



School Committee Meeting Materials

Regular School Committee Meeting

June 6, 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."

June 2, 2016

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting Monday, June 6, 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.**

**AGENDA
Monday, June 6, 2016**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Recognition of Employees Retiring from the Salem Public Schools**
- III. Approval of Minutes**
 - a. Deliberation and Vote on the Minutes of the School Committee Meeting of the Whole held on May 16, 2016**
 - b. Deliberation and Vote on the minutes of the Regular School Committee Meeting held on May 16, 2016**
- IV. Questions and Comments from the Audience**
- VI. Action Items**
 - a. Deliberation and Vote of the approval of the JROTC Trip to Camp Edwards in Bourne, Ma., June 27-July 1, 2016**
 - b. Deliberation and Vote to approve the Memorandum of Understanding with Salem State University regarding the Principal position at the Horace Mann Lab School**
 - c. Deliberation and Vote on the Superintendent's request for \$40,000 from the Dominion Fund to cover additional costs for the build out of the space at the New Liberty Innovation School to be occupied by the Salem Prep School at the Museum Place Mall**

VII. Superintendent Report – Margarita Ruiz

VIII. Presentations and Reports

- a. Partners in Action – Making the Most of Expanded Learning

IX. Finance Report

a. Approval of Warrants

May 12, 2016 in the amount of \$554,802.05

May 19, 2016 in the amount of \$319,611.35

May 26, 2016 in the amount of \$452,345.99

June 2, 2016 in the amount of \$504,235.61

b. Budget Transfer Requests – End of Year Transfers

X. Subcommittee Reports

XI. School Committee Concerns and Resolutions

XII. School Committee Meetings

Thursday, June 9, 2016 – 1:00 p.m. - Curriculum Subcommittee Meeting

Tuesday, June 14, 2016 – 6:00 p.m.- Special Meeting - Interviews of Business Manager Finalists

Monday, June 20, 2016 - 6:00 p.m. - DPAC Meeting –

Monday, June 20, 2016 – 7:30 p.m. - Regular School Committee Meeting

Monday, June 28, 2016 - 6:00 p.m. - Committee of the Whole Meeting

Monday, June 28, 2016 – 7:00 p.m. - Special School Committee Meeting

XIII. Questions and Comments from the Audience

- XIV. 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 if needed

Respectfully submitted by:

Eileen M. Sacco, Secretary to the
Salem School Committee

Salem School Committee of the Whole
Meeting Minutes
Monday, May 16, 2016

A meeting of the Salem School Committee of the Whole was held on Monday, May 16, 2016 at 6:00 p.m. The meeting was held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

Members Present: Mayor Kim Driscoll, Ms. Rachel Hunt, Ms. Rachel Hunt, Ms. Kris Wilson and Dr. Brendan Walsh.

Members Absent: Mr. James Fleming, Mr. Patrick Schultz, Ms. Mary Manning

Others Present: Superintendent Margarita Ruiz, Ms. Kate Carbone, Assistant Superintendent, Ms. Margaret Marotta, Assistant Superintendent, Eileen Sacco, Secretary, Director of ELL Rebecca Westlake

Call to Order

Mayor Driscoll called the Meeting of the Committee of the Whole to order at 6:00 p.m.

Presentation on Revamping Instruction for ELL's in the Salem Public Schools

Ms. Westlake addressed the School Committee and reviewed an overview of her presentation as follows:

- Who are our ELL's and how are they performing?
- SEI vs. ESL
- Entry Findings
- Instructional Framework for Schools that serve ELLs
- Misconceptions
- Vision Moving Forward

Ms. Westlake reviewed the ELL data for the district and noted that we have 580 ELL students which represents 13% of our student population. She also notes that we have 120 FLEPs and over the past 10 years, the percentage of ELLs has risen from 8% to 13%. She also reported that we have students who speak over 30 languages, noting Portuguese, Arabic, Vietnamese, and Albanian. She also reported that 80% of Spanish speakers are from the Dominican Republic.

Ms. Westlake reviewed enrollment of ELLs at the various schools in Salem. She noted that the majority of students are at the Nathaniel Bowditch. She also reviewed AMAOs – Annual Measurable Achievement Outcomes from 2012- 2015.

Ms. Westlake reviewed the academic requirements for instruction in ELLS, noting that the district must provide both Sheltered English Instruction and ESL Instruction. She explained that SEI is differentiated instruction that includes approaches, strategies, and methodology that make

the content comprehensible and promotes English language development and is taught by a content licensed teacher with SEI endorsement. She also explained that ESL Instruction is explicit, direct instruction in English to promote English language development and is taught by an ESL licensed teacher.

Ms. Westlake further explained that ESL is based on the ESL curriculum and it integrate language domains: listening, speaking and reading and writing and is for ELL students only. She also explains that ESL is not an academic support class, special education, and intervention, extra help, homework help, tutorial or taking the standard curriculum lesson and helping ELLs through it. She notes that some of these may be helpful but they are not the purpose of ESL.

Ms. Westlake reviewed the Principles of Schools that Serve ELLs Well noting the following:

Instruction

- ESLL
- Content

Structure of Program

- Placement, fluidity, increased exposure

Equity of Space, Resources, Services

- Instructional spaces, specialists, intervention

Student and Family Culture

- Translations and Cultural Competency

Teacher Support and Development

- Meaningful, ongoing PD and coaching on ELL and SEI

Ms. Westlake reviewed her Entry Findings and recurring misconceptions regarding ESL as follows:

Role of the Teacher

- ESL Teacher as Human Scaffold for Content

Master Schedule and ESL Minutes (future DTL)

- ESL during intervention or enrichment time
- ESL teachers can just make their own schedule

ESL is a Fixed State

- All Sheltered or All included

Rigor

- Language Level = Critical Thinking Level
- Watered Down Content

“Special” Schools for ELLs

- Our schools doesn't /don't serve beginners.

Ms. Westlake explained the vision for ELLs and noted that all Salem Public Schools will serve any and all ELLs in instructionally sound and culturally responsive ways. She explained that the theory of action of robust ELL district programming and noted:

- Fairly even distribution of ELLs across the district K-8
- Onboarding and welcoming procedures for new students throughout the year
- Strong, rigorous ESL instruction in addition to rigorous content instruction
- Data inquiry cycles with a focus on ELLs and SWDs
- Well defined processes for increased mainstreaming and tracking ELL students achievement data.

Ms. Westlake reported that when we have this in place we will truly provide excellence for all students. She reviewed the steps that they are taking toward this vision and noted:

- Kindergarten ELLS will have true choice
- Newcomers now served at Horace Mann Lab school and Collins Middle School
- High School ELL Redesign
- Program Reviews and Deep Dive into Placement Policy

Mayor Driscoll requested a further breakout of the levels that students are at when they come to us and at what grade level they are at.

Mayor Driscoll asked for clarification on the FLEP program and ELL. Ms. Westlake reported that ELLs are English Language Learners and LEP is Limited English Proficient, FLEP is formerly limited English proficient. She also explained that SLIFE is Significant or Limited or interrupted formal education.

Ms. Hunt asked what percentage of our teachers are SEI endorsed. Ms. Westlake explains we have 40 teachers who are professional staff without the endorsement and probably 70 teachers that do not have professional status without the endorsement.

Ms. Wilson stated that it will be great to see this program in place.

Ms. Hunt stated that this is a very well thought out program.

Ms. Ruiz stated that they will also be looking at the enrollment policy with regards to ELL placements as well noting that there will be an effect on that. She also stated that they will be looking at family engagement in the process noting that we want our families to be comfortable and they will be implementing a family engagement piece of this next year.

Ana Nuncio addressed the School Committee and asked if they would be doing any improvements to the dual language program. Ms. Westlake reported that Salem had a successful dual language program in the past and doing that again is further down the road noting that we have a lot of work to do with the ELL program first. Ms. Ruiz agreed noting that she feels strongly that this foundation work needs to be solidly underway in the district before we can implement another dual language program.

Ms. Nuncio asked if it is hard to find teachers who can teach Spanish or hard to find teachers to embrace the program.

Jill Conrad explained that all postings for positions in the Salem Public Schools requires that teachers have the SEI endorsement.

Adjournment

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

The meeting was adjourned at 7:15 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Salem School Committee
Meeting Minutes
Monday, May 16, 2016

A regular meeting of the Salem School Committee was held on Monday, May 16, 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, Ms. Rachel Hunt, and Kristine Wilson

Members Absent: Mr. James Fleming, Mary Manning, Patrick Schultz

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, Chief of Communications Kelley Rice 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.

Approval of the Agenda

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

Approval of Minutes

The minutes of the Regular School Committee Meeting held on May 2, 2016 were presented for approval.

Dr. Walsh moved to approve the minutes of the May 2, 2016 Regular School Committee meeting. Ms. Wilson seconds the motion. The motion carried.

Questions and Comments from the Audience

City Councillor Tom Furey addressed the School Committee and encouraged the School Committee to consider implementing School Choice in the Salem Public Schools. He stated that he feels that the Salem Public Schools has a lot to offer and could benefit from allowing students from other districts to attend the Salem Public Schools.

Superintendent Report – Margarita Ruiz

New Leaders Appointed in Salem Public Schools

Ms. Ruiz stated that as Superintendent, she is pleased with the high caliber of the individuals who are eager to be part of our leadership team. She explains that she has made the following Principal appointments for the 2016 - 2017 school year as follows:

Bethann Jellison will serve as the new principal at the Carlton Innovation School. Bethann has taken on increasing leadership at the Salem Public Schools since joining us in 2002. Ms. Jellison took on the role of teacher leader in math for grades 3-5 at Carlton and, last year, she secured her principal licensure.

Nick Gesualdi will be the Principal at Saltonstall School after serving as interim this school year. During the last year at Saltonstall, Nick has demonstrated the drive, determination and passion to propel student achievement and provide support and guidance to the teaching community.

Dr. Chad Leith has committed to continuing as Principal at the Horace Mann. The Salem Public Schools and Salem State University are entering into an exciting time in our partnership. Dr. Leith's continued leadership will help support and strengthen this partnership.

Salem High School Class of 2016 Valedictorian

Ms. Ruiz stated that she is pleased to report that William Phu is the Valedictorian of the Salem High School Class of 2016. She reported that William will be attending MIT in September and will be studying computer science. Ms. Ruiz noted that William was a participant in the Salem Public Schools Parent Child Home Program offered her congratulations and that of the Salem Public Schools and wished him well in the future.

Bus Accident

Ms. Ruiz reported that there was a bus accident last week involving students from the Nathaniel Bowditch School. She reported that there were no serious injuries from the accident and noted that NBS Principal Johanna Evan went to the accident scene to assist students. She commended the transportation staff on their handling of the situation noting that Eric Ferman, Gary Meyer, and Kenny Dehalla assisted police in getting the children to parent who arrived on the scene to pick their students up as well as assisting students to another bus that was provided to continue taking the students home.

By All Means Initiative

Ms. Ruiz reported that she and Mayor Driscoll and members of the Salem Children's Cabinet will be attending a two day workshop at Harvard University on the By All Means Initiative. She thanked Mayor Driscoll and Ms. Kris Wilson for their participation in the Children's Cabinet and states that she looks forward to the collaboration that this effort will provide for the Salem Public Schools. She also noted that the Strategic Planning Process will blend well with these initiatives and she looks forward to this collaborative process. She notes that there will be a presentation this evening from New Profit which is providing pro bono assistance to the Salem Public Schools on the Strategic Planning Process.

Ms. Ruiz reported that she and Salem High School Principal David Angeramo were invited to an event at Salem High School last week for what they thought was a Teacher Appreciation event. She reported that some staff members used the event as an opportunity to promote personal agendas and stressed that she and Mr. Angeramo were not willing participants in that event. She noted that she does not condone that kind of activity at during school hours. She further noted that she has talked with Salem Teachers Union President Beth Kontos about this as well and informed her of her feelings regarding this matter.

Arts In the Evening

Ms. Ruiz reported that Salem High School will be hosting Arts In The Evening on May 25, 2016 from 6:00 p.m. to 8:00 p.m. She stated that students will be exhibiting their work and other activities are planned. She noted that she is looking forward to this event for students to showcase their work.

Presentations and Reports

Jane Feinberg and Superintendent Ruiz made a presentation on the strategic planning process that is underway in the Salem Public Schools. She and Superintendent Ruiz reviewed the following information in their presentation:

Introduction

The following is an executive summary of a scope of work to facilitate, in partnership with the Salem Public Schools (SPS), a Strategic Planning Process that is developed and owned by SPS, and in which the entire Salem community is deeply and fully engaged. During the next 10-12 months, we look forward to helping the Salem Public Schools lead a series of important conversations with school and community stakeholders that will inform and help shape the future direction of SPS—which, of course, is tied directly to the future success of Salem itself. These conversations, and the important data that emerge from them, will result in a Strategic Plan for SPS—a roadmap for the district and each of its schools in the years ahead.

Now, as perhaps never before, the fates of our cities depend largely on how well we educate our children. The world is rapidly changing and our young people will need to acquire knowledge, skills, and dispositions that have not been demanded of previous generations. The Strategic Planning Process can help SPS and its many stakeholders create a compelling vision to enable its young people to meet their futures—and Salem’s collective future—fully prepared to lead and contribute as productive workers, committed family members, and engaged citizens.

Salem joins many districts in Massachusetts and around the country in “remodeling” its schools for modern life. Like a beautiful historic home, SPS has “good bones”—excellent facilities, many talented leaders and teachers, and numerous innovative programs. But as is the case with any historic home, many aspects of public schooling need to be brought “up to code.” Fortunately, there are models both within and beyond Salem that can guide SPS in its modernization efforts.

As a non-profit venture philanthropy firm that aims to improve the quality of life in America’s cities and towns, New Profit feels privileged to take this journey with the Superintendent, the Senior Leadership Team, the School Committee, and the many other stakeholders who want the best for Salem’s children and the professionals who work with them. Given what we have seen

and heard to date, we believe that SPS is uniquely poised to become “THE district of choice on the North Shore”—one of the most desirable places for young people to learn, grow, and thrive.

Project Overview & Philosophy

As you know, upon assuming her new role, Superintendent Margarita Ruiz embarked on a ‘listening and learning tour’ to inform her Entry Report to the Salem School Committee. This tour yielded several clear areas of focus for the district; one of those was developing a powerful Vision and Strategic Plan for the future.

New Profit heard about Salem’s aspirations and made an initial outreach to Mayor Kim Driscoll and Superintendent Ruiz to explore how we might make a contribution to the district’s efforts. Our rationale for doing so was straightforward. The Reimagine Learning Fund at New Profit focuses on ensuring that all young people have access to the supports and opportunities they need—within and beyond the school day—to achieve academic and life success. In order to make a sustainable impact, we wanted to be as close to the ground as possible to learn what it really takes to turn around a district, in exchange for our organization’s resources and expertise in the areas of strategic planning, project management, data collection and analysis, communications, and facilitation. In addition, the lead funder of Reimagine Learning, the Peter and Elizabeth C. Tower Foundation, has deep roots in Essex County and was especially committed to improving education in this geographic area.

After a series of exploratory conversations, Superintendent Ruiz invited New Profit to help facilitate the district’s Strategic Planning Process.

New Profit is deeply committed to behind the scenes leadership. We provide ongoing thought partnership and essential leverage to those we work with in a way that makes it possible for them to do more, faster than they would be able to do without us, but also ensure that we are always in service of the objectives and approach that most strongly resonate with our partners. Put differently, we look for projects where we have shared aspirations and values, but do not enter a situation with a pre-set agenda or set of outcomes that we are trying to bring to life. We are deeply committed to co-creation.

For the Salem Public Schools, this means that we see ourselves as SPS’s strategic thought partner and essential leverage for planning, but that the ultimate decisions to be made – e.g., choice of approach, model, timing, etc. – are yours. We will provide our best advice and guidance and then work to bring to life the vision that feels most right and relevant to the district and the community.

With that in mind, we would like to share a few specifics with you about our approach:

1. **Acting as Facilitators:** We are, first and foremost, facilitators. We believe strongly that the school district and the community as a whole are the creators and owners of the Strategic Plan. While we bring valuable strategies tools, resources, and perspectives, our role is to enable district leadership and other stakeholders to develop a robust and effective Strategic Plan, one that is both ambitious and doable. Toward this end, we will share our toolbox, gather data, ask guiding questions, and help facilitate the important conversations that will animate the Strategic Planning process and help prepare the district for implementation.
2. **Community-Engaged Planning:** Historically, Strategic Planning has been the province of top- level leadership, who then “roll out” a plan to stakeholders, with an

expectation of immediate buy-in and implementation. Research has shown that such an approach can backfire, and that a preferable approach is to engage all stakeholders in creating a vision and giving life to it. In other words, people have a stake in what they've helped to create. We look forward to helping SPS create a community-engaged Strategic Planning Process, one that invites all sectors of the community to be at the table.

3. **Building on Assets:** Oftentimes, in trying to improve an organization, it is natural to focus on what is not working. While every school district in the country, including SPS, wrestles with challenges, we believe there is much to be gained by assuming a stance of “appreciative inquiry,” that is, by recognizing the existing “bright spots”—those aspects of the organization that are valued by internal stakeholders and produce value for the external stakeholders. We believe that this stance is especially important in Salem because there is much to be hopeful about: there are many examples of excellence in SPS that can be appreciated and possibly adopted elsewhere in the district.
4. **A Whole Child, Student-Centered Focus:** Perhaps most salient to us from our initial conversations in Salem thus far is that the city is devoted to its children, and that it regards all domains of development—cognitive, social, emotional, and physical—as intertwined and important to success in school and in life. Emerging science tells us understanding the whole child and adopting a “student-centered” approach enables more brightly and creates the opportunity for students who struggle to benefit from a variety of innovative practices that are showing promise around the country. A perspective that puts students at the center also helps us gain much better clarity about what the adults who serve children need to succeed.
5. **Connection to the New Profit Network:** Though we are charged with helping to facilitate the Strategic Planning Process, we also have in mind the longer term needs of the district. The New Profit network consists of many thought leaders and practitioners. We would be happy to make whatever connections the district would deem appropriate to inform the Strategic Planning Process more deeply and, over time, to support implementation of the Strategic Plan.
6. **Adaptable Planning:** The focus of a Strategic Plan is on the future. An effective Strategic Plan is regularly used and frequently revised to reflect new trends or developments. It helps focus on the distinctive capabilities of the organization in its specific context, sets a formal direction for the organization with a pro-active orientation, creates an environment of teamwork, where all participants can make more effective decisions and utilize their skills more fully; and provides external audiences with a concise basis for analysis, evaluation, and input. Our hope is to help SPS create a Strategic Plan that provides direction now – outlining priorities and a pathway to achieving them in the near term – but also serves as both an analytical tool and a working document that will guide the district’s action over time.

A Multi-Stage Process for Developing and Implementing a Strategic Plan

Having had the opportunity to meet with and interview key members of the Senior Leadership Team, we have gained a preliminary understanding of the current strengths and challenges in Salem. This was very helpful in developing a scope of work for the Strategic Planning Process.

We envision the following three-stage process for the planning and implementation of SPS's Strategic Plan.

- 1) **From Vision to Plan:** Translate the high-level vision, mission and areas of focus that emerged from the Superintendent's Listening Tour into detailed plans of action to bring these changes to life.
- 2) **From Plan to Pilot:** Identify early wins and execute against these, and secure necessary resources for longer-term change priorities including financial support, partners and internal capacity.
- 3) **From Pilot to Full Implementation:** Fully executed change management process that ensures all of the identified priorities and change levers are translated into district operations in a manner that will support positive impact on learners in the district. New Profit's support focuses solely on the first stage, from Vision to Plan, with the intent of enabling Salem to think through the more detailed design considerations that will need to be addressed in order to bring the vision of the future of the Salem Public Schools to life in schools and classrooms across the district.

Governance and the Structure of the Strategic Planning Process

In order to ensure the fidelity of the process, we have partnered with the Senior Leadership Team to design a governance structure that fosters participation and accountability across a wide swath of stakeholder groups. The governance structure is described in the schematic below, followed by a narrative about the role of each group.

The Role of the Salem School Committee and the Superintendent of Schools

The School Committee and the Superintendent will ratify the final Strategic Plan. Two members of the School Committee will sit on the Steering Committee and other School Committee members will have the opportunity to join Work Teams.

The Role of the Superintendent and the School Leadership Team

- Co-create the plan for the Strategic Planning Process with New Profit
- Staff the Steering Committee
- Staff the Work Teams
- Participate in Community Conversations
- Report on progress to the School Committee
- Attend meetings with New Profit at key mileposts

The Role of the Steering Committee

Who:

- A representative body of approximately 13 people, consisting primarily of the Leads of the Work Teams
- Includes two (2) School Committee Members
- Includes parent, student and teacher representatives
- Superintendent & Senior Leadership Team serve as staff
- Steering Committee meets approximately four (4) times over the life of the Strategic Planning Process

What:

- Establish a charter for itself and select members of the Lever for Change Work Teams
- Serve as a multi-stakeholder body that keeps an eye across all of the Levers for Change and the connections among them
- Share and communicate discoveries through communications channels
- First reviewer of drafts leading up to the final Strategic Plan

Vision & Entry Plan Priorities

Building on hundreds of conversation with stakeholders that have taken place since Superintendent Ruiz began her tenure, the Superintendent and Senior Leadership Team recently came together for a full-day retreat to discuss and vet the Mission, Vision and Core Values that were drafted by the Superintendent and the School Committee. The Strategic Planning Process will build on the existing draft vision for the district:

“All students prepared to achieve, inspired to learn”

Identifying Priorities

Superintendent Ruiz also identified a number of priorities in her Entry Plan that articulated the core capabilities required to allow the Salem Public Schools to deliver high quality education to all students. These priorities are as follows:

- Ensure Learning & Growth for Every Student, Every Day
- Strengthen Infrastructure to Support Our Schools
- Inform and Engage Our Parents and Community at Every Level
- Develop a Powerful Vision of the Future of SPS

Building on the Vision for the district and the core operational capabilities identified in the Entry Plan Findings, the Senior Leadership Team engaged in a deep discussion of what it considered the Key Change Levers for district transformation. Six Change Levers were identified, with a Work Team dedicated to each Lever. The Work Teams will develop strategies for each Lever, keeping in mind the core capabilities required to drive change in service of SPS’ vision.

Vision for Portfolio Schools in Salem

Is SPS a school system or system of schools? This important question speaks to many critical decisions— from budgeting to organizing professional development to hiring and retaining staff and determining the models of educational design that are most suited to the needs of Salem’s school-age population. What values, principles and practices will enable SPS to make an informed decision about the architecture of the educational delivery system?

Teacher Leadership and Empowerment

To be effective in today's 21st century world, teachers—like students--must master a much broader set of skills and strategies than was ever expected of their counterparts in previous generations. How do we recruit and retain the best talent and ensure that SPS teachers have best-in-class opportunities to advance their learning, exercise their leadership in meaningful ways, and feel empowered to design experiences that fully engage children's heads, hearts, and hands?

Family and Community Engagement

In earlier times, the school and the community were viewed as separate spheres, often competing for resources. Today, we recognize that: 1) children succeed when their families are engaged in their learning 2) families become engaged when they feel competent, respected, and welcome in the schools and 3) community partners are truly aligned with the needs of the students. How will SPS ensure that family and community are part of the very fabric of the educational experience?

Vision for Early Childhood in Salem

Recent developments in neuroscience make clear that the first months and years of life are a critical period for development, and that quality early learning experiences make a significant difference in children's later learning outcomes. Today, there are not enough affordable and high-quality Pre-K options to meet demand. How might Salem design a Pre-K strategy that will enable children to succeed as part of a robust Pre-K-12 system?

Ms. Ruiz stated that the vision for early childhood education in Salem is a high point and will connect well with the "By All Means Initiative" and the work being done with them will be helpful in the strategic planning process.

The Future of High School in Salem

It is widely recognized that the American High School was built for an industrial economy in which only a small percentage of students were expected to go onto post-secondary schooling. Today, the realities of 21st century life require that all young people have the knowledge, skills, and dispositions to thrive in complex environments. In addition to helping students master the basics, how will SPS ensure that they also know how to solve problems, analyze data, communicate clearly, and work well with diverse groups of people?

Meeting the Needs of Diverse Learners

Despite the fact that the U.S. educational system has been designed in large measure for "the average learner," we now know that such a design excludes the vast majority of our young people. Experts recommend instead that we "design to the edges," i.e., customize the educational experience in a way that enables each student to experience growth and meet or exceed standards. How will Salem customize learning for all students, from those who are academically excelling to those whose first language is not English, who have learning disabilities, learning and attention issues, or have been exposed to trauma and the effects of chronic poverty?

Role of the Work Teams & the New Profit Team

THE ROLE OF THE WORK TEAMS

Each Change Lever of the Strategic Plan will have a Work Team consisting of 6-10 people who will:

- Develop strategy for the particular Lever
- Define the landscape for the content area
- Develop a learning agenda for determining best practices
- Determine goals, strategies, objectives and tactics for the Lever

Work Teams will meet 5 – 6 times throughout the Strategic Planning Process. A team member from New Profit will staff each Work Team, in order to support project management.

The Role of the New Profit Team

- Co-create the plan for the Strategic Planning Process with the Superintendent & Leadership Team
- Facilitate key conversations
- Develop strategies for communications, outreach, and building buy-in
- Help establish Work Team culture and norms
- Gather and analyze relevant data to inform the plan
- Conduct interviews and focus groups with key stakeholders
- Facilitate Community Conversations
- Draft early versions of the Strategic Plan for vetting by stakeholders

Timeline of Activities

The Strategic Planning Process will yield a five-year plan that outlines a vision for what we want to accomplish as a district. To fully develop and implement this plan, we see a three-phased process. New Profit will support SPS through the ‘From Vision to Plan’ phase of the process.

April – May 2016	Planning to Plan
June – December 2016	Work Teams Launch: Data Gathering and Action Plan Creation Develop Integrated Strategic Plan
January – March 2017	Socialize and Refine Plan

- The planning process will encompass six discrete work teams that address key Levers for Change identified by the School Committee and Salem Public Schools Leadership Team
- The Work Teams will meet separately and then bring their work together into an integrated plan that addresses the interconnected aspects of the districts operating plan

The “From Vision to Plan” phase of the plan encompasses four tasks and will result in a full strategic plan that has been vetted with community members. Below is a detail of each of these elements.

Completed:

March, 2016 - Proposed scope of work submitted
April, 2016 – Scope of work revised and accepted by Superintendent and Senior Leadership Team
May, 2016 – Senior Leadership Team Retreat
May, 2016 – Salem School Committee Presentation

Remaining:

May, 2016 -	Select Steering Committee Members
May, 2016 –	Staff Work Teams
May, 2016 –	Finalize meeting schedule for all groups.
June – October, 2016 –	Work Teams Launch; learning and data gathering
October- December, 2016 –	Work Team Goals and Action Plan Creation; Steering Committee meets twice; Work teams meet every two weeks
November, 2016 –	Steering Committee debriefs Community Conversation #1
December, 2015 –	Work Teams finalize plans and deliver to Steering Committee
January – February 2017 –	Steering Committee and Staff integrate Work Team Plans into coherent first draft
February, 2017 –	Community Conversations #2 to vet the draft plan; Steering Committee meets to debrief
March, 2017 –	Senior Leadership Team and New Profit team finalize draft and submit to School Committee
April, 2017 –	Strategic Plan submitted to School Committee; Community Celebration of Strategic Plan

Conclusion:

In May 2015, Mayor Kim Driscoll gave a presentation at the annual conference of the Massachusetts Association of Planning Directors. The title of the presentation was “Planning and Implementing the Salem of Tomorrow.” On Salem’s 400th birthday, she said: “...The city has the potential to be a community that is leading the way with innovations and entrepreneurs that are the envy of the nation.”

New Profit believes that the Salem Public Schools are a key driver and incubator of this vision, and that a remodeled education system will deliver on the promise of ensuring that the diverse talents and strengths of Salem’s young people are maximized for the common good. It is our hope that, by facilitating the Strategic Planning Process in partnership with the district and the larger community, we can help you realize the vision of a 21st century education system that is second to none.

Mayor Driscoll stated that we need to keep in mind the goals and objectives of the AIP in the Strategic Planning process. Ms. Ruiz notes that the AIP is more a series of objectives with actions steps and metrics to move us forward, but agrees that it needs to be a consideration in the strategic plan.

There being no further questions or comments regarding this presentation, Mayor Driscoll thanked Ms. Ruiz and Ms. Feinberg for their presentation.

Action Items

- a. Deliberation and Vote on the Superintendent's Recommendation that Salem NOT be a School Choice Community for the 2016-17 School Year.

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

Discussion:

Ms. Ruiz addressed the School Committee and made the following remarks regarding her recommendation on School Choice:

The vote to become a Choice District was tabled during the School Committee, which was held on May 2nd. Before I state my recommendation, I would like to add a series of important facts that will be important for us to consider in the decision to become a Choice District.

- School Committee can determine choice for any grade level, school, cap on enrollment, etc. based on the district's capacity or interests. Becoming a Choice District could pose a very interesting option for increasing our declining enrollment, especially at the high school.
- Currently DESE has not had a situation where a district with an intra-district student assignment policy becomes a receiving choice district. Salem Public Schools would have to do an in-depth analysis of how this would work if we included elementary students in terms of alignment to our student assignment policy.
- The fundamental principle that is enforced by law is that students enrolling from out of district must have the same access to programs and offerings/educational opportunities as resident students. That said, there may be some limitations with respect to Vocational programs. When we contacted DESE we learned that recent regulation changes suggested that districts with Vocational programs would need to serve home students first before serving others. Another issue might be in terms of having students do their "exploratory" in their home district. This is also new requirement in the new Vocational regulation, which would have an impact in our ability to receive students for the Vocational program at SHS.
- A key decision point would be whether or not we'd set a cap on enrollment of out of district students or just be open. If open (no cap) we would just enroll students in the same way that we do all Salem Students whenever they would apply (at any point in the year). If we set a cap, we would take in applications, hold onto them until the date we would set a lottery. Let's say the cap was 50 students, if more than 50 students apply we'd hold a lottery and register those who got in via lottery. If less than 50 applied we'd just enroll all of them and continue enrolling throughout the year until we reached the cap.
- We could limit choice to just Salem High School and pursue any out of district tuition-

based students for New Liberty per the Innovation Plan as it is written. We could have two separate avenues of bringing in students from other districts, at the high school level, if that were pursued in that manner.

The question of becoming a Choice District can offer Salem Public Schools an opportunity to increase our enrollment, to strengthen our programs, and to be very strategic in our approach. However, considering out of district choice for the elementary and middle school grades would require a deep analysis of how an out of district choice program would impact our internal choice student assignment policy.

Considering our high school grades for out of district choice could help our declining enrollment at the high school, but the question regarding the new Vocational education regulations and their impact on choice students would need to be deeply explored. We are launching our strategic planning process, of which the future of high school education is one of the areas that will be discussed and planned for as part of the process. Becoming a Choice District in the high school grades is a question that would be important to consider as we discuss the future of high school education in Salem Public Schools.

I am very open to considering Salem Public Schools as a Choice District as long as we have the opportunity to research and analyze the implications for our high school, and possibly, our elementary and middle grades for the year following the SY 16-17. Therefore, I am recommending that Salem Public Schools do not become a Choice District in the school year 2016-2107 with a strong commitment to research and consider Salem Public Schools becoming a Choice District in whatever capacity we determine makes sense for our needs, for the school year 2017-2018.

Ms. Hunt explained that the Policy Subcommittee met last Friday to discuss the matter and noted that the School Committee has never really held an in depth discussion about School Choice in the past. She explained that the conversation this year is the beginning of a process, noting that it is late in the school year to get ready for a School Choice process and she respects the Superintendent's decision not to adopt School Choice this year but to continue exploring the possibility for next year.

Ms. Wilson stated that with the declining enrollment in the Salem Public Schools, allowing students from other districts would help increase the enrollment. She noted that she would have to think twice about School Choice for the elementary schools noting our own school choice program and families don't always get their first choice.

Ms. Hunt agreed and notes that the Administrative Team would have to prepare for the conversation and suggested that the process start earlier during the winter months so that a proposal can be considered timely.

Mayor Driscoll also agreed that the process should start in early January to give the School Committee time to consider all of the options.

Mayor Driscoll called for a vote on the motion made by Ms. Hunt and seconded by Ms. Wilson that Salem NOT be a School Choice Community for the 2016-17 school year. A vote was taken and the motion carried.

- b. Deliberation and Vote on the Superintendent's request for \$15,000 from the Dominion Funds to cover expenses for the Strategic Planning Process**

Dr. Walsh moved approval. Ms. Wilson seconded the motion. The motion carried.

Finance Report

a. Approval of Warrants

The following warrant totals were presented for approval this evening.

May 5, 2016 in the amount of \$190,665.49

Dr. Walsh moved to approve the warrant as stated. Ms. Wilson seconded the motion. The motion carried.

Budget Transfer Request #18– Human Resources

Mayor Driscoll explained that Assistant Superintendent Kate Carbone is requesting a transfer of \$26,500 from the non Personnel Educational Training line to the Personnel line Fringe/Stipends. The transfer is requested to move funds to the appropriate line for Fringe/Stipends.

The transfer request is summarized as follows:

5/9/16 From 13990161 5317 Prof. Development \$26,500 To pay stipends

5/9/16 From 13990160 5150 Fringe/Stipends \$26,500 To pay stipends

Dr. Walsh moved to approve the budget transfer request. Ms. Hunt seconded the motion. The motion was approved (4-0).

Budget Transfer Request #19 – Year End Transfers

Mayor Driscoll explained that Ms. Mertz is requesting the year end transfers to facilitate the year end process by consolidating available funds totaling \$98,485.30 spread across multiple lines to one or more line items. Ms. Hunt moved approval. Ms. Wilson seconded the motion. The motion carried (4-0).

Subcommittee Reports

Ms. Hunt reported that there have been no changes to the mileage requirements for transportation eligibility this year and the district will be following the present mileage requirements for transportation.

School Committee Concerns and Resolutions

Dr. Walsh reported that the adult recipient of this year's Giving Tree Award at Salem High School is Joanne Scott, Executive Director of the Salem Boys and Girls Club. He noted that the student recipient will be announced at the annual Senior Awards Night at Salem High School.

Questions and Comments from the Audience Regarding the May 2, 2016 Agenda

Salem High School Principal David Angeramo addressed the School Committee and stated that there will be two community meetings held to gather input as they work to define and improve our community at Salem High School. The meetings will be held on Wednesday, May 18, 2016 at 7:00 p.m. at Salem High School and on Tuesday, May 24, 2016 at 7:00 in the Community Room at 135 Lafayette Street, Salem.

Adjournment

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

The meeting adjourned at 9:15 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of Regular School Committee Meeting May 2, 2016

School Committee Agenda May 16, 2016

Budget Transfer Request #18


Budget Transfer Request #19

Presentation on Strategic Planning Process

Superintendent's Recommendation on School Choice

6/6 SC

Memorandum

To: Ms. Margarita Ruiz, Superintendent of Schools
CC: file
From: David J. Angeramo, Salem High Principal 
Date: May 19, 2016
Re: ROTC Field Trip Request

This is to recommend the Salem High R.O.T.C be given permission to attend a five-day trip to the Massachusetts Military Reservation, Camp Edwards, Bourne, MA. This trip will take place June 27 to July 1, 2016. The trip will give students the opportunity to experience leadership lessons. This is the 4th year ROTC has participated. The trip will be chaperoned by Instructors Lt. Colonel Hunter & 1st Sgt. Grinstead both have a CORI. A list of students with permission slips and accommodations are attached. The students & chaperones will travel by bus. We look forward to receiving your official approval. The Marine JROTC pays everything, including transportation by 1st Student Bus Line.

This needs to be brought before the School Committee for approval so that additional planning can be completed. Thank you for your attention to this matter.

Please call me if you have any questions or concerns.

Attachments

Cap Edwards 20/6

Field Trip Procedure

1. The appropriate Head Teachers must approve field trip requests before being presented to the Housemasters. Written supportive rationale provided on this application should include:
 - Goals and objectives
 - Specific relationship to curriculum
 - Specific requirements of student participants
2. The field trip sponsor must:
 - Present field trip requests to the appropriate Housemaster.
 - Forward an alphabetized list of students including their student ID number to the appropriate Housemaster's secretary at least one week prior to the date of the field trip.
 - Obtain parental permission forms-only students with parental permission (if under 18 years of age) to attend the field trip.
 - Present roster of students not attending the field trip to the Housemaster's secretary before the bus departs on the day of the field trip.
3. NO trips will be approved for the final week of the first & third quarter because of possible conflict with testing.
4. NO trips will be approved during the last two weeks of the second & fourth quarters.
5. Requests for exceptions to this procedure outlined above and for purposes of accommodating spontaneous learning where appropriate planning time did not exist or in cases where conformity to the dates would deny student access to superior learning opportunities may be negotiated.

To minimize the risk of losing money to unscrupulous or financially unsound travel companies the following precautions should be taken:

- Check with agencies that collect complaints about businesses (i.e. Attorney General's Office, One Ashburton Place, Boston, MA 02108)
- Insist upon specific information about the accommodations to be included in your travel package. Obtain information on the location and quality of all accommodations.
- Make sure you are provided with clear, complete information about the refund and cancelation policies of a travel company in WRITING. Clear up any ambiguity before you send in your money.
- Make sure that you receive a copy of any insurance policy you purchase, or that the travel company promises to purchase for you.

To evaluate the financial stability of a particular travel company:

- If dealing with a travel agent, ask if any portion of your money will be placed in escrow. If so, ask for the details of the escrow arrangement.

- Ask if the company is bonded. Ask for a copy of any liability insurance policy the company has to protect its customers from its own failure to provide services or refunds.

Trip Form

Salem Public Schools-Salem, MA

Name of School: Salem High School, 77 WILLSON STREET. SALEM, MA 01970

Name of Organization or Activity: Marine JROTC

Total number of (CORI NEEDED) Chaperones 2 Teachers 2

Trip dates: Departure Date & Time 27 June 0800

Return Date & Time 1 July 1500

Contact person: Lt Col M.A. Hunter

Cell Phone Number: 575-491-1107 Telephone: 978 825 3400

Destination: City & STATE Camp Edwards
Bolton, MA Country: USA

Return to Salem, MA from (if different than destination) N/A

Hotel (s) Name, Address, telephone number:

Rating of Hotel: Excellent _____ Good _____ Average _____

Insurance coverage: _____

Room Rate: Single Occupancy _____ Rate _____

Double Occupancy _____ Rate _____

Student rooms needed: _____ Rate _____

ADULT rooms needed: _____ Rate _____

Meals included? _____ Quality of meals? _____

Other types of accommodations:

Name: _____ Rate: \$ _____

Name of travel agent: _____

Address: _____

Telephone Number: _____

Total cost per student: \$ 630.00 in paint Ball - optional (including transportation & hotel)
by MCIJROTC

Total cost per adult: \$ " " (including transportation & hotel)

PREFERRED METHOD OF TRANSPORTATION:

BUS: 1st Student Bus 978-201 0805

NAME OF COMPANY (ADDRESS & TELEPHONE)

PLANE: _____

NAME OF COMPANY (ADDRESS & TELEPHONE)

TRAIN: _____

NAME OF COMPANY (ADDRESS & TELEPHONE)

COMMENTS & ADDITIONAL INFORMATION:

Camp Edwards is the Annual Marine JROTC
Leadership Camp. Activities will include rope
courses, Rappelling, Paint Ball, Leadership Reaction Course
Drill, PT, Confidence Course, marksmanship, Land
Navigation and a Field Meet.

MEMORANDUM OF AGREEMENT

THE SCHOOL COMMITTEE OF SALEM PUBLIC SCHOOLS

AND

SALEM STATE UNIVERSITY

THIS AGREEMENT (the “Agreement”), is made and entered into this *day, July 1, 2016* by and between The School Committee of Salem Public Schools (hereinafter “SPS”) and the Salem State University (hereinafter “The University”). Collectively, SPS and the University are referred to herein as the “parties.”

WHEREAS, it is the desire to strengthen the relationship and renew the collaboration between SPS and the University’s School of Education; and

WHEREAS, it is of critical importance and in the best interest of both parties to continue developing new ways to advance the educational opportunities for Salem’s schoolchildren and the University’s School of Education; and

WHEREAS, the parties wish to ensure that SPS selects the most qualified candidate for the position of principal (“The Principal”) and Executive Vice President of the Horace Mann Laboratory School, and the University assists in arranging for the most qualified candidate for The Principal position, specifically a university employed faculty member within the University’s School of Education;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the parties do hereby enter the Agreement and hereby agree as follows:

1. Process of Appointment

- 1.1 The appointment process to select the most qualified candidate is described in **EXHIBIT A**.
- 1.2 Following the process, if the School Based Focus Group and the Superintendent agree that the University faculty member is not the most qualified candidate, they will notify the faculty member and the Dean of the School of Education of their decision. After notification, the position will be posted following the normal posting procedure and process.

2. Principal and Executive Vice President of the Horace Mann Laboratory School Duties and Responsibilities

- 2.1 The parties agree to communicate regularly regarding the above-subject and agree that subject to the daily supervisor and direction of the Superintendent, the appointed principal shall successfully perform the following essential duties found in **EXHIBIT B**.
- 2.2 Further, in this role, the Principal will also serve as Executive Vice President of the Horace Mann Laboratory School, between SPS and the University. The role is to ensure that both parties are successfully collaborating on agreed upon criteria by the parties, including, but not limited to, such categories as professional development, curriculum alignment and research.

The functions of the Executive Vice President of the Horace Mann Laboratory School can also be found in **EXHIBIT B**.

3. Required Certification

- 3.1 Throughout the appointment, the Principal shall maintain the required certification as outlined in G.L. c. 71, §38G.
- 3.2 SPS may also require supplemental performance standards that are consistent with the principles of evaluation established by the Commonwealth of Massachusetts Department of Elementary and Secondary Education (*see* G.L. c. 71, §38).

4. Reporting Structure

In accordance with the provisions of the Agreement, the following is agreed upon;

- 4.1 The University's employee who is selected for the SPS principal position will remain a university employee, in an administrator role ("The Administrator").
- 4.2 While in the Principal and the Executive Vice President role, the Administrator will have a split reporting structure, to both the Superintendent of Salem Public Schools, or their designee, and the Provost of Academic Affairs, or their designee.
- 4.3 The Administrator will continue to meet with the Dean of Education, or his/her designee, on a monthly basis, or as requested, to discuss the appointment, the directorship and overall partnership between the parties.
- 4.4 When able, the Administrator will continue to attend the School of Education meetings in order to contribute and collaborate with other university colleagues regarding the direction and purpose of the School of Education initiatives.
- 4.5 All vacation, sick and personal day requests will be submitted to the Superintendent for prior approval.
- 4.6 The University shall still be responsible for processing the University administrator's payroll. On a weekly basis, the Administrator's time shall be reported to the Dean of Education, or his/her designee, for processing and payment.
- 4.7 Should there be a SPS school cancellation, but not a university cancellation, the Administrator shall not be expected to report to work. However, should there be a university cancellation, but the SPS schools are not cancelled, the Administrator will have to report to work. If there is a SPS cancellation, the Administrator's time will be entered into the University's payroll system as a paid leave day.

5. Salary

- 5.1 The Principal will receive a base salary which is consistent and comparable with other principals in the district with similar experience and qualification levels.
- 5.2 The Principal's salary shall be paid by the University.
- 5.3 For each year of service, the Principal, the Superintendent and a designee from the University shall meet to discuss the salary for the upcoming academic year. The meeting shall take place prior to the end of the current academic year in progress.
- 5.4 The length of the work year for the Principal shall be twelve (12) months.

6. Benefits

- 6.1 It is acknowledged by the parties hereto that the Administrator's benefit allowance for Personal Days, Vacation Days, Sick Days and other eligible leaves, will be governed by the University's applicable administrator policies found in the Employee Handbook.
- 6.2 Regarding paid holidays, the University's observed holidays will still be in effect. In addition to the University's observed holidays, while in the Principal position, the Administrator will also be eligible for the following paid SPS holidays; Good Friday, the Friday following Thanksgiving Day, Christmas Eve (1/2 day), providing said day occurs during normal working hours, and New Year's Eve (1/2 day), providing said day occurs during normal working hours.
- 6.3 All continuous leave requests, including, but not limited to, sick leave and Family Medical Leave Act (FMLA) will be submitted to the University Human Resources Leave Coordinator who will work with both the Superintendent and the Dean of Education for review and approval.
- 6.4 Eligibility for and participation in Healthcare, HCSA, Dependent Care, FSA, Dental, and vision benefits will be through the University's applicable administrator benefits plans.

7. Professional Development

The Principal will participate in all required district led professional development courses.

8. Term of the University Administrator Appointed Principal and Executive Vice President

- 8.1 An administrator who is appointed Executive Vice President of the Partnership and Principal will initially only serve in that capacity for a continuous period not to exceed three (3) years. Once the administrator is returned to their prior role, they are then able to be reappointed to the Principal and Executive Vice President position for another period not to exceed three consecutive (3) years.

- 8.2 If, at the end of a total (6) year period, the Principal and SPS would like to continue the working relationship, the administrator would have to end his or her employment with the University and become an employee of SPS.

9. Term of the Principal and Executive Vice President Appointment at SPS

The following will be the process for ongoing review of the partnership and appointment;

A. Initial Appointment

- 9.1 In order to be eligible for consideration and appointment, a SSU faculty member must have served in a faculty role within the School of Education for a minimum of one (1) year.
- 9.2 Subject to appointment being reviewed and renewed at the conclusion of each of the original years of appointment, the initial appointments, as outlined in G.L. c. 71 § 41, will be for a term of not more than three (3) years.
- 9.3 During the initial appointment period, the parties will meet annually, prior to the end of the academic year, in order to assess if, overall, the Principal is effective in the position. Information, such as the annual performance evaluations, ongoing conduct, student and parent feedback, will be considered, in the determination process.
- 9.4 If a determination is made at any time within the initial appointment period that the Principal is ineffective in the position, the Superintendent will provide written notice to the Principal and the University prior to June 15th of the academic year. Thereafter, the Principal will be able to return to their former faculty position at the University.
- 9.5 If, during the initial appointment period, the Principal is found to have demonstrated incompetency, inappropriate conduct, insubordination or other good cause, the Principal will immediately be dismissed from the role.

B. Subsequent Appointment

- 9.6 The subsequent appointment shall not be for more than three (3) additional years.
- 9.7 If the Principal has served in the position of the district for three (3) or more consecutive years, the Principal will not be dismissed except for good cause as outlined in G. L. c. 71, § 41.

10. Notice of Resignation

If the administrator, in the principal position, desires to return to their previous faculty position, he or she may do so, with at least ninety (90) days written notice of intent to return to faculty to the Superintendent and the Dean of Education.

11. Annual Performance Evaluation

- 11.1 It is understood that while the Superintendent has the right to delegate certain tasks, the Superintendent must be personally involved as a secondary, if not a primary, evaluator, in the Principal's evaluation.
- 11.2 Annually, the Superintendent, or his/her designee, and the Principal shall meet to define goals and performance objectives, which both parties mutually determine as necessary for the proper operation of the school and the attainment of the District's goals or policy objectives. The annual meeting shall occur no later than October 30 of each calendar year.
- 11.3 Following the annual meeting, the Principal shall record the agreed upon goals/performance objectives and make them available to the Superintendent or designee for final review and approval. If the Superintendent and the Principal cannot agree on mutual goals/performance objectives, the Superintendent will assign the goals/objectives to the Principal in writing.
- 11.4 The Superintendent, or his/her designee, shall annually evaluate the Principal's performance to ensure they are successfully performing the essential functions of the position and the outlined district goals. The review will be in writing and the Superintendent, prior to sitting with the Principal, shall forward the evaluation to the Provost for input and discussion. The Superintendent will sit with the Principal to review the evaluation and also, provide them with a written copy signed by both the Superintendent and the Provost. The final and issued evaluation will be forwarded to the Administrator's personnel file at both SSU and SPS.
- 11.5 In the event the Principal disagrees with the evaluation, a written statement of rebuttal may be submitted to both the Superintendent and the Dean and attached to the written performance evaluation.
- 12. Amendments**
This agreement, or any part thereof, may be amended from time to time hereinafter only by writing executed by both the SPS and the University.
- 13. Effective Date and Duration**
This memorandum of agreement takes effect first day of school 2016 and shall continue in effect until August 31, 2020.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the first date set forth above.

SALEM PUBLIC SCHOOLS, by its school committee

By: _____
Kimberley Driscoll
Mayor and School Committee Chair

Date: _____

By: _____
Margarita Ruiz
Superintendent

Date: _____

By: _____
Daniel Kulak, Esq.

Date: _____

SALEM STATE UNIVERSITY

By: _____
Patricia Maguire Meservey
President, Salem State University

Date: _____

By: _____
David Silva
Provost and Academic Vice President,
Academic Affairs

Date: _____

By: _____
John Keenan
General Counsel and
Vice President of Administration

Date: _____

EXHIBIT A

SALEM PUBLIC SCHOOLS PRINCIPAL SELECTION PROCESS

The process described below seeks to measure and evaluate the candidates' skillset based on the competencies/skills needed to be an effective urban school leader. Also built into this process is an opportunity for school communities to have voice about which candidates' qualities and skills best fit the needs of their respective schools.

4 Phases of Principal Hiring Process

- **Phase I: Application:** This application will capture the applicant's educational background, work experience, and references. The applicant will be asked to submit a targeted cover letter, resume and provide responses to short answer questions related to the work of leading a school in SPS.
- **Phase II: Performative Assessment:** Applicants who advance to Phase II of the selection process will be invited to participate in a lengthy set of live leadership simulations. Candidates will be observed and rated on each of the simulated tasks. The simulations are consistent with the work of a SPS principal.
- **Phase III: School Based Focus Groups:** Applicants who advance to Phase III of the selection process, and whose profile match the needs of a current vacancy, will be invited to interview with a school-based focus groups. The School Based Focus Group will be comprised of a diverse group of teachers, parents and school partners. The members of the focus groups will conduct interviews of the candidates at the school site and will make recommendations to the Superintendent through a list with the preference ranking of each candidate.
- **Phase IV: Superintendent Interview and References:** Finalists will go through a lengthy reference, fingerprinting and CORI check (these are required by law) and will conclude with a 1-1 interview with the Superintendent.

EXHIBIT B

DUTIES AND RESPONSIBILITIES FOR ELEMENTARY/K-8 PRINCIPAL

Responsibilities, Major Duties and Expected Qualifications of Elementary/K-8 Principal in the Salem Public Schools:

Instructional Leadership

- Develop and implement a Whole School Improvement Plan that sets the direction for school improvement efforts.
- Responsible and accountable for ensuring all students leave their school ready for the demands of middle/high school.
- Maintain a school-wide technology plan that effectively implements significant technology resources to differentiate instruction and support academic enrichment for all students.
- Analyze student achievement results to identify areas in greatest need of improvement and to inform school improvement efforts.
- Ensure that the learning needs of all students--Special Education, English Language Learners, and Regular Education--are met.
- Effectively supervise the classroom co-teaching teams, content-based coaches, Interventionist and Learning Specialists.
- Supports and supervises the design of rigorous, standards-based instruction with measurable outcomes.
- Institute immediate targeted interventions and monitors their effectiveness
- Conduct daily classroom observations to analyze instruction, supervise staff, and provide feedback to ensure continuous improvement in teaching and learning.
- Engage in continuous learning and on-going professional development with other principal/headmaster colleagues.

Management and Operations

- Recruit and retain a diverse staff.
- Align the use of people, money, and materials to the school's instructional priorities.
- Develops systems for optimal use of time by creating schedules/procedures that maximize instructional time and provide sufficient time meeting time for all teams. Deflects activities that prevent staff from focusing on student learning during team time.
- Ensure a safe and nurturing environment for students, staff, and families.
- Design and implement a professional development plan and/or strategy that addresses instructional improvement priorities defined by student achievement and the individual needs of staff members.
- Manage school, facilities, and operations.
- Complies with the state and federal laws, policies and collective bargaining agreements.

Family and Community Engagement

- Strengthen teacher and staff capacity to cultivate and sustain meaningful partnerships with families of diverse backgrounds and with community members that support student achievement and student well being.
- Establish two-way communication tools with parents in their respective languages.

- Seek and develop strategic partnerships that will provide students with access to sports and extra-curricular activities and add value and help drive academic success.

Professional Culture

- Identify key levers that foster accelerated school improvement/turnaround.
- Demonstrate high expectations for all students and staff and a commitment to providing the support required to attain them.
- Demonstrate cultural competencies and antiracist leadership through behaviors and decision-making.
- Establish a collegial environment that honors and encourages staff's continuous learning.
- Manage conflicts and foster consensus building
- Foster teacher leadership through delegation, shared leadership and decision-making.

Executive Leadership of the Horace Mann Laboratory School

- Convenes the Laboratory School's Steering Committee, which is charged with developing the yearly partnership activities between Horace Mann and the School of Education at Salem State University in accordance with the Horace Mann Laboratory School and Salem State University Partnership (HMLS – SSU Partnership).
- In collaboration with the School of Education Lead Faculty for School and Community Partnerships, administers and oversees the core activities of the HMLS – SSU Partnership: (1) Collaboration for Curriculum Enhancement; (2) Youth Development; (3) Educator Development; and (4) Management of the Physical Plant.
- Maintains membership in the School of Education by attending Unit Meetings and contributing to the direction of the School of Education.
- Providing professional development opportunities for enrollees of the School of Education.

Qualifications:

- Terminal Degree Required
- Possession of a valid Massachusetts School Principal License
- Ability to provide an accessible strong presence and demonstrate leadership by example
- Three years teaching experience and three years of successful administration experience
- Demonstrated success in leading in a diverse environment
- Understanding of the Principal's role in establishing and maintaining a safe and disciplined school environment
- Demonstrated leadership qualities, interpersonal skills, and personal characteristics necessary for working effectively with students, teachers, administrators, and parents
- Demonstrated skills in creative problem solving
- Experience supervising and/or evaluating staff
- Demonstrated ability to manage a budget
- Experience working in complex, unionized environment

Preferred Qualifications:

- Teaching experience in an urban public school setting,
- Bilingual, preferably in Spanish

To: Salem School Committee

From: Margarita Ruiz

Date: June 6, 2016

Re: Request for Dominion Funds / Salem Prep

Amount: \$40,000

Purpose: To construct unisex, ADA accessible bathrooms, build a required utility kitchen for teacher and staff use.

Background: Salem Prep is currently housed in space located in Settlement House, which has recently been sold. The city of Salem has negotiated an extension of Salem Prep's current lease through June 27, 2016 – the last day of classes for Salem Prep. During the course of the summer, approved contractors will undertake the work necessary to relocate Salem Prep to new, shared space with New Liberty Innovation School. The work is to be completed before the start of the new school year on September 7, 2016.

This is a one-time request and we do not anticipate the need for further resources for the build out of the Salem Prep space at Museum Place.