



# School Committee Meeting Materials

## **Regular School Committee Meeting**

**July 25, 2016**

**7:00 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.”**

**July 21, 2016**

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting Monday, July 25, 2016 at 7:00 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**AGENDA  
Monday, July 25, 2016**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
  - a. Deliberation and Vote on the minutes of the Regular School Committee Meeting held on June 20, 2016
  - b. Deliberation and Vote on the Minutes of the School Committee Meeting of the Whole held on June 28, 2016
  - c. Deliberation and Vote on the minutes of the Special School Committee Meeting held on June 28, 2016
- IV. Questions and Comments from the Audience**
- VI. Action Items**
  - a. Deliberation and Vote on the Open Meeting Law Complaint filed by Patrick Higgins of Swansea, Ma., June 6, 2016 and remedial action to be taken, and to Designate the City Solicitor to respond on behalf of the School Committee.
  - b. Deliberation and Vote on the AFSCME Contract ratification
  - c. Deliberation and Vote on the approval of the Salem High School Band Trip to Jaffrey N.H. on August 10, 2016
- VII. Superintendent Report – Margarita Ruiz**

**VIII. Presentations and Reports**

**IX. Finance Report**

**a. Approval of Warrants**

June 23, 2016 in the amount of \$567,721.89

June 30, 2016 in the amount of \$332,421.00

June 30, 2016 in the amount of \$406, 998.45

July 14, 2016 in the amount of \$ 79,155.68

**b. Budget Transfer Requests**

**X. Subcommittee Reports**

**XI. School Committee Concerns and Resolutions**

**XII. School Committee Meetings**

**XIII. Questions and Comments from the Audience**

**Respectfully submitted by:**

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Eileen M. Sacco, Secretary to the  
Salem School Committee

Salem School Committee  
Meeting Minutes  
Monday, June 6, 2016

A regular meeting of the Salem School Committee was held on Monday, June 6, 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, and Kristine Wilson.

**Members Absent:** Mr. 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.

**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**

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

**Questions and Comments from the Audience**

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

**Approval of Minutes**

The minutes of the School Committee Meeting of the Whole held on June 6, 2016 were presented for approval. Ms. Hunt moved approval, Ms. Wilson seconded the motion. Mr. Fleming abstained. The motion carried.

Dr. Walsh moved to approve the minutes of the June 6, 2016 Regular School Committee meeting. Ms. Wilson seconds the motion. Mr. Fleming abstained. The motion carried.

**Action Items**

- a. Deliberation and Vote of the acceptance of the Freight Farm at Salem High School from Dick and Diane Pabich valued at \$90,000

Mr. Fleming moved approval. Ms. Manning seconded the motion. The motion carried (6-0).

- b. Deliberation and Vote on the approval of the Salem High School Golf Team Trip to Orlando, Fl., August 25-30, 2016

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

### **Superintendent Report – Margarita Ruiz**

Ms. Ruiz reported that she welcomed Dr. Niles Albright of the Read Trust to Salem High School last week to present scholarships to students William Phu and Kaitlyn Copelas in recognition of their excellence in science. She explained that they will be attending a 16 week science program.

Ms. Ruiz reported that she attended her first middle school moving on ceremony at the Collins Middle School last week. She reported that 125 scholars moved on to high school and congratulated them and their families on their accomplishments. She also noted that she will be attending the Nathaniel Bowditch moving on ceremony this week as well.

Ms. Ruiz reported that the district has received a Nellie Mae grant in the amount of \$10,000 to be used for strategic planning relative to community engagement.

Ms. Ruiz reported that last week she visited North Shore Essex Tech High School last week and received a tour from Superintendent William Lupini. She stated that the tour was very informative and he explained the offerings available to students in our district. She reported that there are some programs that they do not offer and they are looking into a planning grant on ways to provide those programs in districts that have vocational programs such as Salem. She noted that she is excited about this opportunity.

Ms. Ruiz reported that the Salem Teachers Union contract has been settled and the union has voted to approve it. Mayor Driscoll reported that the School Committee will be voting on it at the next meeting.

### **Presentations and Reports**

#### **Report on Bowditch School Transformation Update and Focus of Work for the School Year 2016-17**

Ms. Ruiz called on the Bowditch School Principal Dr. Johanna Evan to make a presentation on the Bowditch Transformation Update and Focus of Work for School Year 2016-17.

Dr. Evan reported on the Priority Challenges at the Nathaniel Bowditch. She noted School Culture and Climate, Programming and Instruction for English Language Learners and Family Engagement.

Dr. Evan reviewed the School Culture and Climate Immediate Response Plan as follows:

- Professional Development and Common Planning Time on school culture and climate
- Used resources for training and behavior management
- School visits to observe/learn best practices for routines and procedures
- Staff meetings to create shared vision and consistent practices.

Dr. Evan reviewed the Immediate Response Plan for English Language Learners as follows:

- Professional Development for all staff on District vision for ELL's
- Support for all teachers to obtain SEI endorsement
- Working to reconfigure the model for ESL instruction
- Adopt strategies to accelerate ELL's level of achievement

Dr. Evan reviewed the immediate response plan for Family Engagement as follows:

- Revamped annual fundraiser (Bowditch Bash) to be more inclusive
- Hosted several family events that showcased all students work and learning.

Dr. Evan reviewed the School Culture and Climate Summer/Fall 2016 Next Steps as follows:

- Summer retreat priorities – consistent routines, de-escalation strategies, cultural competencies
- Revise schedule to minimize transitions
- Create strategic plan for family inclusion and engagement
- Provide targeted coaching on classroom climate in first 10 weeks of school.

Dr. Evan reviewed Meeting the Needs of English Language Learners Summer/ Fall 2016 Next Steps as follows:

- Provide integrated homerooms for all ELL's
- ESL instruction during literacy block
- Common Planning Time for ESL teachers
- Use new ESL coach for more support for ESL and SEI strategies
- Implement effective SEI and strong ESL Instruction

Dr. Evan reviewed the Family Engagement Summer/Fall 2016 Next Steps as follows:

- Professional Development on Effective Family Engagement
- Family Engagement Planning
- Working with Family Engagement team and partners to create strategic plan to engage families.

### **ELA & Social Studies Curriculum Update**

Assistant Superintendent Kate Carbone, Director of Curriculum and Instruction, Shauna Erps, Vicky Hernandez and Sean Berry made a presentation to the School Committee on English Language Arts and the Social Studies Curriculum.

They reviewed the Balanced Literacy Model and what the district is doing to support it as follows:

- District Curriculum maps aligned to Common Core available online
- Lucy Calkins resources
- Professional Development with the Teaching and Learning Allinace
- Literacy Coaches in every K-8 school
- Classroom libraries, text sets, and mentor texts
- K-5 Fountas & Pinnell Benchmark Assessment System (3X)
- Grade 6-8 iReady Reading Assessment (3X)

The presentation included Focusing on Our Youngest Learnings (2016-17) as follows:

- Flexible, small group instruction
- Based on Student Data
- Focused one key skill at a time
- Progress Monitoring
- Clear Exit Criteria – What does this child need to get to the next level?

The presentation included Work at the Middle School Level (2015-16)

- Selected appropriate texts for the revised units
- Teachers received Professional Development on – Close Reading, Reciprocal reading and genre immersion
- Focusing on student outcomes: the literacy essay.

Amy Richardson reported on K-8 Social Studies Curriculum Mapping Project as follows:

## Objectives of the Project:

- To update the current social studies maps to better reflect the rigorous expectations of the Common Core
- To revisit the expected K-8 content and skills, while keeping in mind the high school pathway
- To ensure that K-8 social studies maps are available electronically to all SPS educators.

Ms. Richardson reviewed the Social Studies Curriculum Map Timeline. She also reviewed the K-8 Social Studies Curriculum draft noting that it includes Civics, Geography, Economics, People, Groups and Institutions and History. She explains that they are weaving essential skills into the content and notes reading, research, note taking, evaluating sources, debate, discussion, explanatory and informational writing and argument writing.

### **Report on Educator Outcomes Metrics of the Accelerated Improvement Plan**

Ms. Ruiz reported on the Educator Outcome data using the metrics of the Accelerated Improvement Plan with the School Committee. She explained the process used to compile the data and reviewed the findings of the data. The complete report can be found with the minutes at [www.salem.com](http://www.salem.com).

### **Finance Report**

#### **a. Approval of Warrants**

The following warrant totals were presented for approval this evening.

June 9, 2016 in the amount of \$189,318.65

June 16, 2016 in the amount of \$212,564.99

Mr. Fleming moved to approve the warrant as stated. Ms. Manning seconded the motion. The motion carried.

**Budget Transfer Request** – There were no budget transfer requests this evening.

### **Subcommittee Reports**

There were no subcommittee reports this evening.

**School Committee Concerns and Resolutions** There were no School Committee concerns or resolutions at this time.



## **Questions and Comments from the Audience Regarding the June 20, 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, Ms. Manning moved that the School Committee adjourn the meeting. Ms. Hunt seconded the motion. The motion carried.

The meeting adjourned at 9:30p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary  
Salem School Committee

## **Meeting Materials and Reports**

Minutes of School Committee of the Whole Meeting June 6, 2016

Minutes of Regular School Committee Meeting June 6, 2016

School Committee Agenda June 20, 2016

Presentation Nathaniel Bowditch Transformation

Presentation on ELA and Social Studies Curriculum Update

Report on Educator Outcomes Metrics in the Accelerated Improvement Plan

Salem School Committee of the Whole  
Meeting Minutes  
Monday, June 28, 2016

A meeting of the Salem School Committee of the Whole was held on Monday, June 28, 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, Mr. James Fleming, Ms. Mary Manning, Ms. Kristine Wilson, Mr. Patrick Schultz, and Dr. Brendan Walsh.

**Members Absent:** None

**Others Present:** Superintendent Margarita Ruiz and Eileen Sacco, Secretary

**Call to Order**

Dr. Walsh called the Meeting of the Committee of the Whole to order at 6:00 p.m.

**Superintendent's Summative Evaluation**

Ms. Hunt reported that she compiled the Superintendents Summative Evaluations from all of the members and reported on the evaluation. The Summative Evaluation is attached to these minutes and is based on the following standards:

**Superintendent's Summative Evaluation**

Ms. Hunt reported that she compiled the Superintendents Summative Evaluations from all of the members and reported on the evaluation. She noted that this has been a productive year noting that the Superintendent has worked hard. She also noted that she and Dr. Walsh worked collaboratively on the Summative Evaluation and reviewed it with the School Committee. The Summative Evaluation is attached to these minutes and is based on the following components:

**Progress toward goals**

**Proficiency against standards**

**Overall Performance**

Ms. Hunt reviewed the goals and the progress towards them in the following areas:

**Student Learning Goal** –progress ranged from some progress (4) to significant progress (3)

**Professional Practice Goal** – progress ranged from some progress (1) Significant Progress (3) and Meeting (3)

**District Improvement Goal 1** – Embed a data driven system that assesses and supports learning and improves instructional practices throughout the district -

**District Improvement Goal 2** – Increase instructional rigor in all classrooms across the district

**District Improvement Goal 3-** Ensure High Quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

Progress towards district improvement goals ranged from significant progress (5) to Meeting (2)

Ms. Hunt reviewed the Standards as follows:

**Standard I**

Instructional Leadership – The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in this standard.

**Standard II**

Management and Operations – promotes the learning and growth of all students and the success of al staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in the standard.

**Standard III**

Family and Community Engagement – Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in the standard.

**Standard IV**

Professional Culture – Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in the standard.

Ms. Hunt reported that the Summative Evaluation gives the Superintendent a rating of Proficient for this year.

Ms. Hunt reported that the Summative Evaluation gives the Superintendent a rating of Proficient for this year and the School Committee will be making a formal report at the Special Meeting to be held following this meeting.

**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:

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Eileen M. Sacco, Secretary  
Salem School Committee

# Evaluation Template: Superintendent



**Superintendent:** Margarita Ruiz \_\_\_\_\_

**Evaluator:** School Committee \_\_\_\_\_

**Name** **Signature** **Date**

**Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)**

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	1 Some Progress	3 Significant Progress	3 Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	4 Some Progress	3 Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	5 Significant Progress	2 Met	<input type="checkbox"/> Exceeded

**Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)**

**Indicators**

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

**Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	1	4	2
Standard II: Management and Operations	<input type="checkbox"/>	1	6	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	1	5	1

# End-of-Cycle Summative Evaluation Report: Superintendent



**Step 3: Rate Overall Summative Performance** (*Based on Step 1 and Step 2 ratings; check one.*)

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

## Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

**Comments:**

# Superintendent's Performance Goals

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	<p>By early spring, the Superintendent will have stakeholders agreement about the district's most critical needs and will set the Superintendent and School Committee up to launch a strategic long term planning process which will: (a) set a vision for the district (b) identify key goals and strategies (c) outline the measures to assess progress</p> <ul style="list-style-type: none"> <li>The three key presentations to School Committee outlined in this goal are completed on schedule as stated in goal (August, December/January and April).</li> <li>Strategic District Planning Process is adopted by a majority vote of the School Committee members.</li> </ul> <p>Results of spring survey of key stakeholders demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent).</p>	□	1	4	2	□
<b>Student Learning</b>						
2	<p>Students will make at least one year's growth or will reach grade level benchmark in ELA.</p> <ul style="list-style-type: none"> <li>100% of students K-5 will make one or more year's worth of growth on the BAS, measured in October, February, and June.</li> <li>100% of 6th-8th grade students make one or more year's worth of growth on the ELA iReady measure, measured in October, February, and June.</li> </ul> <p>100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.</p>	1	4	2	□	□
<b>District Improvement</b>						
3	<p>Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district</p> <p>100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model</p>	□	□	3	3	1
4	<p>Increase instructional rigor in all classrooms across the district</p> <p>100% of classroom visits reflect instruction that aligns to Common Core</p>	□	3	3	1	□
5	<p>Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning</p> <p>100% of principals show evidence of focused feedback given to teachers about improving access to content</p>	□	1	5	1	□

# Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	1	5	1
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	1	6	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	1	6	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	1	4	1
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	1	5	1

<b>Overall Rating for Standard I (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

1 Needs Improvement

4 Proficient

2 Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

**Examples of evidence superintendent might provide:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report  | <input type="checkbox"/> Analysis of staff evaluation data                      | <input type="checkbox"/> Relevant school committee meeting agendas/materials    |
| <input type="checkbox"/> Analysis of classroom walk-through data                              | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data                                 | <input type="checkbox"/> Student achievement data                               | <input type="checkbox"/> Protocol for school visits                             |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback                           | <input type="checkbox"/> Other: _____   |
|   | <input type="checkbox"/> Analysis of staff feedback                             |   |



# Superintendent's Performance Rating for Standard II: Management and Operations



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	2	5	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	2	5	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	1	4	2

<b>Overall Rating for Standard II (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

1 Needs Improvement

6 Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

**Examples of evidence superintendent might provide:**

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard III: Family and Community Engagement

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>					
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	7	<input type="checkbox"/>	
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	6	1	
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	1	5	1	
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	6	1	
<b>Overall Rating for Standard III (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

**7 Proficient**

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

**Examples of evidence superintendent might provide:**

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	4	4
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	1	6	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	2	5	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	1	6	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	6	1
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	1	5	<input type="checkbox"/>

<b>Overall Rating for Standard IV (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

1 Needs Improvement

5 Proficient

1 Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

**Examples of evidence superintendent might provide:**

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: \_\_\_\_\_

## Compiled Comments:

### Overall Summative Performance Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Excellent first year overall. Appreciate the work ethic, the commitment, and the communication.

The district, under Superintendent Ruiz, has made significant progress toward aligning curriculum across the district and has embedded a data driven system that supports learning and improving practices throughout the district. She has created a professional atmosphere and increased rigor by adding a high functioning leadership team, coaches and teacher leaders.

She has made many organizational shifts: reading teachers to literacy coaches available to all teachers, formation of teacher leader positions with regular meetings of these leaders to support growth. She will continue to add specialists (art, music and PE) to that leader group. Specialized training in math, writing (institute), and a science leadership development program (Museum of Science) was added for teachers. Strong common planning time practices are being developed at all schools. The superintendent plans and delivers professional development that models effective standards based instruction. Instruction is now scaffolded to provide a variety of entry points for all of our diverse learners. A variety of assessments - both formal and informal, are now being used. All schools now show evidence of having a cohesive leadership structure.

Superintendent Ruiz is present in classrooms throughout the district and provides planning time and effective support to review assessment data and along with the leadership team and principals. She and the team identify appropriate interventions. She ensures that principals identify a variety of strategies and practices that are effective with diverse learners.

Superintendent Ruiz is deeply committed to raising achievement in the SPS and insists on excellence from her staff. She has conducted effective outreach to stakeholders and has clearly identified her principles and priorities. She is an effective communicator and emphasizes a collaborative approach to improvement. She is intent on building an exceptional leadership team, including at the school level, that not only share her convictions that all of our students can learn at higher levels and that there is a sacred responsibility to provide them with every support and advantage, but who also have the skills to lead and consistently effect positive change.

As we continue to move through the process of creating an exceptional school system, I will be focusing on improvement not only in “core” academic achievement areas measured by the state, but also in the honors, AP, art, music and language programs.

1 - The goal of 100% achievement by students is logically impossible and unattainable in practice. “Aspirational goals” are not goals – they are hopes.

2 – The Superintendent’s failure to produce an Organizational Chart is disappointing. I am hopeful that this shortcoming will be rectified.

3 – Comments regarding my “exemplary” rating in the area of Instructional Leadership are found on that page but are repeated here: In all that she does Superintendent Ruiz models what an instructional leader should be. She is thorough, organized and intensely focused, while at the same time appears to be understanding of peoples’ needs and willing to listen to suggestion.

Superintendent Ruiz’s transition to Salem has been very positive! She is systematically working to move the district forward in each of the standard areas. She is making solid progress working collaboratively with her team and the School Committee toward her ambitious goals for student learning and for the district.

I’m very pleased with the Superintendent’s progress on these goals and her work as a leader for our District. She brings a tremendous amount of experience and technical proficiency to this position and, equally important, is building a strong team approach to building on prior success and improving the work ahead. The Superintendent is a tremendously hard worker and her dedication to systems and structures aimed at ensuring that ALL students and staff have the tools they need to succeed, while also holding everyone accountable to high standards is exciting to see in our District. This approach enables us to celebrate what’s working, while also recognizing the areas still in need of improvement. I’m excited to see this work develop both more broadly and deeper during the Superintendent’s tenure.

### **Standard I Comments**

The district is moving toward a model that includes teachers in curriculum development. With the revised AIP, teachers are able to design effective and rigorous standards-based units with measurable outcomes. Teachers are beginning to see the benefits of a data driven system that supports learning. 6/11The district has revamped instruction at MS level using Generation Ready. The district is also ready to pilot standards-based report cards in 16/17.

Supt. Ruiz has fully adopted the curricular and instructional alignment priorities of the district, as well as the significance of data to inform decision-making. I still need to know more about the quality of the evaluation protocols and practices currently employed by the supt. before fully assessing her practice. In terms of I-C Assessment, I need more information on the range and types of summative and formative assessments being used in the schools. How are principals promoting more variety in assessment types and what do they consider and how are they measuring quality of assessments?

In all that she does Superintendent Ruiz models what an instructional leader should be. She is thorough, organized and intensely focused, while at the same time appears to be understanding of peoples’ needs and willing to listen to suggestion.

Superintendent Ruiz is an instructional leader. She has leveraged the important foundational work that the district had done in shifting toward standards-driven curriculum and instruction, establishing assessment systems and using data to inform practice to continue to move practice forward. She is working to ensure that the district has the systems and structures in place to allow for collaboration, provide opportunities for leadership, ensure accountability and invest in culture. The next step for Margarita and for the district is to use the foundation of practices and expectations to empower principals and teachers to have more ownership over their work.

The Superintendent is working hard with her leadership team to build a strong, sustainable model of effective teaching and learning practices and supports within all of our schools aimed at ensuring ALL of our students and educators have the tools they need to be

successful. I appreciate the team effort being employed and the positive approach to undertaking this work that the Superintendent has undertaken thus far.

### **Standard II Comments**

II- B feeling considerably more confident with superintendent's ability – due primarily to her work during hiring process for new business manager.

II – E exemplary due to well-needed total overhaul of budget design and process

Superintendent Ruiz has aligned budget planning to the district goals through a collaborative process with each school principal. Principals learned how to leverage their key resources - people, time and money to align with the goals. The system also has one plan in place on how to stop the revolving door of new teachers.6/11 The Superintendent is aware of the lack of diversity on the staff and is recruiting toward that goal. The superintendent has reorganized human resources dept to serve the schools better, started ALICE program in spring at WEHS and all schools in the fall, and has created and implemented Entry course for 1st year principals.

Supt. Ruiz is doing strong work around HR (hired a new HR director and reorganized work to include timely employment advertisements and hiring practices this Spring, as well as is developing a teacher-leader model in the district and emphasizing the importance of teacher retention). I am also impressed with her approach to operations and with her hire of an Operations Director. The district is also moving to an Aspen SIS which should greatly simplify and enhance critical data input and data sharing within the district and between the district and the Salem community. Supt. Ruiz and her team improved the annual budgeting process this year by working more collaboratively with school principals, by bringing the entire Central Office team into the process and by setting a district improvement context for all budget discussions/decisions. She was also willing to bring all SC members into the process in ways that honored their voices and responsibilities as community representatives. Regarding II-A Environment, although I know the superintendent is committed to these critical responsibilities, I need more information on specific plans and practices to improve the accommodation of the emotional and social needs of our students.

I am still waiting for a promised Organizational Chart with which I can make better determinations regarding the need for, purpose of and value of positions in and/or responsible to Central Office.

The organizational systems and structures within the district needed significant overhauling when Superintendent Ruiz was hired. She has begun to tackle the challenging work of assessing the district and creating or streamlining systems in order to ensure more efficiency and effectiveness. Her knowledge and experience working in a large district afford her a valuable perspective and this insight would be enhanced by also looking to school systems with similar size and composition as models. She has hired some key positions to guide this work. This year the budget process improved significantly. As the Superintendent continues to establish systems and work with the new business manager, I am confident that the budget process will become even smoother, more transparent and more aligned to the vision/goals/and needs of the system and its individual schools.

The Superintendent has shown her strengths in developing a system of good practices within our District and has made significant strides in improving hiring practices; instructional leadership team meeting agendas; budget practices, etc. I am excited to see how these efforts will continue to improve and tie into an overall strategic plan that is just getting underway.

### **Standard III Comments**

Superintendent Ruiz has spent many hours listening and learning to understand and lead during the first 100 day data entry plan with all of Salem's stakeholders. She also continues to spend hours above and beyond to those who seek clarity.

The only situation that may not have been dealt with in the most inclusive way was the fingerprinting. This situation has been corrected, but school volunteers were lost in the process. Hiring personnel to deal with these issues was an excellent improvement and greatly needed. The Superintendent has started the DPAC group which meets monthly and was formed to be a partnership with parents.

There are plans for the community to be involved in the Strategic Planning Process but the budget has taken priority at this time.

Her ultimate goal is to restore faith and pride to the SPS and there is significant evidence that we are heading in that direction. 6/11 Salem has been chosen as one of six cities to be part of the By All Means hosted by Harvard, and has increased school communication by hiring a Chief of Communications.

The Superintendent's entry plan was thoughtful and provided many opportunities for community and parent input on the schools and their hopes for the district. The Supt. has also ensured that all schools have active school councils this year. Additionally, the Supt. has embraced the district's first District Parental Advisory Committee (DPAC) and leads meetings once a month. Although the DPAC is necessary in the district, we are still figuring out how to make it an effective body. I think all would agree, the DPAC needs better organizational and role development. Of course, this is the first year and I expect to see improvements moving forward. The superintendent has also hired a Communications Director for the district who is beginning to audit current systems and develop strategies to improve the district's communication systems, including those systems connecting school and district professionals to parents and the community. Need to see more data tied to frequency and quality of parent outreach.

Superintendent Ruiz is committed to strong family and community engagement in the schools. She began her tenure in the district meeting with families and community members and continues to look for opportunities to improve family engagement, particularly amongst groups who are typically under-represented such as non-native English language speakers. She has hired a communications director to audit current practices and build better systems for ensuring two-way communication. This year, the Superintendent came in as the district-parent advisory council was established. She has met with representatives monthly through the d-pac providing information, getting input and responding to areas of concern/interest of families. This group could be a real asset to the district with increased structure and more effective organization. Through the strategic planning process, the Superintendent has the opportunity to really strengthen the role of School Councils, D-PAC, and PTOs in providing meaningful roles for families.

The Superintendent has a collaborative leadership style and has worked hard to cultivate positive relationships with parents and community stakeholders. She has strengthened our relationships with partners, like Salem State and the PEM, and regularly communicates with parents and families, in particular our Latino families who make up a large part of our District. The Superintendent

has sent a strong message that equity in education is an important tenet of the work to be undertaken in our District and that is important to the overall success of our students and our schools.

#### **Standard IV Comments**

IV-E feeling more confident due to fact that specific movement has been initiated on stakeholders meetings plans

IV-F I still do not feel I have seen superintendent in situation that could be described as managing conflict. I feel the building consensus aspect is better covered in other standards/ratings.

It is difficult to limit my comments to my 3 months on the school committee and not reflect on my 49 years of teaching and attending the SPS's. The culture of this district has changed tremendously. The district has never had so many important systems in place to help both teachers and students in our district succeed.

Superintendent Ruiz is also extremely adept in responding to disagreements and constructively resolving conflicts. 6/11 The superintendent has started a Teacher Leader model, Led the process to create vision and mission for the district, aligned professional development for teachers and leaders with AIP, created extensive summer learning opportunities for teachers, and has started strategic planning process which will set course for the next 3-5 years.

Supt. Ruiz has been sufficiently focused on messaging during her first year as superintendent of SPS. The overarching message directly aligns with Standard 1 and is evidenced in public presentations, stakeholder meetings and SC retreats. Many in the SPS and the Salem community have exhibited a reluctance to believe that most of our students can learn and achieve at high levels. This is changing and the Superintendent is working to accelerate this change in culture by promoting a no excuses attitude when it comes to student achievement.

The Superintendent believes in all students' capacity to learn and grow at high levels and sets high expectations for herself and the SPS team in order to ensure that students are well served. She has put a needed emphasis on cultural proficiency, revamping programs, setting clear guidelines, and pushing high expectations. Superintendent Ruiz has worked with the community, educators and the school committee to build a shared vision for the district. This process is grounded in listening and learning – meeting with stakeholders, observing and reviewing data. In the instances that I have observed, the Superintendent has managed conflict well. She has shown a willingness to confront issues head-on, meet with people individually, acknowledge fault if appropriate and work toward resolution for the good of the system.

The Superintendent has demonstrated a strong commitment to ensuring rigor in all that we do and is working to strengthen the cultural proficiency in our District. Her willingness to work across disciplines and with multiple stakeholders will help to ensure that this work is sustainable and has broad buy in among staff and community members.





Salem School Committee  
Special Meeting Minutes  
Monday, June 28, 2016

A Special Meeting of the Salem School Committee was held on Monday, June 28, 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:** Mayor Kim Driscoll, Ms. Rachel Hunt, Mr. James Fleming, Ms. Mary Manning, Ms. Kristine Wilson, Mr. Patrick Schultz, and Dr. Brendan Walsh.

**Members Absent:** None

**Others Present:** Superintendent Margarita Ruiz and Eileen Sacco, Secretary

**Call to Order**

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

**AIP Quarterly Report – Laura Richanes of DESE and Plan Monitor Pat Williams**

Laura Richanes of DESE and Pat Williams the AIP monitor addressed the School Committee and explained the AIP Quarterly Report as follows. Ms. Richanes reported that this report is for the period covering March 1, 2016 to June 10, 2016.

**Introduction**

The 2015-2016 Accelerated Improvement Plan (AIP) has guided this year's work in the Salem Public Schools. The superintendent has made substantial progress in her first year toward establishing systems and structures that can continue to move the district forward. In particular, during this reporting period, the district has emphasized building principals' leadership skills, supporting and monitoring specific instructional shifts, redesigning district programming for English language learners, and developing a comprehensive district plan.

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

The Salem Management Team<sup>1</sup> oversees the development and implementation of data-driven systems that address the objectives in the AIP. A central focus this year has been on building the capacity of each principal to establish data cycles, track individual students' progress, and implement interventions to address student needs.

To accomplish this, the district has continued to implement Instructional Rounds, regular formal meetings at each school involving the superintendent, district administrative staff, the principal, and selected school staff. These meetings have focused on each school's progress and its

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<sup>1</sup> The district's management team consists of the superintendent, assistant superintendent for teaching and learning, assistant superintendent for pupil personnel services, chief of system strategy, business manager, and director of English language learners.

challenges related to instruction. Instructional Rounds include classroom observations followed by a debrief. As mentioned in the previous AIP report, this academic year, during classroom observations that occur during Instructional Rounds as well as for informal observations, administrators used a set of “Look Fors,” an instrument developed within the district to set instructional standards that meet the rigor of Common Core standards.

In addition, the district has modeled collaborative management practices for principals focused on matters such as budgeting, scheduling, and hiring. For example:

- Early in the budget process, district administrators held open-ended meetings with each principal for a detailed examination of staffing and a priority-driven discussion of leveraging available resources in the school to promote student success.
- As the school year drew to a close, district administrators held individual meetings with principals to closely examine and adjust each school’s 2016-2017 schedule in order to ensure the delivery in each school of English as a Second Language (ESL) and special education services, as well as literacy and mathematics programs.
- In the summer of 2015, the district established a comprehensive and inclusive process for the selection of principals. During the late spring of 2016, new principals have been hired at Carlton and Saltonstall Elementary Schools. Similarly comprehensive hiring practices are emerging across the district.

Also, the district through its professional development has established structures and consistent expectations for organization of Instructional Learning Teams, common planning time, coaching cycles, and teacher leader development. These are increasingly evident throughout the district.

The superintendent has begun a strategic planning process with New Profit that involves administrators, teachers, parents, school committee members, and community representatives. The work began with a senior management retreat in the spring and is intended to culminate, after extensive exploration of issues that will confront the district in the future, in full implementation of a plan in 2017. Through this process, the district hopes to ensure the comprehensiveness of all future planning. The Department will continue to work with district leaders to monitor the plan’s implementation and track progress toward benchmarks focused on teaching and learning.

Finally, to better facilitate the gathering, dissemination, and analysis of data, Salem is moving to a new student information system, Aspen. The move has been deliberate and will hopefully simplify and shorten turnaround time on the assembly of data that measures student progress.

The appendix to this report was provided by the district and includes a summary of educator and student outcomes, including a measure of growth on the Benchmark Assessment System grades K-5, growth on the ELA iReady grades 6-8 and benchmark attainment on the high school Galileo assessments.

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

The Instructional Round “Look Fors” (see above) are an essential element of the district’s work to increase instructional rigor.

To improve the quality of instruction for all learners, the district has undertaken a complete review and revision of instruction for English language learners (ELLs). The review indicated that Salem ELL achievement has improved over the last two years, but that English language learners and former English language learners were not making progress on learning content. The newly appointed director of English language learners reviewed the programs and staffing currently in place and created a Theory of Action for Robust ELL District Programming. The theory assumes that a combination of strong ESL instruction and rigorous content instruction will lead to improved outcomes. The district is also taking several steps to implement a redefined program for ELLs, including a redesign of the high school ELL program and the assignment of newcomer students to Horace Mann Elementary and Collins Middle, as well as to Nathaniel Bowditch, which until now has had the only program for newcomer students.

To support principals as they modify their schools' schedules to accommodate this robust ELL programming, a team consisting of the two assistant superintendents and the director of ELLs met with each principal in June to assist them as they modified their school schedules for the 2016-2017 school year.

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

Professional development across all staffing levels has been a key instrument for leadership development and for the improvement of teaching and learning:

- Principals have participated in coaching; instructional rounds; bi-weekly district leadership team meetings; educator evaluation training; and budget and scheduling meetings with district administrative staff, as well as a planned summer course on Equitable Structures and Systems for ELLs.
- Coaches have participated in regular meetings, some for all coaches and some by content area. The monitor attended an effective coaches meeting focused on the development of teacher leaders.
- Teachers have participated in rich professional development opportunities linked directly to the district's work. This summer's planned offerings address a range of subjects at a deep level. They include an ESL Teacher Institute; literacy professional development on close reading, reciprocal reading, and using exemplars; formative assessments in science; proportional reasoning in math; and best practices in K-2 mathematics instruction.

A separate initiative this year has been the designation and support of select teachers to function as teacher leaders within their buildings. There is work to be done to ensure that teacher leaders are effectively leveraged in every school. Professional development this summer is designed to focus on the participation of principals and coaches in further defining the role of teacher leaders.

The superintendent has provided important leadership as she has differentiated support for schools. For example:

- As planned after the spring 2015 intervention at Nathaniel Bowditch Elementary, district and school leadership have held regular transformation meetings to monitor the school's progress in implementing its action plan.

- The district has negotiated a Memorandum of Agreement (MOA) with Salem State that an ESL professor at the college will be principal at Horace Mann Laboratory School and the school will again function as a laboratory school with expertise in teaching English language learners.
- The district has overseen New Liberty Charter School's transition from charter school to innovation school.
- The district hired new principals for Carlton Elementary and Saltonstall Elementary using a new model that thoroughly vetted the candidates.

### **Summary**

The work of the district during the 2015-16 school year has been focused on the development and implementation of systems and structures that will frame the district's work as students progress as learners. In future years the school district can assemble its plans using the structures initiated this year.

Pat Williams the Plan Monitor stated that this has been a building year for the new Superintendent and notes that they are very pleased with what they are seeing. She reported that she attended the following meetings and events in the district during this reporting period:

### **Monitoring activities this period**

March 7, 2016	Participated in school committee meeting
March 8, 2016	Attended coaches' meeting
March 11, 2016	Attended Bentley budget meeting
April 8, 2016	Participated in professional development at Witchcraft Elementary
May 2, 2016	Attended Salem management team meeting
May 13, 2016	Met with director of English language learners and assistant superintendent for pupil personnel services for updates; attended pupil personnel staff meeting
June 7, 2016	Met with superintendent

Ms. Williams reported on the next steps for the district as follows"

### **Next Steps**

- Continue to focus on building principals' capacity to lead and manage their schools with increasing transfer of responsibility to principals.
- Continue to review and guide the implementation of data cycles in each school.
- Continue to model for staff addressing challenges collaboratively.
- Continue to provide professional development tailored to the current needs of the staff.
- Ensure that the staff at Bentley Academy Charter School benefits from the support and professional development available to district schools.
- Continue the strategic planning process begun this spring.

- Continue to monitor instruction for increasing rigor.
- Support the new initiatives in programming and instruction for English language learners.
- Refine and support the expanding role of teacher leaders.
- Continue to differentiate support for schools.
- Develop a system for timely analysis of district data.
- Continue to demonstrate the flexibility to adjust direction as new challenges arise.

Mr. Fleming asked if there is any estimate on when the district will get out of Level 4 status. Ms. Richanes stated it is hard to tell but notes that they are very pleased with what they are seeing in the district.

Superintendent Ruiz presented data on the AIP Educator and Student Outcome Data from the Spring of 2016 and it is included in the AIP report.

### **Superintendent’s Summative Evaluation**

Ms. Hunt reported that she compiled the Superintendents Summative Evaluations from all of the members and reported on the evaluation. She noted that this has been a productive year noting that the Superintendent has worked hard. She also noted that she and Dr. Walsh worked collaboratively on the Summative Evaluation and reviewed it with the School Committee. The Summative Evaluation is attached to these minutes and is based on the following components:

#### **Progress toward goals**

#### **Proficiency against standards**

#### **Overall Performance**

Ms. Hunt reviewed the goals and the progress towards them in the following areas:

**Student Learning Goal** –progress ranged from some progress (4) to significant progress (3)

**Professional Practice Goal** – progress ranged from some progress (1) Significant Progress (3) and Meeting (3)

**District Improvement Goal 1** – Embed a data driven system that assesses and supports learning and improves instructional practices throughout the district -

**District Improvement Goal 2** – Increase instructional rigor in all classrooms across the district

**District Improvement Goal 3-** Ensure High Quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning

Progress towards district improvement goals ranged from significant progress (5) to Meeting (2)

Ms. Hunt reviewed the Standards as follows:

#### **Standard I**

**Instructional Leadership** – The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in this standard.

**Standard II**

Management and Operations – promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in the standard.

**Standard III**

Family and Community Engagement – Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in the standard.

**Standard IV**

Professional Culture – Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Ms. Hunt reported that the evaluation shows the Superintendent to be proficient in the standard.

Ms. Hunt reported that the Summative Evaluation gives the Superintendent a rating of Proficient for this year.

Members of the School Committee commented on the Superintendent’s Evaluation as follows:

Mayor Driscoll thanked Ms. Hunt and Dr. Walsh for all their work on the evaluation process. She noted that the School Committee has never had a process like this for Superintendent evaluations and she thinks that this worked out well.

Mr. Schultz stated that he appreciated the Superintendent’s budget process noting that it was much better than in past years. He also commended the Superintendent on the collective bargaining process with the Salem Teachers Union noting that it was the first time that negotiations were an interest based bargaining approach.

Ms. Manning stated that she appreciated the time that the Superintendent took to review the budget and the process with the School Committee members. She thanked her for her patience during that process.

Ms. Hunt stated that she appreciated the way that the Superintendent took the time to get to know the district.

There being no further questions or comments regarding the Superintendent’s evaluation:

Ms. Hunt moved that the School Committee accept the Superintendent's Evaluation report as submitted, and that the School Committee will discuss compensation at the next meeting.

**Deliberation and Vote on the approval of the Collective Bargaining Agreement with the Salem Teachers Union**

Mr. Fleming moved to approve the collective bargaining agreement between the Salem School Committee and the Salem Teachers Union. Dr. Walsh seconded the motion. The motion carried.

**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 8:30 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary  
Salem School Committee



AGREEMENT

BY AND BETWEEN

SALEM SCHOOL COMMITTEE

AND

AMERICAN FEDERATION OF STATE, COUNTY  
AND MUNICIPAL EMPLOYEES, AFL-CIO  
STATE COUNCIL 93, LOCAL 294

July 1, 2015 – June 30, 2018

**WHEREAS**, the Salem School Committee, hereinafter referred to as the “Committee”, and the American Federation of State, County and Municipal Employees, AFL-CIO, State Council 93, Local 294, hereinafter referred to as the “Union”, have met in collective bargaining for the purposes of negotiating the wages, hours, standards of productivity and performance, and any other terms and conditions of employment of the bargaining unit commonly known as the “AFSCME” unit and

**WHEREAS**, as a result of such meetings, the Committee and the Union have reached agreement as concerning said subjects of bargaining and

**WHEREAS**, Massachusetts General Laws, Chapter 150E, Section 7 requires that such agreement be reduced to writing, it is

**THEREFORE AGREED**, as follows:

I - A) Part One, Article XXII, entitled “Duration of Contract” is hereby amended by deleting years “2014” “2015” and inserting in place thereof the years “2015 “2018”.

B) The various Salary Schedules as contained in the Appendix are hereby amended to reflect salary increases as follows:

Effective July 1, 2015 – two percent (2%)

Effective July 1, 2016 – two and one half percent (2.5%)

Effective July 1, 2017 – two and one half percent (2.5%)

II - As a matter of side agreement and not as a part of the Collective Bargaining Agreement,

and without waiving the provisions of Part One, Article XX, entitled "Rights of the Committee", concerning the right to evaluate performance, the District and the Union agree to create a Joint Labor Management Committee consisting of three (3) members each for a total of six (6) members. The purpose of said Committee shall be to establish an evaluation process, including the creating of written forms to be used in evaluating all bargaining unit employees. The parties agree to meet at least once per month for the six (6) months following the execution of this agreement, at the conclusion of which they shall have come to agreement as to the evaluation process and written forms to be utilized. It is agreed that the evaluation and associated written forms are first intended to improve the performance of employees. In the event that the corrective action fails to result in the improvement of performance, then the evaluation process and associated forms may be used in any progressive disciplinary proceedings.

This Agreement entered into this \_\_\_\_\_ day of \_\_\_\_\_ 2016.

FOR THE COMMITTEE

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

FOR THE UNION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## OPEN MEETING LAW COMPLAINT FORM

Office of the Attorney General  
One Ashburton Place  
Boston, MA 02108

Please note that all fields are required unless otherwise noted.

### Your Contact Information:

First Name: Patrick Last Name: Higgins

Address: P O Box 24

City: Swansea State: MA Zip Code: 02777

Phone Number: \_\_\_\_\_ Ext. \_\_\_\_\_

Email: patrick@patrickhiggins.co

Organization or Media Affiliation (if any): \_\_\_\_\_

Are you filing the complaint in your capacity as an individual, representative of an organization, or media?

(For statistical purposes only)

Individual  Organization  Media

### Public Body that is the subject of this complaint:

City/Town  County  Regional/District  State

Name of Public Body (including city/town, county or region, if applicable): Salem School Committee

Specific person(s), if any, you allege committed the violation: All members

Date of alleged violation: Jun 6, 2016

**Description of alleged violation:**

Describe the alleged violation that this complaint is about. If you believe the alleged violation was intentional, please say so and include the reasons supporting your belief.

Note: This text field has a maximum of 3000 characters.

The Salem School Committee violated the open meeting law at their June 6, 2016 meeting by not stating who they were going into executive session to discuss, or under what exemption they were using to enter executive session.

Their agenda reads:

"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"

There is no mention whether this is for union or non-union personnel, and if non-union personnel, what the name and position of the non-union personnel is, and if union, what union they are discussing and who do they represent.

There is also not a statement that the executive session is necessary because holding the discussion in open session would be detrimental to the bargaining position of the city of Salem.

What action do you want the public body to take in response to your complaint?

Note: This text field has a maximum of 500 characters.

Learn and follow the open meeting law. The Salem School Committee should be required to undergo new training to learn to comply with the open meeting law.

Division of Open Government should impose the \$1000 fine since every member of the board of selectmen has or should have filed their 20(h) certificates with the Town Clerk.

**Review, sign, and submit your complaint**

**I. Disclosure of Your Complaint.**

**Public Record.** Under most circumstances, your complaint, and any documents submitted with your complaint, will be considered a public record and available to any member of the public upon request. In response to such a request, the AGO generally will not disclose your contact information.

**II. Consulting With a Private Attorney.**

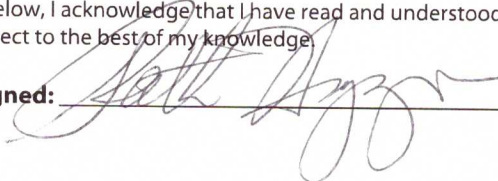
The AGO cannot give you legal advice and is not able to be your private attorney, but represents the public interest. If you have any questions concerning your individual legal rights or responsibilities you should contact a private attorney.

**III. Submit Your Complaint to the Public Body.**

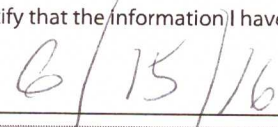
The complaint must be filed first with the public body. If you have any questions, please contact the Division of Open Government by calling (617) 963-2540 or by email to openmeeting@state.ma.us.

By signing below, I acknowledge that I have read and understood the provisions above and certify that the information I have provided is true and correct to the best of my knowledge.

Signed: \_\_\_\_\_



Date: \_\_\_\_\_



For Use By Public Body      For Use By AGO  
Date Received by Public Body:      Date Received by AGO:

*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:**

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Eileen M. Sacco, Secretary to the  
Salem School Committee

## **Public Body Checklist for Entering Into Executive Session**

Issued by the Attorney General's Division of Open Government – March 12, 2013

- Executive session listed as a topic for discussion on meeting notice, including as much detail about the purpose for the executive session as possible without compromising the purpose for which it is called. See G.L. c. 30A, § 20(b); 940 CMR 29.03(1)(b).
- Public body convened in open session first. G.L. c. 30A, § 21(b)(1).
- Chair publicly announced the purpose for executive session, citing one or more of the 10 purposes found at G.L. c. 30A, § 21(a).
- Chair stated all subjects that may be revealed without compromising the purpose for which the executive session was called. G.L. c. 30A, § 21(b)(3). For example, the Chair identified the party a public body may be negotiating with or the litigation matter the public body will be discussing.
- Chair stated whether the public body will adjourn from the executive session, or will reconvene in open session after the executive session. G.L. c. 30A, § 21(b)(4).
- For Executive Session Purposes 3, 6, and 8:
  - Chair publicly stated the having the discussion in open session would have a detrimental effect on the public body's negotiating position, bargaining position, litigating position, or ability to obtain qualified applicants. G.L. c. 30A, §§ 21(a)(3), (6), (8).
- A majority of members of the body voted by roll-call to enter into executive session. G.L. c. 30A, § 21(b)(2).

**Note that this checklist is intended as an educational guide, and does not constitute proof of compliance with the Open Meeting Law. Checklists are updated periodically, so please confirm that you are using the most current version. For questions, please contact the Attorney General's Division of Open Government at 617-963-2540 or via email at [openmeeting@state.ma.us](mailto:openmeeting@state.ma.us). For more information on the Open Meeting Law, please visit [www.mass.gov/ago/openmeeting](http://www.mass.gov/ago/openmeeting).**

**ELIZABETH M. RENNARD**

*CITY SOLICITOR*

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June 30, 2016

The Commonwealth of Massachusetts  
Attorney General's Division of Open Government  
One Ashburton Place  
Boston, MA 02108

RE: Open Meeting Law Complaint  
Extension of Time

Dear Sir/Madam:

This letter serves as a request for an extension of time to respond to Patrick Higgins' Open Meeting Law Complaint to the Salem School Committee. A copy of this complaint is attached.

I have investigated this complaint on behalf of the School Committee and found that while the agenda called for an executive session, no executive session actually took place. The executive session agenda item was incorrectly added to the meeting notice. I am preparing a memorandum to the Committee which shall include guidance on the proper posting and handling of executive sessions. I have notified the Committee Clerk, Chairwoman and the Superintendent of such. Due to the summer schedule, though, the School Committee is not meeting again until July 25, 2016, when they will vote on the remedial action to be taken. I, therefore, request an extension until July 26, 2016 to respond to the Complaint.

Thank you very much.

Very truly yours,

Elizabeth M. Rennard

EMR/jmr

cc: Salem School Committee  
Patrick Higgins




# Memorandum

→ E. Sacco  
for 7/25/16  
SC mtg

RECEIVED

JUN 23 2016

S.P.S.  
SUPT.'S OFFICE

**To:** Ms. Margarita Ruiz, Superintendent of Schools  
**CC:** file  
**From:** David J. Angeramo, Salem High Principal   
**Date:** June 21, 2016  
**Re:** Out of State Field Trip- Jaffrey, New Hampshire

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This is to recommend the Salem High School Marching Band student leaders be given permission to participate in a one-day hiking trip to Jaffrey, NH. This trip will take place Wednesday, August 10, 2016. The trip will include student leaders (19) of the marching band and three chaperones. All chaperones have had a CORI. A list of chaperones and students with permission slips are attached.

This is a great opportunity for our students to participate in a unique outdoor event.

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.

Attachment

Trip Form

Salem Public Schools-Salem, MA

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

Name of Organization or Activity: SHS Band Student Leaders

Total number of (CORI NEEDED) Chaperones 2 Teachers 2

Trip dates: Departure Date & Time Wed August 10, 2014 8AM

Return Date & Time Wed August 10, 2014 5PM

Contact person: Cynthia Napierkowski

Cell Phone Number: 978-790-1511 Telephone: 978-744-9690

Destination: City & STATE Jaffrey, NH Country: USA

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

Hotel (s) Name, Address, telephone number:

N/A

Rating of Hotel: Excellent N/A Good \_\_\_\_\_ Average \_\_\_\_\_

Insurance coverage: N/A

Room Rate: Single Occupancy N/A Rate \_\_\_\_\_

Double Occupancy N/A Rate \_\_\_\_\_

Student rooms needed: N/A Rate \_\_\_\_\_

ADULT rooms needed: N/A Rate \_\_\_\_\_

Meals included? Students bring their own lunch Quality of meals? \_\_\_\_\_

Other types of accommodations:

Name: N/A Rate: \$ \_\_\_\_\_

Name of travel agent: N/A

Address: N/A

Telephone Number: N/A

Total cost per student: \$ 0 (including transportation & hotel)

Total cost per adult: \$ 0 (including transportation & hotel)

PREFERRED METHOD OF TRANSPORTATION:

BUS: Travel will be by private car

NAME OF COMPANY (ADDRESS & TELEPHONE) N/A

PLANE: N/A

NAME OF COMPANY (ADDRESS & TELEPHONE) N/A

TRAIN: N/A

NAME OF COMPANY (ADDRESS & TELEPHONE) N/A

COMMENTS & ADDITIONAL INFORMATION:

Every other year the marching band student leaders take a trip to climb Mt. Monadnock in Jaffrey, NH. as part of our leadership training program.

19 students will attend