \$325,171.09

February 25, 2016 in the amount of \$110,579.78

Mr. Fleming moved approval of the warrant in the amount indicated. Dr. Walsh seconded the motion. The motion carried.

Budget Transfer Requests - There were no budget transfer requests this evening.

Subcommittee Reports

Mr. Fleming reported that the School Committee met in Executive Session this evening to review the contracts for the Assistant Superintendent and the Business Manager as well as the Director of Buildings and Grounds.

Mr. Fleming reported that the School Committee is recommending approval of the contract for Assistant Superintendent Margaret Marotta with a change in compensation for 2015-16 to be \$153,750 through June 30, 2016. He also reported that negotiations for a new contract with Ms. Marotta should be starting.

Mr. Fleming moved to approve the contract for Ms. Marotta. Ms. Manning seconded the motion. The motion carried.

Mr. Fleming reported that the School Committee reviewed the contract for Mr. Littlehale, the School Business Manager and reported that they are recommending a 2 1/2% increase of his \$104,135.90 salary.

Mr. Fleming moved approval of the contract for Mr. Littlehale. Ms. Hunt seconded the motion. The motion carried.

Mr. Fleming reported that the contract for the Director of Buildings and Grounds has been tabled pending further negotiations.

School Committee Concerns and Resolutions

Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations

Dr. Walsh offered the following resolution for the consideration of the School Committee and that it be sent to the Salem City Council as well for their consideration.

Whereas the Massachusetts Foundation Budget Review Commission identified two areas (employee health insurance and special education) where the Massachusetts Foundation Budget significantly understates the true cost of educating students in the Commonwealth and has failed to keep pace with rising costs;

Whereas this underfunding means the cost of providing a quality education has increasingly been borne by local communities, most often at the expense of other vital municipal operations;

Whereas investing in education today leads to higher incomes, and thus less investment in police, prisons, subsidized health care, low income housing, welfare, etc. in the future;

Whereas state and local economies are most effectively strengthened "by investing in education and increasing the number of well-educated workers."

Therefore Be It Resolved that the Salem School Committee calls on the Massachusetts Legislature and the Governor of Massachusetts to fully fund and adopt the recommendations of the Foundation Budget Review Commission in the immediate future.

Rationale: The Foundation Budget Review Commission (FRBC) was established by the Legislature in the FY16 budget and was charged with examining the Foundation Budget (Chapter 70) formula. The formula was first established as part of the Education Reform legislation in 1993 and has not been thoroughly reviewed or updated since that time. The FBRC found that the current formula understates costs significantly in two areas: Employee Health Insurance and Special Education.

If the recommendations of the FBRC had been implemented in the FY16 budget, state funding for education would have been about \$500 million more than it was. However, if Chapter 70 reflected the true cost of education, the number would be closer to \$2 billion.

Spending by school districts over the required Net School Spending amounts has increased, as a whole, for more than a decade, indicating that communities are using local property taxes and diverting funding from other portions of municipal budgets to fund their schools. In FY14, the total spending above Foundation in the state was \$1.7 billion. At the same time, the state's commitment to municipal aid has declined. Since 2001, unrestricted local aid has been cut by 43%. The net effect is a combination of cuts to local and school services and an increasing reliance on the regressive property tax.

The evidence overwhelmingly establishes the correlation between a well-educated workforce and higher income individuals. States that invest more in education have a higher paid workforce; also, states that increase the level of education of their population see greater productivity and higher wages over time. The link can then easily be made between higher paid individuals and less reliance on various forms of government assistance, as well as lower rates of crime.

A state's high school and college attainment rates are important factors in the state's overall economic strength. Additionally, investments in education can have significant long-term impacts on state and local economies, as well-educated individuals tend to stay relatively local and contribute tax dollars to the state and municipality in which they reside. In general, the taxes paid over time by these individuals are substantially higher than the cost of their public education.

Dr. Walsh moved approval of the resolution calling for full funding of the Foundation Budget Review Commission Recommendations and that the resolution be forwarded to the Salem City Council for their adoption as well. Mr. Fleming seconded the motion. The motion carried.

Questions and Comments from the Audience Regarding the January 19, 2016 Agenda

There were no questions or comments from the audience at this time.

Adjournment

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

The meeting adjourned at 10:15 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of the District Parent Advisory Council Meeting February 1, 2016

Minutes of Regular School Committee Meeting February 1, 2016

School Committee Agenda March 7, 2016

Budget Request from Nathaniel Bowditch School

Request from Salem Boys and Girls Club to Install Signs at Collins Middle School

AIP Quarterly Report

Policies Reviewed:

6407 – Remote Participation at School Committee Meetings

Resolution Supporting Full Funding of the Foundation Budget Review Commission's Recommendations

SCHOOL COMMITTEE	6000
SCHOOL COMMITTEE MEETINGS	6400
REMOTE PARTICIPATION (Formerly Absentee Voting)	6407

The School Committee believes that all members should physically attend meetings whenever possible. However, it acknowledges, that being present is not always possible and, therefore, in accordance with 940 CMR 29.10 and with the authorization of the Mayor of the City of Salem, the School Committee allows members to participate remotely under specific circumstances.

Remote participation in meetings shall not be used in a way that would defeat the purposes of the Open Meeting Law, namely, the promotion of transparency with regard to deliberations and decisions on which public policy is based.

Remote participation will be allowed as follows:

1. Minimum Requirements for Remote Participation
 - a) A quorum of the body, including the chair or the person chairing the meeting, shall be physically present at the meeting location. The member participating remotely cannot be used to meet the quorum requirement.
 - b) Members of a public body who participate remotely and all persons present at the meeting location shall be clearly audible to each other.
 - c) Members of public bodies who participate remotely may vote and shall not be deemed absent.
 - d) Remote participation shall be limited to one member per scheduled meeting. It will be incumbent upon the chair to make a determination if more than one member requests permission to participate remotely.
 - e) Remote participation is not allowed for executive session meetings.

2. Permissible Reasons for Remote Participation

If the chair, or in the chair's absence, the person authorized to chair the meeting, determines that one or more of the following factors makes the member's physical attendance unreasonably difficult:

- a) Personal illness;
- b) Personal disability;
- c) Emergency;

- d) Military service; or
- e) Geographic distance.

3. Procedures for Remote Participation

- a) A member who cannot attend a meeting for one or more of the five permissible reasons must request permission to participate remotely from the chair at least 48 hours prior to the scheduled meeting and not more than 7 days in advance.
- b) The chair or in the chair's absence, the person authorized to chair the meeting, shall announce at the start of the meeting the name of any member who will be participating remotely and the reason therefor. Private details should be avoided (i.e., use the words "personal illness" as compared to "she has the flu," or use "geographic distance" as compared to "she is visiting her mother"), particularly with respect to illness or disability. This must also be recorded in the meeting minutes.
- c) A member participating remotely may vote, and is not deemed to be "absent" from the meeting for purposes of G.L. c.39, §23D.
- d) All votes taken during any meeting in which a member participates remotely shall be by roll call vote and recorded as such in the minutes.
- e) When feasible, the chair or, in the chair's absence, the person chairing the meeting, shall distribute to remote participants, in advance of the meeting, copies of any documents or exhibits that he or she reasonably anticipates will be used during the meeting. If used during the meeting, such documents shall be part of the official record of the meeting, and shall be listed in the meeting minutes and retained in accordance with M.G.L. c. 30A, §22.

4. Technology

The following media are the only acceptable methods for remote participation and the public body has the authority to determine which methods may be used by its members.

- a) Telephone, internet, or satellite enabled audio or video conferencing; when video technology is in use, the remote participant shall be clearly visible to all persons present in the meeting location.
- b) Any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another.
- c) If technical difficulties arise with the media connection, the chair must decide how to address them. Suspension of deliberations while the

difficulties are addressed is suggested. If the remote member is disconnected during the meeting, the minutes must reflect this fact.

5. Remedy for Violation

If the Attorney General determines, after investigation, that a violation has occurred, they may resolve the investigation by ordering the public body to temporarily or permanently discontinue its use of remote participation.

940 CMR 29.10

First Reading: February 1, 2016

[Second Reading: March 7, 2016](#)

[Third Reading: March 21, 2016](#)

SCHOOL COMMITTEE _____	6000
SCHOOL COMMITTEE OPERATIONS _____	6100
LEGAL STATUS _____	6103

According to state law, every city is required to elect a school committee to operate its schools. The Salem School Committee is responsible to the people of the City of Salem and to the Massachusetts Board of Elementary and Secondary Education for the conduct of the school system.

The powers of the Salem School Committee have been vested in it by the state, and it carries out a state function.

The Salem School Committee shall consist of six elected members and the mayor, who is a member ex officio and shall preside as chair.

Legal Reference: City Charter MGL 41:1

SCHOOL COMMITTEE 6000

SCHOOL COMMITTEE OPERATIONS 6100

MEMBER AUTHORITY 6104

As a body created under laws of Massachusetts and by the Salem City Charter, the Salem School Committee ultimately derives its authority from the people of the Commonwealth. The laws state that the School Committee:

- Shall have general charge of all the Salem Public Schools.
- The committee is responsible to the voters of Salem. It exercises its authority subject to the rules and regulations of the Massachusetts Board of Elementary and Secondary Education and within budgets for expenditures as authorized from time to time by the Mayor and Salem City Council. It must also abide by all state laws that apply generally to city committees.
- The School Committee has authority only when acting as a body. Members as individuals have no authority over school affairs except at the express direction of the committee.
- Each member of the Salem School Committee is an officer of the school system who enters upon the performance of his/her official duties after being sworn to faithful execution of such duties by the Mayor.
- Because all powers of the School Committee lie in its action as a group, individual committee members exercise their authority over system affairs only as they vote on committee actions at official meetings.
- In other instances, an individual member has power only when the committee has delegated authority to him/her.

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SCHOOL COMMITTEE 6000
SCHOOL COMMITTEE OPERATIONS 6100
POWERS AND DUTIES 6106

It is the overarching responsibility of the School Committee to develop and oversee the vision and mission of the Salem Public Schools and to continually assess the district's progress toward achievement of such. The specific areas of responsibility of the School Committee include:

Policy:

- Delineate policies consistent with Massachusetts law and the mission and vision of the Salem Public Schools. Periodically review and appraise effectiveness of policies and revise when necessary.

Budget:

- Review and approve an annual budget that supports the mission, vision and goals of the Salem Public Schools; Present said budget to the Salem City Council; and oversee implementation of budget.

Staffing:

- Appoint and annually evaluate the performance of the Superintendent of Schools.
- Appoint and annually evaluate the School Business Manager in partnership with the Superintendent.
- Appoint upon the recommendation of the Superintendent and review the Superintendent's evaluation of Assistant Superintendent(s) and Special Education administrator prior to actions involving contract renewal or dismissal.
- Collectively bargain for the district.
- Delegate to the Superintendent the selection and evaluation and subsequent actions regarding any other positions for which the School Committee may, by law, have employment responsibility.

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A.L.ⓈC.E. Implementation

Response Options

“Okay, I’m sold, now how do I get others to go along with it????”

This has been the common question we have been asked by A.L.ⓈC.E. instructors since the beginning. It is important to point out...

Each school district is different!! You must be able to plan implementation that is best for your situation. We do not mandate a process; these are ONLY suggestions that will allow you to draw upon our experience.

This document is designed to help with the process of implementation, assist you in understanding how enhancing the current program can affect others, and how to communicate with each stakeholder to garner support for A.L.ⓈC.E.

We have included suggested implementation steps. These steps may or may not fit your situation. We ask all A.L.ⓈC.E. trainers to share their materials on the A.L.ⓈC.E. instructor message board (see left side bar on www.roseminars), so check there to find additional plans for implementation. Please share your success stories there, too. We have attempted to address the prism through which stakeholders’ view a critical incident, their role in the implementation, and the points to have them ponder when discussing the program.

Steps to Implementation

These steps are **ONLY** recommendations for Implementation of the A.L. ① C.E. program.

- 1. Become fully knowledgeable and passionate in the program-** Knowing statistics and facts of previous school shootings will help build credibility with your audience and help you answer questions. But the greatest selling point of the program is how truly passionate trainers become about the program. It is a paradigm shift in thinking and it comes for different people at different times. Typically, we have seen that the change of thinking from traditional “Lockdown” strategy to a more comprehensive range of options happens within the first day of training. However, the true passion develops when participants go through the scenarios. When participants feel the difference between sitting helplessly in a passive position and then being able to choose to take action to “save their own life”, that is when most participants see that accepting anything less cannot stand.
- 2. Identify the stakeholders-** There will be others in the community and school system you will need to gain ‘buy-in’ and support from in order to move the program forward.
- 3. Begin educating the key supporters-** You may have to make several presentations in order to gain permission to implement. Key players will be the Police Chief, Superintendent, Board of Education, Parents, and Teacher Unions (as appropriate). Key players are those who can shut down the program if they are misinformed
- 4. Once permission is gained, work with department heads to plan for a complete roll out of the program-** Typically, the Superintendent will assign a district department head to work with the campuses and the police department to roll out the program.
- 5. Work with campus administrators to provide training at each campus-** Unless the district provides a time for training with all teachers/staff at one time (ex. during a ‘back-to-school’ inservice), you will be conducting many training sessions. The Principal should help set a time to get their staff trained. Typically, the training will take place in a faculty meeting. These meetings will be approximately 1.5 hours. The teachers/staff should be assigned a lead- in activity of reading the A.L. ① C.E. booklet for

staff before the day of the presentation. The purpose of giving this ahead of time is to start a different staff mind-set.

6. After the staff is trained but BEFORE the students are trained, parents

need to be informed- Sending home letters, media stories, and offering a parent meeting are good ways to inform parents that A.L. ⓈC.E. is being introduced to the students. We have found parents to be very supportive, but they must be informed. Some parents may ask that their student be able to “opt out” and not be included.

7. Once the staff is trained, they need to be able to discuss it with students-

The A.L. ⓈC.E. staff booklets contain information and activities which helps the staff discuss the program with students. The staff should bring up “When...then” scenarios to the students from time to time. This will help with the student and staff’s change of mind-set and readiness.

8. The program should be discussed, reviewed and practiced throughout the

year- Administrators should make it an agenda item on an on-going basis with the staff; the staff should discuss it among themselves and review it with the students; and the community should do a full A.L. ⓈC.E. drill once in the fall and once in the spring.

9. Keep in mind new employees, substitutes and auxiliary employees (such as maintenance workers, food services, bus drivers, custodians) should

receive training- These employees are very important to the safety of the students and their training should not be overlooked.

Police Chief

The Chief of Police and the department's support is the key to implementing A.L. ⓘC.E.

Response Options encourages instructors to gain support of their local police department. They are the experts in the community on violence. After the tragedy of Columbine, the education community developed crisis plans to keep their schools safe. Most incorporated the stand alone Lockdown strategy, while some did nothing at all because of the "It won't happen here" attitude. Some education leaders sought and got advice but most plans were developed by school personnel. This was due to the idea that this was their domain, while in fact; any violent act in schools puts in the law enforcement jurisdictions. So when the law enforcement community did not actively take the lead in developing safety plans for violent events for the schools, education leaders took ownership of crisis planning and now many are reluctant to give up this control. We have seen law enforcement leaders acquiesce to educators in the area where most educators have no training and no experience. Do the local fire officials do this? No, in fact, they take a very aggressive stance with schools and even threaten impose punishment if schools do not comply with fire safety standards.

The law enforcement community must work with the districts to gain their confidence that crisis planning needs to come from the experts...the police. This is why Response Options advocate law enforcement agencies take the lead. This should be done with the highest level of professionalism, so as to not create "turf wars".

Now, many of our instructors come from the school community. Of course in many ways, they have an easier time of implementing the A.L. ⓘC.E. program. However, they are encouraged to include their law enforcement leadership as one of the first steps. At times, it happens that the local law enforcement officials are not aware of the program and educators have to share the program with them. Suffice to say, the two communities should try to implement the program together.

Focus: The Chief's number one job is to provide and lead a high quality law enforcement system to the community. The Chief's focus will be on the services provided and the accountability of the police department.

Role in Implementation

The Chief can take the lead with the school district or assign and strongly support, a delegate to speak on behalf of the department. The community views the RESPONSIBILITY of the PD to provide leadership on how the community at-large, including the school district, should respond to a crisis situation. If the Chief and/or the command staff were not part of the A.L.ⓈC.E. training, the trainer will want to make a presentation to them. **Make an appointment;** don't just tell them about the program in passing. If you expect their support, you need to give them the information in a professional presentation.

Points to Ponder:

- **New Guidelines from Homeland Security, the International Association of Chiefs of Police and NYPD.** Since 2008, new "suggested guidelines" have been released from national law enforcement experts. Become familiar with these "suggested" guidelines and share these with the local leaders in the police department, school districts and community because they may not be aware of these guidelines.
- **The PD and the City could be held accountable for not sharing the best practices, and information to the district/community.** By not making the district aware of the new "suggested guidelines" and providing research-based planning (such as A.L.ⓈC.E. the PD/city is not keeping schools advised on current recommendations and best-practices models.
- **Minimal cost.** The cost of the A.L.ⓈC.E. program is very minimal for the department. Additional costs may include more personnel attending A.L.ⓈC.E. training, and the time needed to provide training. Most departments already possess all training equipment necessary. All other necessary materials are provided with A.L.ⓈC.E.. courses.
- **This training will be a good public relation program. It shows the willingness of the police to work with other organizations in the community.** Community involvement is typically a very important aspect of a police department. The mayor is an elected official and the PD is part of the city, so any positive perception of the police reflects on the city administration.

Superintendent of Schools

Gaining the Superintendent's support is very important and without it the implementation will be difficult and may be impossible.

Focus: To provide leadership to the school system as it educates students. They must provide the school district with accountability, a safe and drug-free environment, and high-expectations for the academic needs of each student.

Role in Implementation: The Superintendent will need to provide the permission for the staff and students to be trained. The Superintendent may assign a designee to serve as the contact person for the implementation program; however, having the expressed permission is vital. Therefore, the A.L. ①C.E. trainer may have to prepare a presentation for the superintendent and/or the Board of Education.

Points to Ponder-

- **The School District is accountable to keep their schools safe. They will be held to the standards of the national law enforcement experts.** It will be essential to point out the guidelines from Homeland Security, International Association of Chiefs of Police and NYPD (included in your materials), if the Superintendent is not aware of the changes. Since A.L. ①C.E. meets and exceeds these guidelines, the district is in much better position to defend itself should a school shooting happen. Be able to provide this information in a handout form to the Superintendent.
- **In a school shooting event, the school district can expect a law suit will follow.** The position a school district takes in preparing for the crisis will be the focus of the plaintiffs' lawyers. Pointing out that offering a variety of options in a fluid situation is a more sound position than offering a Lockdown policy when it has been found to be insufficient.
- **Recent law suits have shown that plaintiffs are filling civil cases against school leaders, personally.** Because many states have a liability cap on public organizations with set

monetary limits, plaintiffs have begun seeking individual civil liabilities against the leadership. In the aftermath of the Texas A&M University Bonfire Collapse and the Virginia Tech shootings, we have seen some of the leadership of both schools be sued as individuals.

- **A.L.ⓈC.E. is a research-based program.** Response Options has empirical research, or research based on observation, on the effectiveness of the A.L.ⓈC.E. program. Years of research of active shooter events have been instrumental in the development of the program.
- **A.L.ⓈC.E. objectives meet many of the curriculum requirements for teaching safety to students.** Most state curriculum requires schools teach students how to respond in crisis situations, and problem-solving in staying safe, usually through physical education or health education standards. By providing the training to students, the district is ensuring that those standards are being taught. It would be a good idea to provide a list of all curriculum standards which A.L.I.C.E covers.
- **Cost is Minimal.** The cost of the training may include sending additional staff to training, time allowed for training teachers, and copying materials provided during training. Include the cost to the district in your presentation
- **Data-driven decisions.** Schools attempt to make “data-driven decisions” so when you present to the school district, share with them the data on school shootings which is in your training materials.
- **Parental Support is not hard to obtain, as long as the program is explained. It is ‘Common Sense but not Common Knowledge’.** A superintendent will want to make sure parents are in support of the safety training. The implementation plan should offer to provide an overview for parents before it is presented to students. The Superintendent may want an “opt out” option for parents that do not want their child included. Do not overlook the district’s obligation to keep parents informed and involved. The materials contain an example parent information letter.
- **Positive media coverage has been found in many of the areas which has adopted the A.L.ⓈC.E. program.** You may need to provide a press release to the district or help them develop one so as to inform the media of the A.L.ⓈC.E. program. Response Options can provide you with examples of media releases.
- **A.L.ⓈC.E. enhances the current crisis plan, it doesn’t change it.** Schools have included ‘Lockdown’ in their crisis plans and so does A.L.ⓈC.E. However, many have not addressed situations where Lockdown does not apply. Avoid using the word change; it is

an emotional word which will get an emotional reaction. Educators are use to enhancing or adding to programs which need to be updated.

- **The district should be able to see this as a ‘Continuous Improvement’ project.** Although the district has had a crisis plan, they should see the program as a part of district improving/enhancement of its program and not as a replacement. The words ‘Continuous Improvement’ deals with the quality of improvement as evidenced by data, or surveys. A.L. ① C.E. training provides significant evidence of improvement in safety awareness and confidence which can be measured in a pre/post survey of participants.
- **By working together with the PD, the district is using ‘efficient and effective’ strategies.** Schools are expected to work more ‘efficiently and effectively’ so as to be a good steward of tax money. Through the A.L. ① C.E. program, the district and the PD are able to demonstrate themselves as good “team players”. Use these words in your presentation, and they should spark some interest.
- **Helping students understand how to think and respond during a crisis helps develop a “life-long learner” and addresses the “Whole Child.** Creating a “life-long learner” is an obligation of the education system to help the student learn how to adapt and learn the rest of their lives. “Whole Child” refers to the concept that students learn more in schools that just the 3R, they learn life lessons. Learning survival strategies when faced with a violent situation is a “life-long” skill.
- **Student and staff safety is likely part of the districts and campus’ mission statement and/or Improvement Plan.** Check the district or campus mission statement and improvement plan. These documents are meant to provide guidance and planning for the system. Typically, these plans are approved by the Board of Education and are publicly posted. Your goal should be to tie the A.L. ① C.E. program to these documents. (If you need help navigating these documents, contact Response Options.)
- **Implementation plans will include professional development for staff and possibly students. The staff should be expected to provide the day-in-day-out reminders of A.L. ① C.E. as the school year progresses.** The superintendent will need to know the effectiveness of A.L. ① C.E. is in the practice and changing the mind-set of the staff and students from victim to survivor. It will take commitment and a clear message from leadership to make sure that formal training is not the totality of the program.

Board of Education

The Board of Education are elected member of the school system who have the final authority and accountability for the decisions made by the Superintendent and district personnel.

Focus- The school board members are accountable to the parents and community. The trainer will find it helpful if they are informed and supportive of A.L.ⓈC.E. An overview presentation may need to be given, so the members will have awareness of the program if they are questioned by others. An informed Board can be of great support to the program; however, if left out of the loop, they can shut it down. The information shared with the Superintendent will answer most of the questions and concerns of the Board members, but the trainer may want to offer an overview presentation or training specifically for the Board.

Role in Implementation- The Superintendent will need the support of the Board of Education members. They are the final approval of budget and program items. Their role is to ask the hard questions and keep the system accountable to the parents and community. They are guided by policies and procedures set by the State Board of Education.

Points to Ponder-

- **The Superintendent and the Police both recommend the changes to the safety program based on the recommendations set forth by U.S. Homeland Security, International Associations of Chiefs of Police and NYPD.** The members will need to be informed of the recommendations and provided handouts with the recommendations clearly presented. It is good to highlight the fact that the school district and the PD are working together for the safety of the staff and students.

- **The parents and community expects the members to evaluate and provide the safest schools possible.** The A.L. ①C.E. program provides the staff and students the best possible options which they can employ in case of a critical incident. It will provide them more options than only locking the door and waiting for rescue. It empowers them to use their natural responses to danger.
- **Offering staff and students a variety of options in a crisis provides the district with a much stronger case in the event of litigation following a critical incident.** The Board members will want to understand how the district will be in a stronger position to defend itself should the district get sued after a critical incident.
- **The district can get positive media attention for being proactive and providing the most cutting-edge training possible for the students and staff.** Board members want to have the media present the district in a positive light. Most parents and community members only know what decisions the members have made based on what is presented in the media, as they don't regularly attend board meetings. It will be important for the media to see the A.L. ①C.E. program as a proactive response to crisis.

Campus Administrators and Campus Staff

These are your “First Responders”, so empower them with options!

Focus- The campus personnel provide both academic and life lessons to students. Typically, they understand they are ‘soft targets’ and are in the greatest danger in a critical incident. Most personnel trust that their leadership has provided them a crisis plan with adequate strategies.

Role in Implementation- The teachers and administrators are the most important key to the A.L.ⓈC.E. program. Unless A.L.ⓈC.E. reviewed, practiced, and discussed often the survivor mind-set needed by the staff and students won’t be as automatic as needed to process the OODA Loop.

Points to Ponder-

- **Ask the educators to answer this question, “What would you do if a gunman enters your classroom?”** Most teachers and administrators won’t be able to come up with an acceptable answer. Most have no critical incident training and violence is not a part of their daily lives. If they have had some training, perhaps in a former career, have they trained the students?
- **Staff can respond in a crisis.** Once they are trained, develop a survival mind-set, and are given valuable information during a crisis, the staff must respond to a crisis.
- **The love and caring environment that educators strive to provide for students each day can only be enhanced when the message is sent ‘You are in a safe school and we know how to respond should it become unsafe’.** Educators come to the profession to feel they will make a difference in the lives of students. Stress they can make no greater difference in the lives of their students than to help them learn to survive a dangerous situation.
- **Educators must understand they can’t afford the luxury of the thinking. “It’s not my job to use my instructional time to review and practice A.L.ⓈC.E. training”.** If not

while the students are in school, then when? Will that still be their feeling when they are in “Lockdown” and they hear a gunman trying to make entry into the room? It is the responsibility of the teachers and principals to act ‘in loco parentis’, or ‘in place of parents’. They are expected to protect their students in the same way a parent would protect.

- **Educators make instructional decisions based on ‘differentiation’.** They look at the needs of certain students in certain situations and decide on the best teaching technique. Reacting to a critical incident is no different IF they know their options. Teachers and administrators make professional decisions based on experience and training. A.L.ⓈC.E. training is to provide them with the best options possible in a critical incident. Students will look to them for their leadership under stress. They need to have clear and decisive options.
- **It is okay to admit a lack of knowledge and skills in dealing with critical incidents.** Campus administrators may have a difficult time turning over control to law enforcement. Discussions about this are best faced head-on.
- **Flexibility is critical to survival.** Educators are very use to being ‘in charge’ of their domain; however, it needs to be pointed out they will be NOT be ‘in charge’ during a critical incident. They will need to react in a very fluid situation based upon what the bad guy is doing.
- **Practice Makes Perfect.** The success of the A.L.ⓈC.E. program will be the mental preparation for teachers and students. Throughout the year, the teachers should take a few minutes to talk to the students about “When....then....” scenarios. The school district and the PD should set a full A.L.ⓈC.E. drill once in the fall and once in the spring. See A.L.ⓈC.E. Drill Form to be completed by administrator.
- **Be mindful when presenting to staff, that this is a very frightening event.** Do not try to use videos or pictures to gain ‘shock value’. The violent intruder event is a very scary prospect and the staff can have a very emotional response to seeing the violence. Be mindful and sensitive when using these images in your presentation.
- **The injured will be taken care of by the EMS as soon as they arrive.** The general public doesn’t understand that EMSs will not be allowed to enter a critical incident scene until the scene is secured. First Aid should be a standard training for staff and students. This can be easily taught through the P.E. department.

Parents

Parents can be your greatest ally in the implementation of A.L. ①C.E. They must be fully informed and invited to have a voice.

Focus- Parents' greatest focus is for their children's well-being. They send their students to school because they trust in the system to do all it can to ensure their most precious possession will come home safely at the end of the day. Most take for granted that the system is well trained and knowledgeable about how best to accomplish school safety.

Role in Implementation- Early into the process of implementation, the trainer should discuss with the leaders of the district how parents will be informed of A.L. ①C.E. Response Options has noted that parent support for the program has been almost universal with, very few exceptions. A.L. ①C.E. supports parents' rights to 'opt out' should they feel the program is not right for their child. Typically, schools find alternative activities for those children when training is being provided.

It is suggested that a 'Parent Information Night' be held so that parents have the opportunity to see an overview of A.L. ①C.E. An informational letter should be sent to every parent in the district. The district's leadership should take the lead on informing parents, but you as a trainer should make sure this step isn't overlooked.

Points to Ponder-

- **When asked, most police officers admit they tell their own kids to be proactive should they be confronted by a gunman. So, if they are training their own kids in this tactic, why should they not train all children to be proactive?** Most officers understand violence and that being passive is not the recommended response. Point out that every child deserves the training that gives them options.
- **Why do we train our children that when someone tries to take them off the street, they are to resist to the point of fighting back, screaming, and at least running away? However, when it comes to a violent attack at school, we tell them to sit passively in a corner and wait for help?** Your child understands their options for responding to danger

on the streets by the Stranger Danger and other such programs taught by the education and law enforcement community. Now there is a program for them to learn what their options are should their school come under attack.

- **“My child would never react to a violent situation other than just freezing.”** Natural reactions to violence are ‘Flight, Fight or Freeze’. The more mental preparation they have and the more training they receive, the shorter OODA Loop and the better the reaction choice.
- **“Won’t my child be scared by the training and talking about a situation that in all likelihood will never happen?”** The skills covered in A.L.ⓈC.E. are not meant to scare but to empower. All A.L.ⓈC.E. training is presented with age-appropriateness in mind. Your student has already been exposed to training in how to respond to a critical incident by the “Lockdown” training. A.L.ⓈC.E. doesn’t replace ‘Lockdown’, it enhances that concept. The ideas presented in A.L.ⓈC.E. are life-long lessons, which will follow your child beyond the school years and setting. These concepts are used by universities, hospitals, churches, businesses and in shopping malls. Your child will be able to draw upon these concepts well into adulthood.
- **“I don’t know that I want my child to be proactive and be the only one. Won’t that make him the target for the gunman?”** Experience has shown that when a violent situation occurs, when one person starts to be proactive, many others join them in their response...especially if they are trained.
- **“What if I don’t want my child exposed to any of this training?”** The school and PD will honor your wishes.
- **“Are these the options suggested by experts?”** Yes. US Homeland Security, the International Association of Chiefs of Police and NYPD have published their suggestions on how to respond to a critical incident, and their suggestions mirror the long established A.L.ⓈC.E. program.

Students

A.L. ①C.E. is a K-16+ program. The activities presented to students are age-appropriate. No student is too young or too old to receive suggestions on how to survive a critical incident.

Focus- The students come to school because our society has determined that education is the vehicle of how our young people will become an American. Students come to school to receive an education. Some students come hopeful and willingly, some come because they are made to, and some come just long enough until it is acceptable to “drop out”. Our students learn more than just academics, they also learn the socialization of our culture and hopefully, they learn life lessons.

Role in the Implementation- The students’ role is to internalize the skills which are included in the training and see themselves as having the ability to survive a critical incident. Depending on the age, the student should begin to become aware of their surroundings, in and out of school, and have a “ready” mind-set.

Points to Ponder-

- **Before the A.L. ①C.E. training, students do not see themselves as playing a role in their survival of a potential event. They have expressed their belief that if there is a school shooting they will be saved by others, or they die at the hands of the attacker. After the training, they see themselves not just as a survivor but also as playing a role in the outcome.** We have a whole generation of students now that have lived every school year aware that school shootings are a fact of life. They know how to “Lockdown”. The goal of the A.L. ①C.E. program is to empower those students to become knowledgeable and capable of making good survival decisions in critical incidents.

- **The students should know that they will not be “in trouble” if they use the A.L.Ⓢ C.E. training.** Most students are “rule followers”. They need to know it is okay to break windows, take the lead (even if the teacher can’t or won’t), and whatever option they choose is not going to be second-guessed.
- **Students should know that the district and the law enforcement community believe in them and their ability to make good decisions when given good training and information.** This training should have all leaders in the community showing support to students and the staff. The message to the students is “we won’t allow you to be a soft target”. They will do this by providing the funds, support, and verbalizing their belief in students’ abilities.
- **Students must know that sharing concerns about possible violent situations will be met with seriousness and action.** The message should be loud and clear that notifying authorities about possible school attacks or violent events will be taken seriously. Many students are worried about repercussions from others if they “snitch” about another student. If you promise anonymity, then do everything possible to make sure that happens.
- **How can students stand against a gunman?** Help students understand the skills which are required to ‘shoot accurately’. The more they can do to require the gunman to possess higher shooting skills, the greater their chances to survive. Avoid using the term “fighting back”.

Community

The community can send out a message that says “we support our schools”. The community has a vested interest supporting the district’s desire that everything that can be done will be done to keep our schools safe.

Focus- Community members include the businesses, churches, social groups, schools, public safety, media and citizens. (Examples of community groups are Lions Club, the Rotary Club, Chamber of Commerce, churches, a hospital league etc.) They want the community to have very strong, safe, schools.

Role in Implementation- The community as a whole will have a culture that will support the district’s improvement from being passive in their response to violence to proactive. When leaders voice the community’s local values, district leaders listen. You may find it beneficial to give an overview of A.L.ⓂC.E. to civic groups.

Points to Ponder-

- **To attract new businesses and grow the community, we have to be able to offer strong and safe schools.** Nothing will hurt a community more than a weak or unsafe school district. The community leaders should understand the difference between the school district’s current crisis plan and the A.L.ⓂC.E. program.
- **Other organizations in the community may wish to join in the A.L.ⓂC.E. training.** A.L.ⓂC.E. training is universal and works for all citizens. Organizations, such as, hospitals, churches, businesses, libraries, and city offices have received A.L.ⓂC.E. training.

Teacher Unions

Teacher Unions should be included at the front-end of implementation instead of facing their possible opposition at the end.

To understand the local Teacher Union, look on their website and read their Mission Statement. The Mission Statement will clearly tell you that they exist to better the lives of teachers. It would stand to reason that the Union would want a safer work environment for the teachers. They will also want to make sure that the teachers are not asked to work outside their contract agreements. Problem-solving and safety skills are part of many curriculums. The teachers may be asked to discuss the strategies from time to time throughout the year to help students and themselves to stay mentally prepared and participate in a school-wide training twice a year.

Focus- The Teacher Unions exist to support teachers and hold districts to the agreements of the teachers' contracts.

Role in the Implementation- The Teacher Union can support the A.L. ①C.E. program by supporting teachers' in their learning of the program.

Points to Ponder-

- **How much instructional time will it take away from the teacher's time?** The skills of problem-solving and safety are a part of the curriculum for all states. The teacher will be expected to review "When...then..." scenarios to help keep students and their selves mentally prepared. It is suggested that districts run a full A.L. ①C.E. drill once in the fall and once in the spring.
- **Giving teachers options for responding to a crisis is better than a mandated policy.** Treating teachers as professionals and the intelligent individuals they are is a show of respect. Giving teachers A.L. ①C.E. training will give them the skills they need to make decisions which are best for them and their students. They will no longer receive mandates from leaders who won't be in the classroom when a crisis begins. The district will support the decisions they make during the crisis...no second guessing.

School Lawyers

Most districts have lawyers whom they consult to protect them from liability. They tend to take a cautionary position.

Focus- The focus of the school lawyers is to protect the district from liability.

Role in Implementation- School lawyers can help the district develop the policy and procedures which will represent the district as they implement A.L.ⓈC.E.

Points to Ponder-

- **Answering questions of liability as the A.L.ⓈC.E. program is implemented will help the district leadership feel more supported.** District leaders may want to consult with the school lawyers to feel secure in their decision to move forward with A.L.ⓈC.E. The lawyers' role is to ask the hard questions before there is an issue. The trainer should be able to articulate the program's rationale, know the supporting data and distribute other official recommendations.

Media

The media, historically, has been very supportive of the A.L. Ⓢ C.E. program. The ideas presented makes for good press.

Focus- The media is in the business of “selling news”. They bring news to the community which will capture their attention.

Role of Implementation- Many districts have a Public Relations specialist and this position should be utilized to get the message out to news outlets. They are able to inform parents and the community that the district is “enhancing” their crisis plans based on new, suggested guidelines.

Points to Ponder-

- **If we spread the news about the A.L. Ⓢ C.E. program is being implemented, won't that 'invite a gunman' to test the system?** Spreading the news of the A.L. Ⓢ C.E. program sends out the message the schools are NOT soft targets. There is no evidence available that gunmen enter schools to “test their system”. What did the Amish school do to “invite” a violent intruder?
- **How will the media get correct information about A.L. Ⓢ C.E.?** The district should provide the information to media outlets. A press release is a good way to provide the correct information. Avoid the term “fighting back” which is the sensational term that will “sell news” but may also garner negative reactions from some community members.

Frequently Asked Questions concerning implementing the ALICE program:

1. How do I begin to implement the ALICE program?

- The first step in implementing the program should always be a presentation to any and all persons and groups within the community who will be affected by the event. This means practically everyone. All local emergency organizations, educational professionals, parents, the press, etc. It is important that everyone hears the reality of what is to be taught, not the sensationalized version.

2. If my child gets proactive, couldn't they get hurt?

- Yes, they could. But being passive and static has not shown to be an effective response in most Active Shooter events. The differences of tragic outcomes in the classrooms at VT are a good example explaining the difference of passive and active in determining survival chances.

3. How much is this going to cost?

- Once the Instructor base is established, actually cost is minimal. Response Options provides all necessary training materials to the Instructors. And what price can be placed on one child's life being taken at school.

4. How much time will the training take away from learning?

- The training will result in life-long lessons to be utilized by staff and students if they should ever be confronted with danger. This training is educational. Actual training time varies between an hour for younger students and up to a day with staff members.

5. Why change what has always worked?

- Has "Lockdown" really worked, or have just the practice drills always worked? We know the names of many schools around the world precisely because "Lockdown" did not meet their needs during the violence, and tragedy ensued.

6. Will teaching staff and students to be proactive increase our liability?

- Regardless of what policy is in place, should a violent event occur on the campus, all involved agencies, **and individuals**, will be sued. How should we set ourselves up to defend our actions: We set out a precise set of procedures for potential victims to follow (and it didn't work), or, We provided information a range of options that those in danger could follow based on their situation at any given moment during the event.

7. Isn't this what the police are for?

- Obviously the police cannot be at all places, all of the time. Hundreds of rounds can be expended in just mere minutes.

8. Should we be teaching aggression in schools?

- This training is teaching proactive, survival skills. Aggressiveness is a mindset that will assist a person in putting those skills to work.

9. Could we be training our future "enemy"?

- Yes, we could. But there could very well be a deterrent effect caused due to this training if the future attacker knows their goals of a body-count will be very limited at this institution.

10. Won't we lose control of the event if people make their own decision and do whatever they decide they need to do?

- Yes, there will be a time when centralized Command and Control will be lost. But in actuality, there is anyway. During the initial attack, the attacker is in control. Proactive action on behalf of the targets, will quickly remove his Command and Control. Also, Command and Control ability of the Administration and Police is secondary to the ability of those under attack to survive.

11. Isn't there a possibility of secondary attacks if people are trying to leave the area?

- There is always a possibility of a secondary attack, no matter what the event. But our fear of the unknown should not interfere with our manner of dealing with the known. Common sense says a shooter inside the building should dictate getting out, much more than the fear of perhaps another shooter outside should dictate staying inside with the known shooter. Any shooters outside will be contacted and neutralized by police much quicker than one inside the building.

12. Do we want the bad guy to know that we know where he is?

- What could we tell him that he doesn't already know?

13. Won't proactive actions agitate the gunman to commit violence?

- It is accepted that these people seek one thing – as big a body count as they can achieve in the time afforded to them. How can a determined killer be made more violent?

14. Who should make the decision as to what is the best option to take?

- Those under attack should make the decision that is best for them given the situation. It is unrealistic to think we can write a policy that ten years down the road will precisely fit the violent situation we are experiencing. Information and training is what will allow those under attack to make an informed decision to Fight, Flight, or Freeze, and that will lead to their survival.

Salem Public Schools

AIP Progress Report

100% of Grade K-5 students will make one or more year's worth of growth on the BAS, measured in October, February, and June.

- Students on grade level will make at least one year's worth of growth on BAS.
- Students below grade level will make more than one year's worth of growth on BAS.

By School	% of Students on Track to Make 1 or More Year's Growth
School A	76%
School B	42%
School C	83%
School D	67%
School E	40%
School F	63%

By Grade	% of Students on Track to Make 1 or More Year's Growth
Kindergarten	48%
Grade 1	65%
Grade 2	69%
Grade 3	58%
Grade 4	67%
Grade 5	70%

What is BAS?

The *Fountas & Pinnell Benchmark Assessment System* is a formative reading assessment comprised of 58 high-quality original titles divided evenly between fiction and nonfiction. The assessment, administered one-on-one, measures decoding, fluency, vocabulary, and comprehension skills. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

100% of Grade 6 – 8 students will make one or more year's worth of growth in i-Ready reading levels, measured in October, February, and June.

- Students on grade level will make at least one year's worth of growth on in iReady.
- Students below grade level will make more than one year's worth of growth in iReady.

By School	% of Students on Track to Make 1 or More Year's Growth
School A	43%
School B	35%
School C	46%

By Grade	% of Students on Track to Make 1 or More Year's Growth
Grade 6	37%
Grade 7	55%
Grade 8	42%

What is iReady?

i-Ready Diagnostic is a computer-adaptive assessment that adapts to each student, providing easier or harder questions depending on students' answers to previous questions. i-Ready pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Sub-skills measured include phonological awareness, phonics, vocabulary, comprehension of literature, and comprehension of informational text.

Salem High School interim assessment results, measured by Galileo

Assessment	% of Students Meeting the Galileo Growth Benchmark
ELA 9	30%
ELA 10	40%
Algebra I	81%
Geometry	52%
Biology	52%

What is Galileo?

Galileo is an assessment system that generates standards-aligned interim assessments that can be administered online or as paper and pencil tests. These exams are administered every 6-8 weeks. Once scanned into the Galileo data platform, teachers have access to student and class performance on each standard assessed so as to identify areas that need to be retaught either to the whole class or to individual students.

Students are assigned a Development Level (DL) score on each assessment based on their overall performance. Student growth is measured by the difference between the student's DL scores on the first and second assessments. Questions on the subsequent test are more complex than those on the initial test. As a result, Galileo determines a Research-based Growth Standard (a Growth Benchmark), which is an estimate of the typical growth rate displayed by Galileo clients. This allows the school to identify students who have and have not met the Growth Benchmark so as to provide additional academic support.



Journey to Excellence: Engaging Teacher Leaders

Presentation to the School Committee

March 21, 2016

Session Objectives

1. Share the district's vision for teacher leadership
2. Provide a lens into the work of instructional coaches and teacher leaders
3. Outline next steps



*We believe that having
strong leaders at all levels
is a requisite for success.*

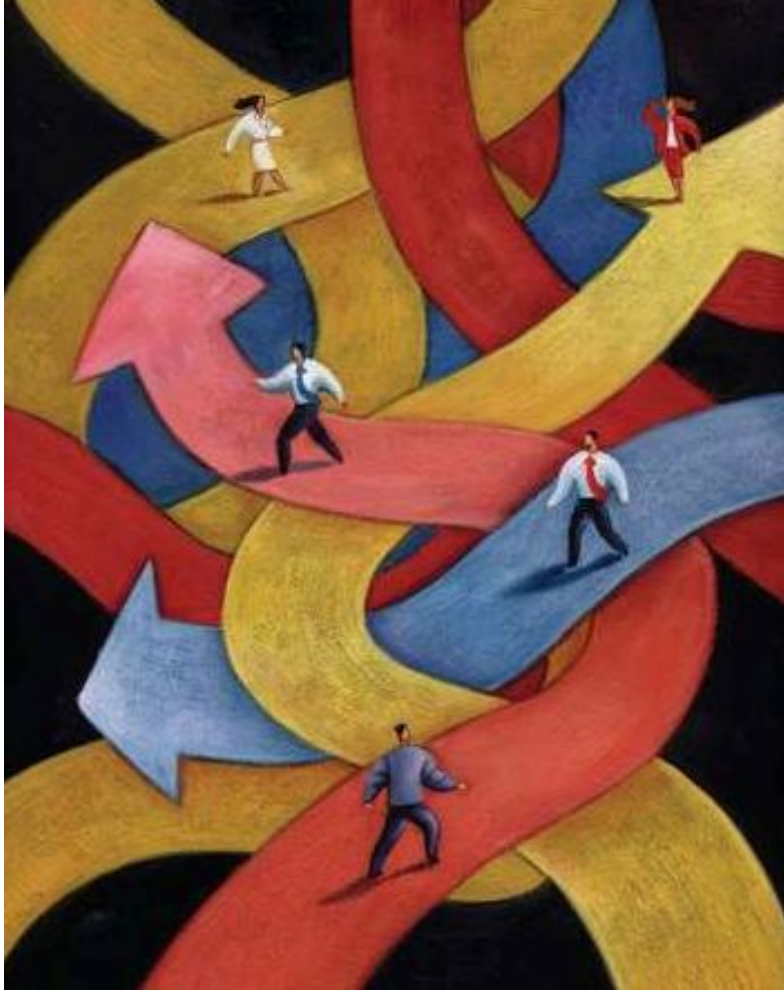
Organizational Shifts

- **Introduced the Instructional Coaching Model (2012-2013)**
 - One reading specialist per school shifted to a Literacy Coach position
- **Restructured the Office of Teaching & Learning (2013-2014)**
 - K-8 Math Director and K-8 Literacy Director positions eliminated
 - Built a structure to support teacher leadership and development
 - Director of Teacher & Leader Development
 - Director of Curriculum, Instruction, & Assessment

Organizational Shifts

- **Enhanced Coaching Model**
 - Shifted Science Integration Specialists to Science Coaches
 - Shifted Collins Middle School curriculum coordinators to math coaches serving whole district
- **Launched Teacher Leader Cadre**
 - Developed vision for role
 - Repurposed existing stipends to support

Teacher Leader Pathways



Mentors

Teacher Leaders

Instructional Coaches

Vanguard Group

Thoughtfully Developing Teacher Leaders



Support Structures

Coach meetings by content

- Monthly Science Coach, Literacy Coach, Math Coach meetings

All-coach meetings

- Regular meetings with all coaches together

Support Structures

Specialized training

- Eureka middle school math training
- Writing Institute (Teaching & Learning Alliance)
- Science Leadership Development Program (Museum of Science)

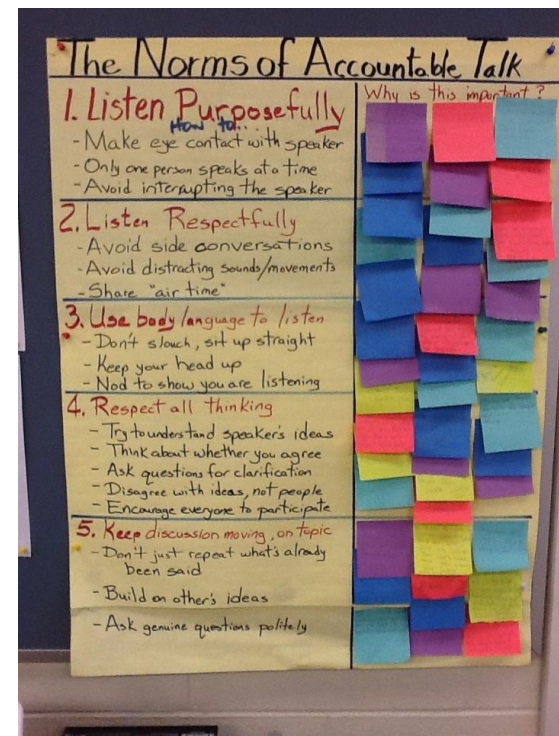
Teacher Leader network meetings

- Regular meetings of teacher leaders to support their growth, development, and work



Plan and deliver professional development that models effective standards-based classroom instruction.

Instructional Leadership



Instructional Leadership

Provide teachers with planning structures that result in high quality instruction.

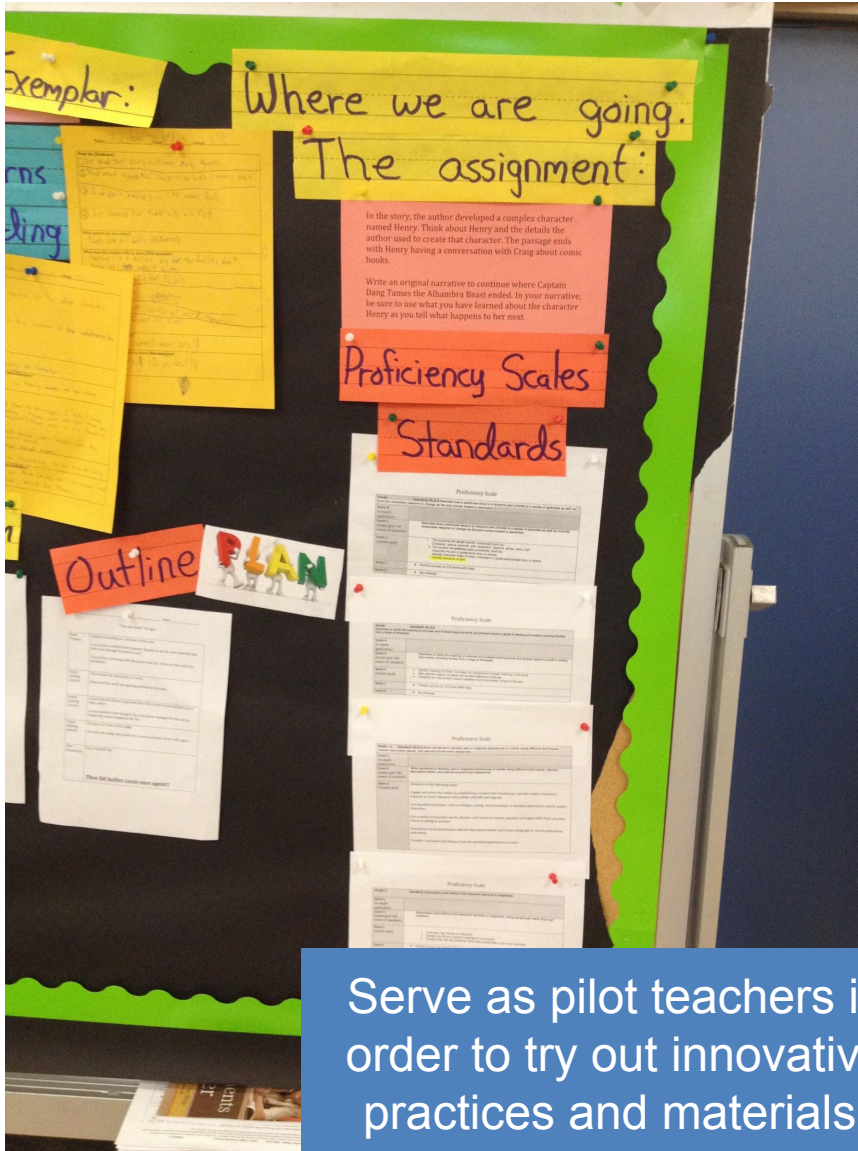
Instructional Details	
Element Assigned Guided Reading <ul style="list-style-type: none"> Instructional level text Interactive Read Aloud Focus on student discourse about text (60 min)	
Standards-Based Instruction (60 min) <ul style="list-style-type: none"> Instruction in identified priority standard-students grouped by needs Grade level text 	
Whole Class Instruction (15 min) <ul style="list-style-type: none"> Mini-lesson on good reading behaviors through lens of genre for the week 	
Independent Reading/Writing about Reading (30 min)	



- Outcomes:** Teachers will be able to:
- Identify students with similar needs.
 - Plan small group instruction.

Materials Needed: Data in the form of assessment results (including formal and informal assessments), student work products and performance, and anecdotal observations and notes.

- Steps:**
- I. **Identify overarching concerns, questions, and observations.**
 - ✓ What have teachers noticed about how students are responding to recent Tier I instruction?
 - ✓ What is concerning? What is reassuring?
 - II. **Look at student data to identify trends, gaps, and strengths.**
 - III. **For performance that is below expectations, identify root**



Serve as pilot teachers in order to try out innovative practices and materials.

Instructional Leadership



Learn and plan together.

Facilitating
Collaboration

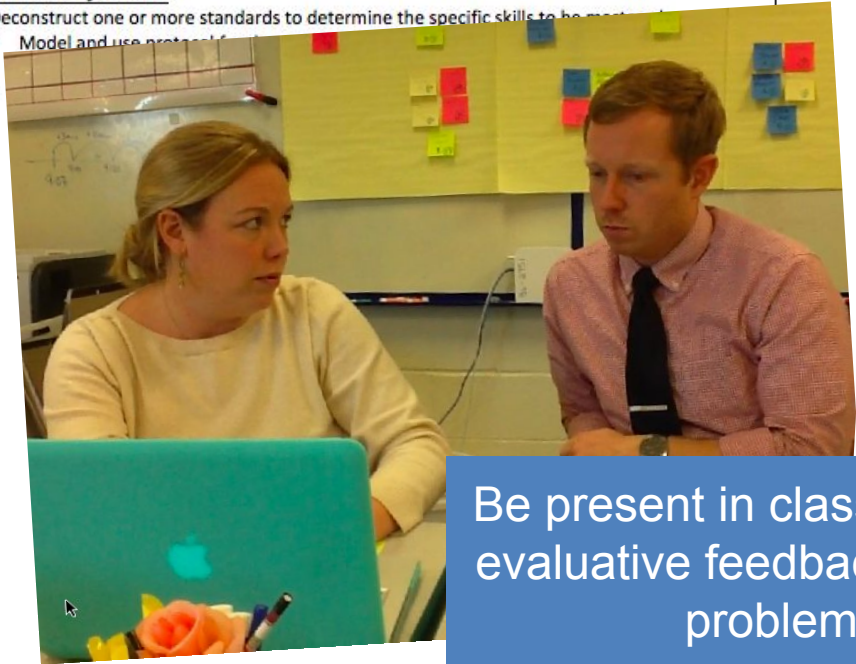
Analyze and reflect together.



Observation & Feedback

Coaching Cycle Planner			
Target/Focus Area: Alignment of standard to task			
Recent classroom visits uncovered a trend that some educators post learning targets that are either irrelevant to the task, unrelated to the standard, or do not get to the depth and intent of the standard.			
Expected Impact/Changes to Practice:			
When planning for instruction, there will be a clear alignment of identified tasks to standards being taught. To reach this outcome, teachers need to be deconstructing standards and identifying tasks that meet the criteria for success.			
Implementation evidence:			
<ul style="list-style-type: none"> • Clear, standards-based "I can" learning targets posted in classrooms. • Alignment of learning target with instruction and student tasks. • Student work samples that provide teachers with evidence of student progress toward standards. 			
Team: Grade 5	Cycle Length: 4 weeks	Cycle Activities:	<input type="checkbox"/> Demo lessons/co-teaching <input checked="" type="checkbox"/> Observation & feedback <input type="checkbox"/> Research/Shared reading
Activity Description		Date	

Activity Description	Date
CPT #1 Objectives: Deconstruct one or more standards to determine the specific skills to be...	11/

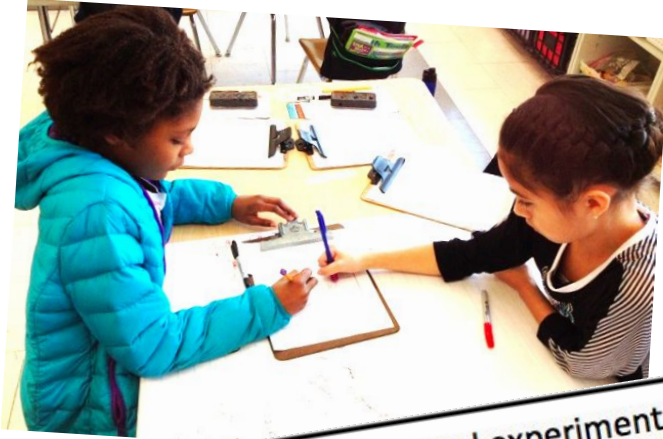


Be present in classrooms, providing non-evaluative feedback and helping to solve problems of practice.



Salem Public Schools STE Look-Fors (Working Draft)

Indicators:	Implemented	Partially Implemented	Not observed (Missed Opportunity)	Not Applicable
Use the indicators (Science & Engineering Practices 1 - 8) below to collect evidence during Instructional Rounds. All science classes should include at least one of these indicators.				
INVESTIGATIVE PRACTICES				
Practice 1 - Asking Questions (Science) / Defining Problems (Engineering)				
Students: <ul style="list-style-type: none"> • Ask scientific questions (i.e. questions that are answerable by gathering evidence about the natural world) (science). • Define a design problem that can be solved by developing or improving an object or tool (engineering). 				



Inspiring Others




- Investigate and experiment like a real **scientist** to answer important questions!
 - Design and build to solve problems like an **engineer**!
 - Find out about the rewards of a career in **STEM**!
- Funded by the Norman Read Charitable Trust

“I liked spending time with other teachers in the district and comparing some of our methods. It is always great to compare how we are approaching the same lessons and to get fresh ideas.”

Literacy Festival Reminder

Monday, March 2nd
6:00-7:30 pm
Literacy Night @ Bates
Storytelling, Make-n-Take Activities



Also, on Monday March 2nd
School-wide-Assembly @ 10:00 am
Announcements of 1,000 Minute Reading Challenge Winners

Next Steps

- 1. Re-envisioning mentoring model and role**
- 2. Diversify teacher leader role to include specialists (e.g. art, music, PE)**
- 3. Partner with principals to fully leverage teacher leaders and expand their role**
- 4. Consider how the K-8 model fits in with the high school model**

Teacher leaders are a catalyst for school change and a brighter future for the Salem Public Schools.



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Memo

To: Salem School Committee
From: Philip A. Littlehale
Date: March 14, 2016
Re: FY16 Budget Transfer Request (14) – Special Education

Assistant Superintendent Pupil Personnel Services is requesting a transfer of \$16,000 from Education Evaluation to Educational Training and Instructional Supplies. The transfer is requested to move funds to the appropriate line for the needed expenses.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt	Reason
12/16/2015	From	13640161	5313	Education Evaluation	(16,000)	Available Funds
12/16/2015	To	13640161	5317	Educational Training	6,000	Spring Professional Development
12/16/2015	To	13640161	5514	Instructional Supplies	10,000	Testing Supplies & IEP Expenses

I recommend approval of the transfer.

Thank You.