



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

September 21, 2015

7:30 pm

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



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

Mayor Kimberley Driscoll, Chair

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

September 17, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Monday, September 21, 2015 at 7:30 p.m.** The meeting will be held in the **School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.**

**REGULAR MEETING AGENDA
Monday, September 21, 2015**

- I. Call of Meeting to Order**
- II. Approval of the Agenda**
- III. Approval of Minutes**
 - a. Deliberation on the approval of the Minutes of the September 8, 2015, 2015 Regular School Committee Meeting
- IV. Questions and Comments from the Audience**
- V. Superintendent Report – Ms. Margarita Ruiz**
 - a. Update on the Opening of School
 - b. Change in Parent Information Hours
 - c. Introduction of Superintendent Coach/New Superintendent Induction Program- Rose DiTulio
- VI. Presentations and Reports**
 - a. Student Representative Report
 - b. Presentation on the Revised Accelerated Improvement Plan for 2015-16
 - c. Update on New Transportation Director
 - d. Report on Salem High School Athletics and Student Activities Fees
- VII. Finance Report – Mr. Philip Littlehale, Business Manager**
 - a. **Approval of Warrants**
September 10, 2015 in the amount of \$204,300.14
September 17, 2015 in the amount of \$183,091.24
 - b. **Budget Transfer Request – if any**
- VIII. Action Items**
 - a. Deliberation on the approval of the School Calendar and Charter Amendment for the New Liberty Charter School of Salem

- b. Deliberation on the acceptance of a materials donation from Cabot Wealth Management of unused stationary items valued at \$16,500.
- c. Deliberation on the approval of the Saltonstall School 7/8 Grade trip to Natures Classroom in Newbury, Mass. October 19-26, 2015
- d. Deliberation on the acceptance of a donation of a Freight Farm for Salem High School
- e. Deliberation on the acceptance of a snow blower from the "West Terrace Snow Blower Club
- f. Deliberation on the approval of the request of the Bentley School PTO for the use of the Bentley School Parking lot for a Halloween Parking Fundraiser on weekends during the month of October as well as October 31, 2015 after school hours.
- g. Deliberation on the approval of the Salem High School Band Trips for the 2015-16 School Year
- h. Deliberation on the clarification of policy 4119 ADDA Backgrounds Check
- i. Deliberation on the Second reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual:
 - 5102 Enrollment of Salem Residents
 - 5102.01 Enrollment of Non Resident Students/School Choice
 - 5103.01 Student Assignment to Vocational Technical Programs
 - 5103.02 Student Assignment for Transfer Students
 - 5105 Pledge of Allegiance
 - 5109 Emergency Closings
 - 5114 Participation in Activities during Absence or Suspension
 - 5115 Dismissal at Parent Request
 - 5207 Parent Conferences
 - 5212.01 Equal Access to be combined with 5218 Equal Educational Opportunities
 - 5233 Student Advisory Committee
- j. Deliberation on the first reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual
 - 5211 Home Schooling (tabled 9/8/15)
 - 5203 Curriculum Adoption
 - 5204 Student Progress Reports
 - 5206 Promotion and Retention
 - 5213 Field Trips and Excursions
 - 5410 Age of Majority – Delete Policy
 - 5412 Chapter 766 – Delete (subsumed in newer discipline policies)
 - 5806 Student Observations
- k. Deliberation on the complaint filed by Ms. Kayla Kirkpatrick regarding comments made by a School Committee member during a previous meeting.

IX. Sub Committee Reports

Buildings and Grounds Subcommittee
 Finance Subcommittee
 Personnel Subcommittee
 Policy Subcommittee
 Curriculum Subcommittee

X. School Committee Concerns and Resolutions

XI. Next Regular Meeting Agenda – Monday, October 5, 2015

XII. Questions and Comments from the Audience regarding the September 21, 2015 agenda

XIII. Adjournment to Executive Session for the purpose of discussing collective bargaining

Respectfully Submitted By:

**Eileen M. Sacco, Secretary to the
Salem School Committee**

Salem School Committee
Meeting Minutes
Tuesday, September 8, 2015

A regular meeting of the Salem School Committee was held on Tuesday, September 8, 2015 at 7:30 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

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

Members Absent: None

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

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. Mr. Schultz seconded the motion. The motion carried.

Approval of Minutes

The minutes of the Regular School Committee meeting held on Monday, August 10, 2015 were presented for approval.

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

Questions and Comments from the Audience

There were no questions or comments from the audience.

Superintendent's Report

Superintendent Margarita Ruiz addressed the School Committee and reported that tomorrow is the first day of school for the Salem Public Schools. She stated that this is an exciting time for teachers as they welcome their students and she hopes that the children are excited as well.

Ms. Ruiz noted that teachers have spent countless hours preparing their classrooms and school leaders have been working to insure that the buildings are ready and safe for the students to return. She also noted that central office staff have been working on the preparation of materials for the students.

Ms. Ruiz wished the staff and students a wonderful school year of learning and thanked the staff for all they have done to get ready for the coming school year.

Ms. Ruiz stated that Dr. Jill Conrad will update the School Committee on the student assignment process and the School Operations Leadership Institute that was held on August 27, 2015 that will bring a new level of cooperation between school leaders.

Ms. Ruiz reported that the Carlton Innovation School opened on September 1, 2015 and she attended the opening day activities which featured music and bubbles to welcome the students back to school. She noted that students and staff are excited for the new school year.

Ms. Ruiz reported that she attended the opening day of the Bentley Academy Charter School on August 26th. She reported that they held an opening assembly for students and parents.

Ms. Ruiz reported that she welcomed staff back to school at the annual convocation at Salem High School. She stated that she is excited to start the new school year as a team and she is excited to launch the year on that note.

Ms. Ruiz explained that in her message to staff she conveyed three thoughts:

- focus and cohesion at each school level following the objectives of the Accelerated Improvement Plan
- Collaboration and structure with central office that allows collaboration at every level
- Engagement and increased communication

Ms. Ruiz reported that Assistant Superintendent Kate Carbone, Emily Ullman and Amy Richardson will be making a presentation this evening on the assessment audit. She also noted that there will be reporting on Summer Learning Opportunities for Teachers and Students this evening.

Mayor Driscoll stated that she emailed members of the School Committee regarding the beginning conversations regarding a City of Salem – Salem Public Schools Joint Facilities Planning. She explained that the city departments and internal stakeholder groups as well City Finance Director Sarah Stanton, Director of SPS Buildings and Grounds, Mr. L'Heureux and Mr. Littlehale School Business Manager will be looking at this as an opportunity to explore the joint facilities planning for the filling of positions regarding facilities. She noted that clean buildings are the goal while efficiently staffing them.

Mayor Driscoll reported that she attended the SPS Convocation at Salem High School and she thought that Ms. Ruiz did a terrific job welcoming back the staff. She stated that people were engaged and showed a willingness to partner with the staff. She asked Ms. Ruiz to share the PowerPoint presentation that was made at the Convocation with the School Committee.

Ms. Ruiz stated that she truly believes that this year will mark the beginning of a new phase for the Salem Public Schools as we continue on track to the ultimate goal of making the Salem Public Schools one of the best districts in the State and wished the students, families and staff a wonderful school year.

Mayor Driscoll asked at this time that the School Committee take the agenda out of order at to take up the matter of the Request of the Salem Youth Football League to waive the rental charges for the use of Bertram Field.

Deliberation on the Request of Salem Youth Football to Waive the Fees for the Use of Bertram Field

Mr. Fleming moved to take the agenda out of order to take up the matter of the request of Salem Youth Football to waive the rental charges for the use of Bertram Field. Dr. Walsh seconded the motion. The motion carried.

Mayor Driscoll reported that the School Committee has received a request from Salem Youth Football to waive the rental charges for the use of Bertram Field. She explained that there is an outstanding balance for last year of \$1,800 and they are requesting that the School Committee waive the fees for last year and in the future. She explained that they are requesting the waiver for the rental fees and understand that they have to pay costs that the district incurs for custodians etc.

Ms. Hunt stated that she would like to review the policy and see what if anything this would impact.

Mr. Bryant reported that the Buildings and Grounds Subcommittee reviewed this matter and the fee structure gives a reduced rate for the rental of Bertram Field for Salem affiliated programs, noting that it does not include the costs incurred for lighting and custodians. He also stated that there was a formula that was put together by Business Manager Philip Littlehale that is used to determine the fees for the use of the field.

It was noted that there is an agreement with Salem Youth Soccer to waive the fees for the use of fields because they are responsible for maintaining McGrath Park.

Ron Miano, President of Salem Youth Football addressed the School Committee and explained that they charge \$195 per player and an additional \$50 per sibling for football and cheerleading with a family cap of \$300. He also reviewed the cost of equipment that they provide to each player. He also reported that they have done some fundraising to offset the costs and they are planning for more. He also reported that they pay \$3,000 for lights for Gallows Hill to hold practices when it gets dark earlier.

Mr. Fleming recalled that considerable time and long deliberations took place when the Buildings and Grounds Subcommittee recommended these fees. He noted that the fees were implemented to take care of the facility so as to not drain city and school resources. He stated that he has a problem waiving all fees now and in the future, noting that they are requesting to waive the fee and pay \$3,000 for lights.

Mr. Miano stated that the lights are known necessity as the players have to practice and when it gets dark they need the lights. He also stated that they consider themselves an extension of the Salem Park and Recreation Department to serve the residents and youth of Salem by offering the opportunity to play football and cheerleading. He also stated that they hope to be a feeder program for Salem High School Football. He estimated that they have 222 kids participating this year.

Mr. Fleming asked how late the teams practice. Mr. Miano stated that they hold practice from 5:30 to 7:30 or so during the week and they have games on Sundays.

Ms. Hunt stated that she does not feel that she can opine on this without reviewing the policy noting that we have to be sure that we consider what else would be impacted by this decision.

Mayor Driscoll reported that there is a Bertram Field Committee that is looking at Bertram Field and the best way to maintain it. She stated that she hopes that there is a reasonable solution to this matter. She notes that we want the field to be used and Salem Youth Football has a lot of Salem kids participating.

Mr. Bryant stated that he is concerned about the payment in arrears. He stated that he is troubled that they deliberately did not pay the bill and now they are asking to waive the fees.

Nick Galliotis, the Treasurer of Salem Youth Football addressed the School Committee and explained that in April when they came to the School Department to reserve the field for this year, they were informed of the outstanding bill. He explained that the letter was received by the former President and no one else in the organization was aware of it.

Ms. Amaral stated that she has some experience with Salem Youth Football and when school starts and it gets dark earlier the lights are a necessity. She also noted that the implementation of the fees were new last year. She suggested that the School Committee require them to pay the past custodial fees and going forward waive the rental fee. She further noted that the program only accepts Salem kids.

Dr. Walsh recalled that his service on the School Committee started with a major budget issues and he did not recall our creditors waiting for their payments. He stated that he is struggling with this because of the implication of incurring a debt and walking away from it.

Mr. Schultz stated that this seems to be more about the organization's ineptitude noting that the group was expected to pay a fee created by policy. He noted that the Salem Public Schools budget it tight and we cannot absorb the cost to maintain the field and that was the reason for the implementation of the fees. He stated that he wants an explanation as to why the custodial fees were not paid. He also stated that he wants to be sure that the Salem Public Schools communicated to the organization what the fees are and that they are expected to be paid.

Mayor Driscoll stated that 200 Salem kids are involved in this program. She also noted that there is one organization, Salem Youth Soccer that uses the field for free because they have an agreement with the City to maintain McGrath Park. She noted that what is before the School Committee this evening is to waive the fee \$1,700 owed from last year and whatever the rental fee is for this year.

Mr. Fleming stated that the School Committee needs to consider a future fee structure for the use of Bertram Field and noted that the payment of cost incurred by the district for custodians etc. is non-negotiable.

Mr. Miano stated that he cannot say if anyone in the organization knew about the bill for the fees.

Mr. Bryant asked if they received a fee schedule this year when they got an application. Mr. Gallotis stated that no list was given to them.

Ms. Amaral recalled that a 3-4 years ago two Salem High School Athletic staff were involved in the program and they opened and closed the field.

Ms. Amaral suggested that the School Committee make a decision for this year and excuse the rental fees for last year and charge Salem Youth Football for the custodians and other costs incurred by the School Department.

There being no further questions or comments regarding this matter:

Mr. Bryant moved to waive the rental fees for last year in the amount of \$1700, and that Salem Youth Football will pay the arrearage for the custodial fees for 2014, and waive the rental fees for the 2015 year. Mr. Fleming seconded the motion.

Ms. Hunt offered a friendly amendment that the same waiver of rental fees be extended to other organizations for this year. Mr. Bryant accepted the amendment.

Mr. Fleming stated that he does not want to give the impression that the fees are being waived forever.

Mayor Driscoll called for a vote on the motion made by Mr. Bryant and amended by Ms. Hunt, and seconded by Mr. Fleming to waive the rental fees in arrears for the Salem Youth Football program for 2014, and that they will pay the fees for the custodial charges that are in arrears, and that the School Committee waives the rental fees for one year for Salem Youth Soccer and any other Salem organizations.

A vote was taken and the motion carried.

Presentations and Reports

Update on Student Assignment

Dr. Jill Conrad addressed the School Committee and made a presentation on student assignment for this school year. She reported on the enrollment numbers by grade level and noted that this is preliminary information and the numbers are still fluctuating.

Dr. Conrad reported that all student have been assigned except for those waiting for testing (language assessments etc.) and transfers will be allowed up through the end of September.

Dr. Conrad reported that a more detailed presentation will be made a future School Committee meeting.

Update on Transportation

Business Manager Philip Littlehale reported that the district has successfully purchased two new buses. He reported that the number of riders is still fluctuating. He explained that last year we had 1,650 students taking the bus and we have 100 students less than last year.

Mr. Littlehale reported that we have enough drivers. He also noted that North Reading Transportation has purchased new buses. He also reported that the Nathaniel Bowditch buses are tight and he hopes that most of the students have already applied for transportation.

Mayor Driscoll asked if dry runs were held for the bus routes. Mr. Littlehale reported that the Salem Public Schools drivers and the North Reading drivers have all done dry runs of the bus routes.

Ms. Ruiz reported that in an effort to improve the transportation service, a hotline exclusively for the principals has been established to handle all transportation issues.

Update on Operations Institute

Dr. Jill Conrad made a presentation on the Operations Institute that was held on August 27, 2015. She reported that the theme was Learning Together as a Team and explained the goals and objectives of the institute as follows:

- Explore how all of the Salem Public Schools (academic and operational functions) can operate as a learning organization
- Understand the basic functions of each operational unit, how to access/use services and 2015-16 goals
- Learn about our new initiatives and/or regulations requiring new procedures or compliance
- Provide feedback to improve operational services and collaborate to address key challenges

Dr. Conrad reviewed the agenda for the institute and highlighted the topics discussed and presentations that were made.

Ms. Ruiz reported that in addition to the Salem Public Schools staff, Salem Police Chief Mary Butler and Salem Fire Chief David Cody participated in the institute as well making a presentation on school safety. She thanked them for making this a collaborative effort of city departments working together.

Presentation on Summer Learning Opportunities for Teachers and Students

Assistant Superintendent Kate Carbone made a presentation on the professional development opportunities that were offered this summer. She reported that it was a very busy summer for students and teachers who participated in summer learning opportunities.

Ms. Carbone explained that many teachers collaborated with colleagues during summer professional development sessions exploring topics ranging from cognitively guided math instruction, close reading strategies, standards-based practices, and coaching for new teachers. Several of these in-district workshops include follow-up meetings and coaching during the school year to enable deeper exploration of content and continued collaboration between participants as they implement strategies within classroom instruction.

Ms. Carbone reported that all but one of the in-district PD offerings were facilitated by Salem Public School educators which is a testament to the vast knowledge and expertise we have resident within the district. In addition to the collaborative learning opportunities we offered within the district, some teachers and leaders took advantage of professional development sponsored by the district but offered through partners.

Ms. Carbone stated that they were very selective about content offerings and there was strength in reading, literacy and math.

Mr. Schultz asked if teachers were directed to certain offerings based areas that the need to focus on. Ms. Carbone reported that there was a cohort of teachers that were recommended for some programs by the Principals.

Ms. Carbone thanked Amy Richardson and Michelle Herman from her office for all of their hard work and contributions to the success of the summer learning programs.

Mr. Schultz asked if there is a goal that in the future teacher leaders would be facilitating professional development. Ms. Carbone explained that another phase will include that teacher leaders have the tools and resources for their building teachers.

Ms. Ruiz stated that Kate Carbone and Margaret Marotta did amazing work planning and implementing the summer learning programs for teachers.

Emily Ullman, Director of Extended Learning Time addressed the School Committee and reported that through the work of committed partners and an innovative district team, we executed our most inclusive, expansive summer yet. With over 400 students participating in five district-run programs, rigorous instruction and experiential learning was the norm. Everything from bilingual community mapping to service learning projects about storm water runoff to deconstructing gravity with the Museum of Science was on the summer menu. This year, we worked intentionally to provide high-quality programming for all kids, with special attention to recruiting and retaining our diverse learners.

Ms. Ullman reviewed the program descriptions and enrollment profiles for the variety of summer programs offered to students in the Salem Public Schools. She reported that more detailed information pertaining to the effectiveness of student summer programs will be provided once the data compilation and review process is complete.

Assessment in the Salem Public Schools – Listening to the Whole Child

Assistant Superintendent Kate Carbone addressed the School Committee and made a PowerPoint presentation on Assessment in the Salem Public Schools. The presentation included the following:

A Core Value of Teaching and Learning

Getting to know our students on multiple levels helps is to plan teaching that is geared toward the needs of each child. She reviews the areas of focus in looking at this as follows:

- Academic Assessments
- Performances
- Demonstrations
- Observations
- Student Profiles
- Student/Teacher conversations

Assessment informs decisions

Meeting the Needs of Diverse Learners

- Schools have traditionally been better a meeting the needs of some groups.
- We need to be intentional about reaching ALL of our students
- A balance of assessments allows us to look through multiple lenses in order to paint a complete picture of the whole child.

Amy Richardson addresses the School Committee and reported on Assessments in Practice. She reviewed a sample question from an assessment for a question that directed that for each of the equations listed circle true or false to indicate whether or not the equation is true.

Ms. Richardson reported that 88% of students selected true for problem C. She explained that based on this data the teacher will revisit the idea of the equal sign as a balancing agent between the two

sides of an equation. Most students correctly chose C, and also did not choose A or D, so they are demonstrating good knowledge of math facts, however they did not recognize that B and E were also true.

Ms. Richardson reviewed a grade four assessment in practice for a physical education unit on cooperative games and team building.

She explained that the learning goal was that students will accept players of all skill levels into the physical activity. She explains that the observation showed that 6 out of 20 students made negative comments about other students based on their level of expertise and skill.

Ms. Richardson explained that the instructional plan based on this data the teacher will:

- Pull these students aside in a small group to review rules for respecting students of differing abilities and reiterate the value of teamwork
- Partner students with peer role models who exhibit good sportsmanship
- Provide positive reinforcements for changes in behavior

Ms. Carbone reviewed the purpose of assessments as follows:

- Plays a critical role in improving teaching and learning thus driving rigor
- Helps teachers monitor student growth and set goals
- Identifies who needs extra help and who is ready to move on
- Guides teachers in tailoring instruction to the students in front of them

Ms. Carbone noted that the question has been raised whether too much time is spent on assessment and that is a valid question. She explained that they review the district benchmarks on assessment annually to look at overlaps and replace the overlaps with new ones.

Ms. Carbone stated that there is also concern about teaching to the test and noted that first and foremost we teach to the standards and we cannot meet the standards if the students are exposed to a steady diet of teaching to the test. She explained that some teaching to the test exists in our district as well as some test prep and noted that some is relevant.

Mayor Driscoll asked how we monitor that at the Central Office. Ms. Carbone stated that there is no simple answer noting that Principals need to know that high quality teaching and learning is going on and should be spending at a minimum 50% of their time in classrooms to sniff out areas in the curriculum that are narrow and test driven.

Ms. Hunt stated that she appreciates the presentation and notes that this topic is being actively discussed across the state and country and we need to make sure that we are meeting the needs of all of our students.

Ms. Carbone continued the presentation on Tracking Student Progress.

Tracking Student Progress

Ms. Carbone explained that most people equate the word "assessment" with "test". However, assessments can take many forms. They can certainly be traditional tests and quizzes, but they can also include classroom observations, musical performances, portfolios, standardized tests such as the SATs and MCAS, sets of math problems, debates, science labs, and more. Some assessments are quick and informal, and the students may not even realize that they are being assessed. Others carry greater weight and may affect a student's grades, future placement, or educational services.

Assessments play a critical role in improving teaching and learning and are essential for helping teachers and students themselves to monitor progress, understand successes and areas for growth, and set goals. They provide a communication bridge between school and home, allowing teachers to provide families with evidence of their child's strengths and/or challenges. Using information from assessments, teachers can identify who needs more advanced work and who needs extra help, as well as what changes in curriculum and instruction might be necessary. The figure below shows the central role that assessment plays in the teaching and learning cycle.

If We Teach It, They Will Learn...

In the world of education, we no longer assume that if teachers teach it, all students will automatically learn it. The idea that one way of teaching or one type of curriculum will reach all learners isn't substantiated by research. Frequent check-ins help teachers customize instruction for each student. They also allow the district and schools to make informed decisions about professional development in order to build teacher and leader capacity.

The Role of the District—District-Level Assessments

Assessments have three main purposes:

1. They diagnose student learning strengths and areas of concern.
2. They guide instructional decisions.
3. They hold teachers, schools, and districts accountable for making sure that students are mastering state standards.

The district determines which assessments, in addition to classroom measures, are necessary to serve essential diagnostic, instructional, and accountability purposes, making certain that every district-mandated assessment is of high quality and provides data needed for raising student achievement. The district has also built support structures and routines, such as school data teams and a schedule of data meetings, to ensure that assessment results are actually used and follow-up action plans are carried out.

Every year, the district takes stock of its assessments to ascertain their usefulness and relevance. This re-evaluation means that the overall district assessment plan is never set in stone but may be adjusted periodically to better meet the needs of the district's students. We use the following questions to guide an annual review of assessments:

- What do we need to know about our students and why?
- Are there any assessments that duplicate efforts or that can be eliminated?
- Is there an assessment that has outlived its purpose?
- Are there better measurement tools that have become available?

Along with test quantity, test quality is critical. To serve students and educators well, district assessments are aligned to state standards, meet criteria of high quality, and provide useful and timely results. The district considers what insight will be gained from each assessment, who will use the information, what actions will they take, and how student learning is expected to improve as a result of these actions.

District assessments provide important information that is not available through the state's large-scale assessment (MCAS) or in the classroom through daily instructional activities.

Standardized Assessments

A standardized test is any form of test that requires all students to answer the same questions and is scored in a “standard” or consistent way. These are generally provided by outside partners or companies. Many education experts consider them to be a fair and objective method of assessing the academic achievement of students.

Rigorous assessments such as ANet and Galileo make it possible to compare how students are performing relative to other high performing schools and districts throughout the course of the school year. At formal or informal data meetings, teachers work together to analyze the data so they can plan next steps in instruction.

District Common Assessments

District common assessments are collaboratively designed by groups of educators who agree on a common format and purpose for the assessments, and who administer them in the same way. The general goal is to ensure that all teachers in a department are evaluating student performance in a consistent and reliable manner. These types of tests give teachers important information about the individual’s strengths and areas for growth. They may include quizzes, tests, performances, oral presentations, and more.

Massachusetts’ Standardized Assessment: The MCAS

This statewide annual assessment provides important feedback to teachers, administrators, and state policy makers as to where we are succeeding and where we need to enhance our efforts. Legislators and taxpayers expect an objective assessment of student and school performance in return for a very significant investment of public funds. A low participation rate can adversely affect a district’s performance rating in the state and federal accountability system. High school students who do not take and pass the tenth grade MCAS tests may have difficulty earning the competency determination required for a high school diploma

The best way to prepare students for state exams is to implement a rich, clearly articulated curriculum, using research-based instructional strategies that engage and challenge students. Although students need some exposure to the format expected by MCAS, this should not be confused with narrow “teaching to the test”. With the shift to the new Massachusetts curriculum frameworks, it is increasingly difficult to teach to the test. The standards ask students to think and reason, problem-solve, work collaboratively with others, present skillfully planned and persuasive arguments, and integrate reading and writing throughout all content areas. Teachers must make this a part of daily instruction in order for students to be able to be successful.

How Much Assessment is Enough?

Across the country, many teachers, parents, and students say that there is too much assessment in our schools and that testing is taking valuable time away from teaching and learning. They don’t want children to be reduced to a single number. These concerns are legitimate and merit attention.

While many assessments are valuable, each one takes time and resources that could be used for other activities during the school day. It is essential to ensure that every district assessment has an important purpose that leads to actions that improve student learning. In addition, although assessments give insight into a child’s progress, they do not tell the entire story. Anecdotal records and teacher observations are needed to complete the picture.

The time currently allocated to district and standardized assessments ranges from 0.5% of available instructional time for an ESL student in kindergarten to 5.2% of available instructional time for an ESL student grade 10 (AP exams not included).

Conclusion

The district's goal in using assessments is to create a streamlined, continuous feedback loop that provides critical information to teachers for adjusting practice and for enhancing the valuable learning experiences provided by daily classroom instruction. The Salem Public School continuously reviews its assessment plan to ensure that the information gathered from district assessments is value-added and used by teachers to improve student learning.

Finance Report

Budget Transfer Request There were no budget transfers this evening.

Approval of Warrants

The following warrants were presented for approval:

August 13, 2015 in the amount of \$527,783.47
September 3, 2015 in the amount of \$601,403.62

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

Action Items

- a. Deliberation on the approval of the Memorandum of Understanding Between the Salem School Committee and the Salem Teachers Union regarding the Nathaniel Bowditch K-8 School

Mr. Fleming moved approval. Mr. Bryant seconded the motion. The motion carried.
- b. Deliberation on the approval of the third reading of the revision to the policy 5102.02 Children of Non-Resident Teachers Attending the Salem Public Schools – Tabled on 8/10

Ms. Hunt moved to approve approval. Mr. Bryant seconded the motion. The motion carried.
- c. Deliberation on language clarification to policy 3601 Transportation Policy approved by the School Committee on June 15, 2015 – Tabled on 8/10

Mr. Bryant moved approval. Dr. Walsh seconded the motion. The motion carried.
- d. Deliberation on the first reading of the recommended revisions to the policies reviewed by the Policy Subcommittee in the 5000 Section of the Policy Manual:

Ms. Hunt reported that the Policy Subcommittee has reviewed the following policies and recommends approval of the first reading of the revised policies. She also requested that the matter of policy 5211 Home Schooling be tabled for further review.

Ms. Hunt moved to approve the first reading of the policies. Mr. Bryant seconded the motion. The motion carried.

5102 Enrollment of Salem Residents
5102.01 Enrollment of Non Resident Students/School Choice
5103.01 Student Assignment to Vocational Technical Programs
5103.02 Student Assignment for Transfer Students

5105 Pledge of Allegiance
5109 Emergency Closings
5114 Participation in Activities during Absence or Suspension
5115 Dismissal at Parent Request
5207 Parent Conferences
5212.01 Equal Access to be combined with 5218 Equal Educational Opportunities
5233 Student Advisory Committee

Subcommittee Reports

Policy Subcommittee

Ms. Hunt reported that the Policy Subcommittee met this evening and reported that they will be reviewing the Student Assignment policy in November after the October 1st deadline for reporting to DESE. She suggested that the School Committee meet in a Committee of the Whole on October 5, 2015 at 6:00 p.m. for the purpose of discussing student assignment. She explained that she would like to address a timeline for the review of the student assignment policy and suggested that the School Committee take a year to review it. She also explained that they would like to review the data to see if we have achieved equity in the schools.

Personnel Subcommittee

Mr. Fleming reported that the Personnel Subcommittee met last week and reviewed the matter of moving the IT Clerk position to the City. He reported that Atty. Kulak is reviewing the matter.

Mr. Fleming reported that the Personnel Subcommittee also reviewed the proposal for Playworks at the Nathaniel Bowditch.

Mr. Fleming reported that the Personnel Subcommittee also reviewed the position of Chief of Operation Strategy and no action was taken.

School Committee Concerns and Resolutions

Mayor Driscoll reported that the District Parent Advisory Council (DPAC) will be forming and she anticipates that their first meeting will be in October.

Mayor Driscoll apologized for the omission of an item on the agenda for this evening regarding a complaint that was filed regarding comments made by a School Committee member at a previous meeting.

Mr. Fleming moved that the complaint be received and placed on file. Mr. Schultz seconded the motion. The motion carried.

Mayor Driscoll reported that Diane and Dick Pabich owners of the Salem Inn have donated a hydroponic lab to Salem High School and that will be on the next agenda for approval of the acceptance.

Mr. Schultz stated that he would like a report at some point on the organic gardening program in the Salem Public Schools and he would like to explore the possibility of the organic gardening program providing food for the schools.

Dr. Walsh reported that the Annual Salem Childrens Charity Golf Tournament will be held on September 26, 2015 at Salem Country Club. He reported that the Golf Tournament is being planned by Dennis and Patty LaVasseur. Interested golfers should contact Dr. Walsh for more information.

Mr. Fleming reported that the annual Salem Day at Kernwood Country Club will be held on Monday, September 14, 2015 and he is pleased to report that all of the spots for the tournament are filled.

Mr. Fleming questioned when the MCAS scores will be available to the public. Ms. Ruiz explained that they have been embargoed by DESE and are available to the principals for planning purposes only.

Kate Carbone estimated that the MCAS scores should be available in mid to late September.

Questions and Comments from the Audience Regarding the May 18, 2015 Agenda

There were no questions or comments from the audience.

Adjournment

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

The meeting adjourned at 10:30 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

Minutes of Regular School Committee Meeting August 8, 2015

School Committee Agenda September 8, 2015

Operations Institute Agenda

Summer Learning Opportunities Handouts

Report on Assessment Audit

Memorandum of Understanding Between the Salem School Committee
and the Salem Teachers Union regarding Nathaniel Bowditch School

Request from Salem Youth Football to waiver rental fees

Policy on Children of Salem Public Schools staff attending SPS

Transportation Policy –language clarification

5102 Enrollment of Salem Residents

5102.01 Enrollment of Non Resident Students/School Choice

5103.01 Student Assignment to Vocational Technical Programs

5103.02 Student Assignment for Transfer Students

5105 Pledge of Allegiance

5109 Emergency Closings

5114 Participation in Activities during Absence or Suspension

5115 Dismissal at Parent Request

5207 Parent Conferences

5211 Home Schooling

5212.01 Equal Access to be combined with 5218 Equal Educational Opportunities

5233 Student Advisory Committee

ROSEMARY ANN DI TULLIO, Ph.D.

26 Desota Street
Saugus, MA 01906
781-233-3780

rosemaryditullio@gmail.com

EDUCATION:

BOSTON COLLEGE

Chestnut Hill, Massachusetts

Ph.D. Educational Administration – December, 2001

SALEM STATE COLLEGE

Salem, Massachusetts

M. Ed. Educational Administration – May, 1987

UNIVERSITY OF MASSACHUSETTS

Amherst, Massachusetts

M.A. History – May, 1971

UNIVERSITY OF WISCONSIN

Madison, Wisconsin

B.A. Liberal Arts (History Major) – 1970

EXPERIENCE:

2010 – present

New Superintendents Induction Program

Massachusetts Association of School Superintendents

Lexington, MA

(grant funded through Dept. of Elem. and Sec. Educ.)

Coach for new Superintendents

2008 – 2014

Northeast Consortium for Staff Development

Topsfield, MA

Co-Director (08-10) / Professional Development Consultant

2008 -2009

Salem State College

Salem, Massachusetts

Coordinator for the C.A.G.S. Program

2003 – 2008

ROCKPORT PUBLIC SCHOOLS

Rockport, Massachusetts

Superintendent of Schools

1998 – 2003

WAKEFIELD PUBLIC SCHOOLS

Wakefield, Massachusetts

Deputy Superintendent

1995 – 1998

Director of Curriculum and Instruction

1973-1995

WINTHROP PUBLIC SCHOOLS

Winthrop, Massachusetts

1988 – 1995 **WINTHROP MIDDLE SCHOOL**
Winthrop, Massachusetts
Principal

1984 – 1986 **Assistant to the Superintendent**
WINTHROP JR. HIGH SCHOOL

1981- 1988 **WINTHROP SR. HIGH SCHOOL**
Winthrop, Massachusetts
History Teacher

1973 – 1988 **Winthrop Jr. High School**
Winthrop, Massachusetts
Social Studies / History Teacher

MASSACHUSETTS CERTIFICATIONS:

Superintendent / Assistant Superintendent
Director / Supervisor
Principal 7 – 12
Principal N – 6
History 7 – 12
Social Studies 7-12

PROFESSIONAL ACHIEVEMENTS:

Executive Board Member of the Massachusetts Association of School Superintendents (2004-2008)
Member Cape Ann Emergency Preparedness Committee (2003-2008)
Member Board of Directors of the Northshore Education Consortium (Sp ED. Collaborative 2003-2008)
Executive Board Member of the Northeast Consortium for Staff Development (CHAIR/2003-2004)
Co-chaired Middle School Principals group for Shore Collaborative Communities
Member of Metro-North Middle School and High School Alliance
Member of the State Advisory Committee for the "First" Grant Health Initiative
Presenter at NE Region Education Lab Meeting
Presenter at DOE and other educational meetings on K-12 mentor program, middle school inclusion, middle school interdisciplinary projects and Building ethical schools (Global Ethics)
Instructor on curriculum development
Wakefield Public Schools Celebration of Learning Recognition Award recipient
John Hancock Scholar (History Teacher, Winthrop High School)



Accelerated Improvement Plan Revision for SY 2015-2016

**Salem Public Schools
School Committee Presentation
September 21, 2015**

SALEM PUBLIC SCHOOLS

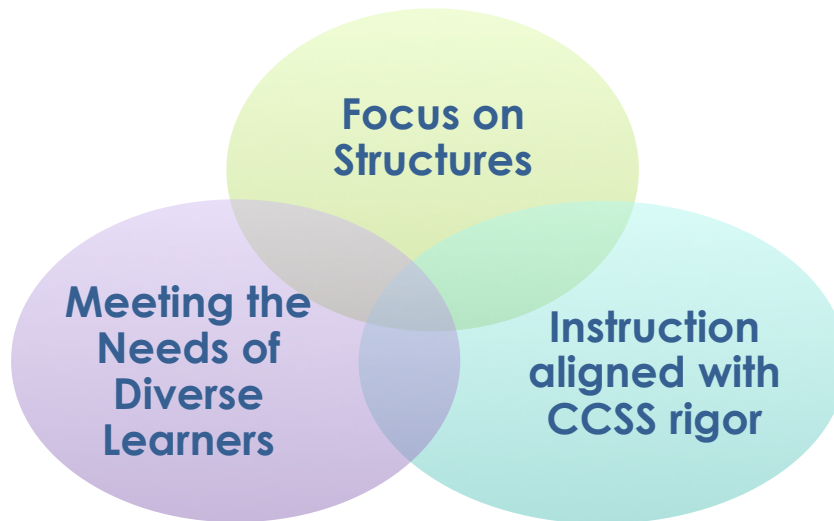
AIP Objectives

Embed data
driven systems
that assess and
support teaching
and learning

Increase
instructional rigor
in all classrooms

Ensure high
quality leadership
that supports
continuous
improvement of
teaching and
learning

Three Key Initiatives Will Drive Work in Each Objective



Structures

Cohesive leadership structures in every school:

- High Functioning **Instructional Leadership Teams**
- Strong common planning time practices
- Data inquiry cycles at three levels: **school, classroom, student** - also track progress of **all subgroups**
- Systems and protocols for **collaboration** and **information dissemination**

Meeting the Needs of Diverse Learners

- Leverage data cycles and staff to **differentiate supports** for **English Language Learners** and **Students with Disabilities**
- Implement a **highly effective tiered support model**
- Instruction that is **scaffolded** and provides a **variety of entry points** for all learners

Instruction

- **Implement instruction** that is closely aligned to the rigor and shifts in the **MA Common Core aligned standards**
- **Monitor instruction** that closely aligns with the shifts in the **MA Common Core aligned standards**
- **Differentiate supports to schools**

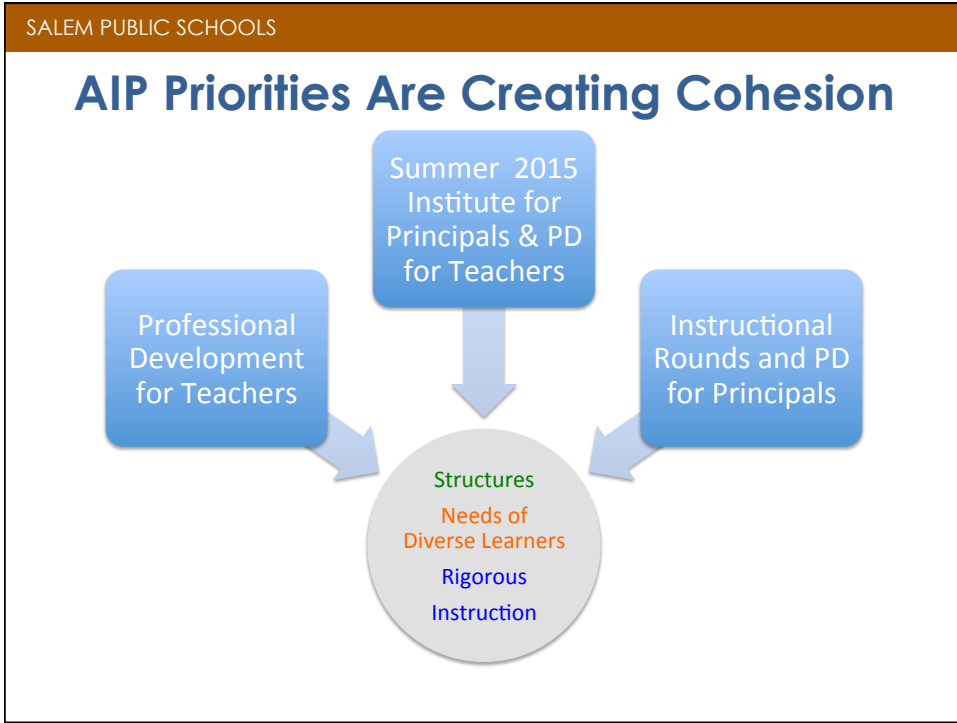
Educator Outcomes

- 100% of classroom visits reflect instruction that is aligned to Common Core rigor through Instructional Rounds
- 100% of principals show evidence of providing feedback to teachers about improving access to content
- 100% of schools show evidence of having a cohesive leadership structure

Student Outcomes

- 100% of K-5 students will make 1+ year's growth on the Benchmark Assessment System (BAS)
- 100% of 6-8 students will make 1+ year's growth on the ELA iReady measure
- 100% of high school students will reach benchmarks in ELA & math Galileo measures

*Leadership Team will continue to measure progress in other areas such as attendance, SAT scores, AP course completion, etc.



SALEM PUBLIC SCHOOLS

Engaging our Stakeholders

Core Audience	Engagement/Event Type	Date
School Committee	Presentation Revised AIP Quarterly Progress Monitoring Sessions	9/21/15 TBD (Oct., Dec., March, June)
Principals/District Leaders	Bi-weekly DLT Meetings Principal surveys	Bi-Monthly Mid/EOY
Teachers	School Level Presentations Teacher Surveys	Fall 2015 Mid/EOY
Other SPS Staff	Forums in Central Office	Fall 2015 Spring 2016
Parents and Community	Presentations to key parent and community groups	Ongoing throughout the year
Students	Student Forum on the objectives of AIP	Winter 2016



Salem Public Schools

District Accelerated Improvement Plan (AIP) 2015-16



Submitted September 2015

Revision 9/2015

Level 4 District Accelerated Improvement Plan Template

District: SALEM PUBLIC SCHOOLS

Date: September 2015

Section 1: Introduction

Laying the Foundation for Reform

Salem Public Schools received a Level 4 accountability designation in 2011 and since then has engaged in the Accelerated Improvement Planning (AIP) process to guide and monitor its turnaround efforts. AIP strategic objectives have remained constant across all plans developed since 2012-13, and action steps have put particular emphasis on strengthening curriculum and instruction, building capacity for data use, and development of leadership practices.

As a result of the AIP, significant progress has been made in building a foundation to support teaching and learning:

- Curriculum maps outlining units of study aligned to the Common Core and Next Generation Science standards have been developed in ELA, mathematics, and science.
- Teachers have been trained to implement specific instructional models such as reader/writer workshop and have been provided high quality instructional materials to support planning standards-based lessons.
- A balanced assessment system of rigorous measures is in place and regular data meetings are held at schools to review data to inform instruction. Principals and data team's members have received coaching to support data practices.
- A district-wide instructional coaching model was implemented starting in 2013-14 with the goal of strengthening core instructional practice through an embedded model of support. Each school has a literacy coach and math and science coaches are shared across schools.
- An annual professional development plan ensures that teachers and school leaders are provided quality learning experiences.
- Evaluators have received significant training in how to write and deliver feedback that is high leverage and actionable.

In addition, to the foundational teaching and learning work, the AIP has driven significant reform in the area of student supports:

- A Positive Behavior Intervention Support System (PBIS) that proactively instructs and supports all students in following well-defined social and behavioral expectations.
- A coordinated cadre of behavior specialists, school adjustments counselors, psychologists and social workers that offer tiered behavioral and mental supports designed to keep students in the classroom and learning.
- An inclusive culture that supports teachers in engineering classroom activities that are culturally appropriate, engaging for a range of learning styles, and suitable for learners with various talents and interests.
- An emphasis on education in the least restrictive environment, that has supported the significant reduction of students in substantially separate classrooms and increased diversity within the general education programs.

Throughout the early phases of Salem's transformation process the district has taken deliberate steps, as detailed in the AIP, to support and develop teacher and school leaders. All new principals receive a mentor/coach to guide

their transition into the principalship. In addition to this support, all principals in the district are provided ongoing coaching around the educator evaluation process.

This year SPS had three participants in the Lynch Leadership Fellowship—the Salem High School principal, the Director of Operations at Bentley Academy Charter School, and the district STEM Coordinator (now the assistant principal at Collins Middle School). These leaders participated in two weeks of intensive summer training and will receive coaching throughout the year in an effort to refine data and instructional leadership practices. This training not only strengthens the practice of existing leaders but is also helping to create a pipeline of aspiring school leaders.

In July 2015, the district launched an effort to cultivate a cadre of teacher leaders who have the skill to facilitate common planning time, support effective data use at the student level, and plan and deliver professional development. These teachers will play a critical role in sustaining improvement initiatives across schools.

Deepening the Work of our Three Objectives in the AIP

The main goal during the revision process of the AIP this year was to focus on a clear set of priorities that can provide cohesion to the work outlined in the plan. Consideration was also given to the fact that the priorities in previous versions of the AIP focused primarily on establishing and building basic structures, such as data inquiry protocols, that were not in place in Salem Public Schools at the time the first AIP was developed. The team felt very strongly that the initiatives and action steps to be included in this year's revision of the plan, had to deepen the work that was already started in the district, promote ownership of the work in the schools, while at the same time it focuses on a few initiatives and more streamlined metrics.

Initiatives Aligned to Key Levers

The initiatives under each of the objectives align to two structure levers and one major area of need outlined by our district data: **meeting the needs of our diverse learners; improving and deepening data practices; leadership structures and practices**. Each of the three levers informs the initiatives and action steps that deepen the work done under each objective.

The shift to work on strengthening school structures is based on the fact that highly effective schools have strong structures that drive improved student outcomes and accelerate school improvement. Our AIP focused on the following structures:

- High functioning Instructional Leadership Teams (and other leadership teams)
- Strong common planning time practices
- Data inquiry practices that are conducted at three levels: school, classroom/grade, and individual students which also track progress of all subgroups at school
- Clearly defined, implemented and supported rigorous instruction which is accessible for all learners

These structures, combined with the content of the state learning standards, become the “machinery” that drive reform and accelerated improvement in our schools.

As the staff at Salem Public Schools first began working on establishing their data practices through the partnership with ANet, the focus was on establishing the nuts and bolts of data inquiry. Data Teams were established at every school. The focus of this work was to build the capacity of these teams to conduct data inquiry cycles along with the principal. This goal was successfully achieved during the past two years.

With focus this year on leadership structures, we are envisioning transitioning the Data Teams into Instructional Leadership Teams (ILTs). In addition to leading data inquiry cycles, ILTs also lead the charge in ensuring that the data cycles are conducted at the school, classroom and student level while also developing and supporting the

priorities and professional development for the staff. The ILT should be closely informing and supporting the work of teachers during common planning time. The shift from just data leadership, into academic leadership is the key in shifting every school into having an effective ILT. This is how the work is being deepened and refined through the focus on leveraging leadership structures such as the ILT and common planning time (CPT).

Streamlined Benchmarks closely align with Initiatives

Reflecting on last year's benchmarks, the team felt that there were too many benchmarks and action steps. Data collection and management was challenging and time consuming. This year, the team focused on less metrics that closely measure the impact of the three levers identified in our initiatives. The result is a much more streamlined and focused AIP with a few levers that repeat themselves in the initiatives under each objective.

The district leadership team meets regularly to analyze and monitor data that informs progress in other important areas of achievement such as student and teacher attendance; suspensions; SAT scores and AP course completion. The focus this year will be to develop and strengthen functions in our district that will support data analysis and reporting.

New Focus on the AIP Creates Cohesion

With the focus on deepening the work in our leadership and academic structures, our team has been able to align the professional development for principals to deepen their capacity to lead by leveraging these structures. This summer, we conducted a 4-day Summer Institute for principals, which included sessions on cohesive leadership structure; deepening data practices to include student level data; meeting the needs of our diverse learners – cultural proficiency; increasing rigor in ELA and math: text complexity and Common Core shift #3 Rigor in math. During the 4 days of the Institute, school leaders and their administrative teams learned collaboratively on these topics that directly support the initiatives on our newly revised AIP.

The topics of the professional development plan for principals and teachers for the year has also been closely aligned with the initiatives in the AIP. For example, we will be building the capacity of teachers to do standards based planning and supporting principals' ability to provide effective feedback based on instruction that is aligned to the Common Core. This alignment and support that the AIP will bring to Salem Public Schools includes the highest leverage initiatives and metrics that we believe will drive accelerated improvement in our district.

Engaging Stakeholders in Developing the Plan and Rollout

Over the past year, SPS engaged stakeholders in the work of the AIP in several ways. Principals have remained engaged every step of the way with the past year involving mid- and end-of-year surveys, an end of the year debrief, and a 4-day intensive Leadership Institute in August 2015. The strategic objectives of Salem's AIP -- improving data practices, meeting the needs of all learners, and leadership structures and practices were the foundation for the August Leadership Institute which gave principals the opportunity to go deeper in terms of leadership practice and focus in each of these areas.

The central theme of "Learning and Working Together as a Team" has framed all work and efforts of the new Salem Public Schools administrative leadership team. From the beginning, Superintendent Ruiz has conducted a series of "Entry Plan" engagements that range from one-on-one interviews with all district staff and school leaders to teacher and community forums, and other strategies to better understand the context around what is working and what needs improvement in the district. In July 2015 she engaged all members of the School Committee in an all-day retreat that provided an opportunity to reflect on the progress made on the AIP objectives as well as to identify and provide input on new priorities for moving the work forward. Her remarks during this year's opening Convocation also highlighted the importance of collaborative learning and clearly articulated the district-wide goals embedded throughout the AIP. The emphases on focus, coherence, and

collaboration signal a level of alignment, intentionality, and appreciation for the everyday work of teaching and learning that has not been prominent in the district in recent years.

It is indeed a new day in the Salem Public Schools and one that is already inspiring the district’s hard-working team of educational leaders to new aspirations. As Superintendent Ruiz emphasized in her Convocation remarks, Salem no longer seeks to simply exit its current Level 4 accountability status. We aspire to nothing short of being the best district in the state! *That* is the vision that will propel us forward and provide the fuel to engage all stakeholders--teachers, leaders, parents, community, and students--along with us. This is the journey worth taking and we are eager to accelerate our efforts and results this year.

Going forward we will continue to engage all stakeholders in a variety of ways. The table below outlines the planned forums and venues for engaging others in the work of the AIP

Core Audience	Engagement/Event Type	Date
School Committee members (and the public)	SC Meeting (present revised AIP) Quarterly Progress Monitoring Sessions Information on website Newspaper article/Op-Ed	9/21/15 TBD (Oct, Dec, March, June)
Principals/District leaders Principals/School Leaders (APs) /District Directors	Bi-weekly DLT Meetings Principal surveys with questions aligned to the AIP objectives that will give principals a voice and opportunity for input and feedback (and to assess the extent to which AIP objectives are reaching principals)	Every other week starting 9/24, 8-11am Pre-post (mid- and end-of-year)
Teachers	School-level presentations (principals will be given talking points and a deck/materials to share with teachers) Teacher surveys with questions aligned to the AIP objectives that will give teachers a voice and opportunity for input and feedback (and to assess the extent to which AIP objectives are reaching teachers) Key themes from objectives woven throughout this year’s district PD offerings. Slides referencing AIP themes will be included during PD days as reference points	Fall 2015 Pre-post (mid- and end-of-year) District PD schedule
Other SPS Staff	Forums in central office and other locations	Fall 2015 Spring 2016
Parents and Community	Targeted presentations to key community groups such as Salem State University, Latino Coalition, Community Advisory Board, Salem Education Foundation, Salem Main Streets, Rotary Club, Special Education Parent Advisory Council, etc.	Ongoing throughout the year
Students	A student forum on the objectives of AIP	Winter 2016

Monitoring Our Progress in 2015-16

Although in previous years SPS held quarterly “highlight meetings” to review and monitor progress on AIP objectives, this year the SPS Leadership Team will schedule regular progress monitoring sessions to review the data collectively. Leaders will track progress on each of the below metrics, highlighting areas where progress is being made and going deeper in areas needing further attention and improvement. The benchmarks included below are part of a broader set of measures that SPS will be using this year to track the district’s progress toward its student learning and other goals. These measures include both district-wide trends as well as progress within each of our schools. Review of these measures will help us monitor progress and make mid-course corrections as needed.

The SPS leadership team will also monitor progress throughout the year at the school level. The focus of the instructional rounds will be guided by the topics/themes of the AIP but the structure will be co-created with each of the principals. In addition to the instructional rounds conducted by district leadership to monitor progress, principals will be expected to conduct at least four additional instructional rounds to assess and monitor their school’s progress in other areas. Principals will also be expected to share written feedback on all four of the instructional rounds conducted.

Mr. Eric Fermon – Transportation Manager

Mr. Fermon comes to the Salem Public Schools Transportation Department from First Student, the largest school bus operator in North America. Mr. Fermon brings almost 10 years of experience in School Transportation. Most recently Mr. Fermon was the Interim Location Manager supporting the Sudbury Public Schools. Previously, Mr. Fermon was the Location Manager for the Salem Public Schools from January 2013 until June 2015 when the contract with First Student expired. Mr. Fermon has also been a bus driver in Salem for First Student. Prior to joining First Student, Mr. Fermon spent a decade at Home Depot, in various roles including staff training. Mr. Fermon has a Class B CDL and School Bus certificate.



Philip Littlehale
Business Manager
The Salem Public Schools
City of Salem

29 Highland Avenue • Salem, Massachusetts 01970

Tel. (978) 740-1222 Fax (978) 740-1152
E-Mail: philiplittlehale@salemkk12.org

Memo:

To: Salem School Committee
From: Philip A. Littlehale
Date: September 15, 2015
Re: FY16 Budget Transfer Request (3) – Witchcraft Heights

Principal Mark Higgins is requesting a budget transfer of \$2,500 from Instructional Supplies to Fringe/Stipends. This transfer is requested to restore ½ of the reduction in funds made in the FY16 budget for stipends. Currently \$9,000 is available out of \$17,500 budgeted in the instructional supply line as most instructional supply purchases have been made.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
9/15/2015	From	13570821	5514	Instructional Supplies	(2,500)
9/15/2015	To	13570820	5150	Fringe/Stipends	2,500

I recommend approval of the transfer.

Thank You.

cc: Superintendent Ruiz
Principal Mark Higgins



Philip Littlehale
Business Manager
The Salem Public Schools
City of Salem

29 Highland Avenue • Salem, Massachusetts 01970

Tel. (978) 740-1222

Fax (978) 740-1152

E-Mail: philiplittlehale@salemkk12.org

Memo:

To: Salem School Committee

From: Philip A. Littlehale

Date: September 15, 2015

Re: FY16 Budget Transfer Request (4) – Assistant Superintendent

Assistant Superintendent Kate Carbone is requesting a budget transfer of \$30,000 from District Wide Teaching to Contract Services. Currently there is an open Coordinator position for which a suitable candidate has not been found. As services provided by this position are needed within the district now, this transfer is requested to repurpose part of the budgeted salary to contract services so that these services can be provided by a vendor until the position is filled.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
9/15/2015	From	13570140	5125	Dist Wide Teaching	(30,000)
9/15/2015	To	13570141	5320	Contracted Services	30,000

I recommend approval of the transfer.

Thank You.

cc: Superintendent Ruiz
Assistant Superintendent Carbone

September 7, 2015

Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner,

On behalf of the New Liberty Charter School Board of Trustees, I respectfully request your approval of an amendment to our charter to change our school calendar. We feel it would be in the best interest of students as well as the school to increase our number of student days from 190 to 210. This change to our charter will be effective upon your approval or the approval of the Board of Elementary and Secondary Education.

The New Liberty Charter School Board of Trustees requests this change because we have come to recognize that to fulfill our mission and provide educational services to our target population, we need to offer academic opportunities and wrap-around stabilization services all year long. In our charter, we proposed an eleven-month calendar. If this request is granted, we will add a two week vacation to our schedule in July and extend our 2015/16 school year through the end of August.

The Salem Superintendent and the Salem Teacher's Union approved this request on June 24, 2015. The New Liberty Charter School Board of Trustees voted to approve this request on Thursday, July 30th 2015. The Salem School Committee approved this request at their meeting on _____ that was conducted in open session according to all Commonwealth open meeting guidelines. The NLCS Board of Trustees has now authorized me to submit this request on their behalf. I have also enclosed certification that the Salem school committee and Salem teachers' union have approved this request.

The New Liberty Charter School is an academic success, is a viable organization, and is faithful to the terms of its charter. We have just completed our fourth year. We are looking forward to helping students in a more sustained and consistent manner as a result of this change.

The New Liberty Charter School Board of Trustees requests your approval of this amendment as soon as possible. Please contact Jessica Yurwitz, jyurwitz@newlibertysalem.com, 978-491-1272 if you have any questions about this request.

Sincerely,

Dr. Neal DeChillo
Chair, SCCS Trustees

Kimberley Driscoll
Mayor, City of Salem

Beth Kontos
Salem Teacher's Union

cc:
NLCS Board of Trustees
Chair, Salem School Committee
Superintendent, Salem Public Schools
DESE Director of Charter Schools

New Liberty Charter School (2)

2015-2016 School Calendar

September 2015						
Su	M	Tu	W	Th	F	Sa
		1	PD	PD	PD	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30			
						17

October 2015						
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25	26	27	28	29	30	31
						20

November 2015						
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						18

December 2015						
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27	28	29	30	31		
						14

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	PD	20	21	22	23
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31						18

February 2016						
Su	M	Tu	W	Th	F	Sa
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28	29					
						16

March 2016						
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						21

April 2016						
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24	25	26	27	28	29	30
						15

May 2016						
Su	M	Tu	W	Th	F	Sa
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22	23	24	25	26	27	28
29	30	PD				
						20

June 2016						
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26	27	28	29	30		
						22

July 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
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24	25	26	27	27	27	30
31						10

August 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			
						19

- School Closed - Vacation for staff and students
- Summer Half Staff
- Snow Days

- PD Staff Planning Day (No School for Students)
- Exhibition Days - Half Days for Students
- Start/End of the Quarter

213 STUDENT Days (incl 3 Snow Days)
 195 STAFF Days (Including 5 PD Days)

** September 4th is an optional PD from 9-12pm - Introduction to the Innovation Plan Development Process



216 Essex Street
P.O. Box 150
Salem, MA 01970
978-745-9233
800-888-6468
fax: 978-744-3109
www.eCabot.com

September 3, 2015

RECEIVED

SEP 04 2015

S.P.S.
SUPT.'S OFFICE

Ms. Mindy Marino
Secretary to Superintendent
Salem Public Schools
29 Highland Avenue
Salem, MA 01970

Dear Mindy,

Thank you for accepting our materials donation to Salem Public Schools on Tuesday, September 1, 2015. As a proud supporter of the Salem community, it was with great pleasure that we came together with the idea to creatively recycle and donate a large inventory of branded stock that, while no longer useful to us, are still useful materials to school teachers, parents, children and others.

Collectively, we had a hard time just dumping it all into a recycling bin because these are useful resources that are too good to throw away. I want to thank you as well as Torin Mailloux and students, Caleb Yetts and Shawn Small for hauling these boxes from our office to the truck. It was quite a sight to see it all loaded up!

We've determined that the amount of this donation is approximately \$16,500 worth of useful materials. We hope that you will consider these materials for creative reuse in both offices and classrooms by transforming what could have been discarded into something that provides value to Salem Public Schools.

Please feel free to contact me directly if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads 'Mikki L. Wilson'.

Mikki L. Wilson
Director of Marketing & Business Development

cc: Margarita Ruiz, Superintendent

Donation to Salem Schools
September 2015

Product	Size/Amount	Amt Donated	~Cost per item	Donation Total
Letterhead 1st page	500/box 4,000/carton	20,000	\$ 0.16	\$ 3,200.00
Letterhead 2nd page	500/box 4,000/carton	14,500	\$ 0.14	\$ 2,030.00
Large 9x12 Window Envelope	500/carton #27427875	20,000	\$ 0.24	\$ 4,800.00
Small #10 Window Envelope	#21327 2,500/carton 500/box	9,500	\$ 0.10	\$ 950.00
Small Plain #10 Envelope	#44071 & SW10011 2,500/carton 500/Box	18,500	\$ 0.10	\$ 1,850.00
Pens	220.00	220	\$ 1.26	\$ 277.00
3-Ring Hole Punch	45	45	\$ 3.49	\$ 157.00
Caobt notebooks (brown recycled)	25.00	25	\$ 3.50	\$ 87.00
Plain white paper - 3- hole punched	~8 reams	8 reams	\$ 11.50	\$ 92.00
3-Ring Binders	various sizes	7 boxes	\$8 - \$10	\$ 698.00
Blue Folders	450/box	3 boxes	\$ 1.79	\$ 2,416.00
			Total Cost	\$ 16,557.00

Items Received On: Tuesday, September 1, 2015

Items Received By: Torin Mailloux (SPS Maintenance), Caleb Yetts and Shawn Small (Students)

Delivery Confirmed By: Mindy Marino, Secretary to Superintendent

Signature X

Salem Public Schools
Salem, Massachusetts
Field Trip Form

Information

Name of School: Sa Honstall

Name of Organization/Activity: Nature's Classroom

Contact Person: Sue Brown

Destination: Nature's Classroom, Ocean Park, Maine
(Attach a detailed itinerary to this form)

Trip Dates: Date of Departure: Oct 19th Date of Return: Oct 23rd

Return to Salem from (if different from destination) _____

Number of Students Participating: ± 70

Total Number of Chaperones: ± 8 Teachers: 0 Parents: _____

Accommodations

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

Oceanwood Camp + Conference
17 Royal st
Ocean Park, ME 04063

Previous Stays at ^{Camp} Hotel? yes How would you rate this facility? _____

Cost of Rooms: Included Based on single occupancy _____

Based on double occupancy _____

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

Preferred Method of Transportation

Total - \$1,548.00

Bus: X

Cost: 2 X \$387.00 ea way

Name of Bus Company: Salter Transportation

Address: 196 Scotland Road, Newbury, MA

Telephone #: 978-462-6433

Airline: _____

Cost: _____

Name of Airline: _____

Address: _____

Telephone #: _____

Train: _____

Name of Company: _____

Address: _____

Telephone #: _____

Total Cost of Trip: \$ 335.00 per student

Fundraising Planned: Yes -

Comments / Additional Information

OVERVIEW OF NATURE'S CLASSROOM

Nature's Classroom offers a unique educational experience to students and their teachers. The goal of Nature's Classroom is to create a living-learning community that integrates the social development of that community with academic experiences. Common goals that are woven throughout the experience are for the student to improve his/her self-concept; to work together with others for the positive benefit of all members of the community; to recognize that the community is comprised of individuals with their own individual needs; to appreciate the individuality and uniqueness of each other; and to gain an understanding of what education can offer him/her. The process begins when teachers volunteer to bring their students to Nature's Classroom. Each Nature's Classroom program is developed in consultation with the classroom teachers in order to create an experience that is connected to the school's curriculum and goals.

The typical **daily schedule** at Nature's Classroom consists of a morning Field Group experience, two afternoon Special Interest class periods, and an evening activity. Meals and an evening snack are provided, and to close each day a Quiet Sing is presented.

The goal of the **field group** is for the student to understand and recognize the concept of dynamic equilibrium – constant upsetting influences being re-adjusted to maintain balance – in the natural world, in social interactions, and within him/herself. Each child is assigned by the classroom teacher to a field group and each group is assigned a single Nature's Classroom teacher. They focus on concepts and themes and their connection to the total life support system as they explore the natural environment. For example, the field group might examine producer, consumer, and decomposer concepts, predator-prey relationships or life cycles. The theme of "changes through time" may be an approach taken by a field group.

During the afternoon **Special Interest classes**, Nature's Classroom's academic environment, the emphasis is on learning motivation. The goals of the afternoon classes are for the student to choose the classes in which he/she is interested; to actively learn by doing; to understand and recognize the relationships between the major subject areas; to understand the importance of goal setting and work toward an attainable goal; and to gain an understanding of the personal value he/she can gain from education. The classroom teachers may request particular classes be offered from our two volume set of lesson plans and/or allow our teachers to teach classes of special interest to them.

Evening activities may be done by the full community together or by the smaller field group. The activity's emphasis may be academic or social. Large group academic activities may include an Environmental Hearing, Alpha Beta, a Science Exposition, or Underground Railroad. The Environmental Hearing, set in a town meeting format, gives students a chance to role-play in a simulated hearing over land usage. Groups are assigned roles as representatives of corporations, public interest groups, local citizens,

Sample Basic Schedule

Monday

11:00 Arrival & Settling In
 12:00 Lunch
 Orientation
 Field Experience
 4:00 Special Interests
 6:00 Dinner
 7:30 Quest
 Sing Down
 9:00 Snacks
 9:15 Quiet Sing

Tuesday

7:15 Rise and Shine!
 8:00 Breakfast & Clean Up
 9:30 Field Experience
 12:00 Lunch
 Free Time
 New Games
 2:00 Special Interests
 4:00 Special Interests
 6:00 Dinner and Free Time
 7:30 Night Walk
 9:00 Snacks
 9:15 Quiet Sing

Wednesday

7:15 Good Morning!
 8:00 Breakfast & Clean Up
 9:30 All Day Ocean/Historical
 Mountain Field Experience
 (or same as Tuesday)
 6:00 Dinner and Free Time
 7:30 Underground Railroad
 9:00 Snacks
 9:15 Quiet Sing

Thursday

7:15 Wake Up!!!
 8:00 Breakfast & Clean Up
 9:30 Field Experience
 12:00 Lunch
 Free Time
 2:00 Special Interests
 4:00 Special Interests
 6:00 Dinner and Free Time
 7:30 Thursday Night Life
 9:00 Snacks
 9:15 Quiet Sing

Friday

7:15 Up and At 'Em
 8:00 Breakfast
 Final Clean Up
 Scavenger Hunt/
 Field Experience
 Evaluation
 12:00 Lunch
 Departure



Sample of Special Interest Programming

The two volume curriculum text for **Nature's Classroom**, *AND THIS OUR LIFE*, and its unpublished appendices contain over 500 hands-on science, math, humanities, and social studies lesson plans with follow-up activities for use in the schoolroom as well as references for further investigation.

4 P.M. MONDAY

- SC Double Bubble (Chemistry of Soap)
Just Plane Fun (Flight and Aerodynamics)
Jelly-Belliology (Taxonomy)
Incredible Edibles (Edible Plants)
- MA Geodome (Geodesic Dome Construction)
Get Lost (Map and Compass, Orienting)
- HM Feed Your Face (Natural Cosmetics)
- SS The Oil Game (Sharing a Limited Resource)
Revolution (Historical Simulation)

2 P.M. TUESDAY

- SC Go with the Flow (Heart and Blood)
Terrarium Construction (Cycles)
Egg Drop (Package Design)
Go Fly a Kite (Wind, Atmosphere)
- MA Countryside Measuring (Geometry)
Up and Away (Hot Air Balloons)
- HM On the Air (Radio Broadcast Writing)
- SS Native American Games
It's the Law (Criminal Justice)

4 P.M. TUESDAY

- SC Fruit Lab (Fruit Dissection)
Marshmallow Meiosis (Genetics)
Rock-n-Roll (Geology)
Weather or Not (Meteorology)
- MA Hang in There (Suspension Bridge)
- HM Gum of Your Business (Sales and Marketing)
Mime in Nature (Drama)
- SS I'm OK, You're OK (Exploring Handicaps)
Trial of the Lorax (Values Clarification)

2 P.M. THURSDAY

- SC Crystals (Chemistry)
Hot Air Balloons (Air)
Pollution Solution
Oh Rats! (Dissection)
- MA Polling (Graphs)
Speed Boats (Stream Power)
- HM Woods Words (Poetry)
- SS Egg Babies (Responsibility)
Dyeing Naturally (Dyes)

4 P.M. THURSDAY

- SC Owl Pellets (Owl Study)
Chemistry Magic
Pond Probe (Ponds)
Volcano
- MA Pulleys
- HM Hear Ye (Newspaper)
Sensory Walk
- SS Dream Catchers (Native American Culture)
Alpha/Beta (Cultural Differences)

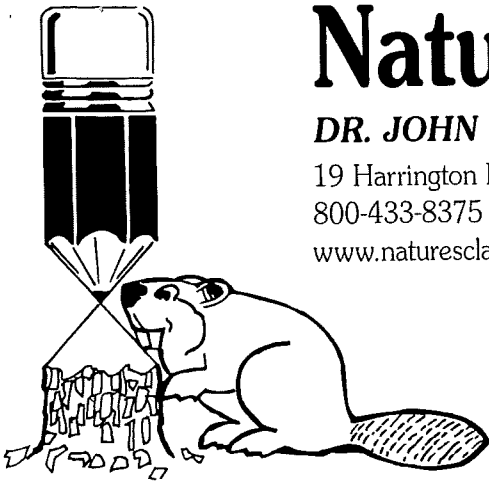
The preceding is a SAMPLE outline of courses for a group size requiring nine of our instructors. The specific courses offered vary with the time of year, location, current **Nature's Classroom** instructors, and goals the visiting school wishes to achieve.

SC: Science

MA: Math

HM: Humanities

SS: Social Studies



Nature's Classroom®

DR. JOHN G. SANTOS, Director

19 Harrington Road • Charlton, MA 01507

800-433-8375 • 508-248-2745 fax

www.naturesclassroom.org

NATURE'S CLASSROOM INSURANCE COVERAGE

Many schools have been requesting additional information about the Nature's Classroom insurance coverage. The following has been compiled to help ease the minds of parents, teachers, principals, etc. Keep in mind, also, that before a child receives outside medical treatment, his/her parents are notified. Nature's Classroom is insured in the following manner:

STUDENTS

\$2500 each accident/injury

\$ 750 each sickness

"Injury" means bodily injury to the child resulting directly and independently of all other causes in loss from accident occurring during the child's stay at Nature's Classroom.

"Sickness" means sickness or disease of a child which first manifests itself during the child's stay at Nature's Classroom.

The policy does not cover the following:

- pre-existing conditions. (For example: a child comes to Nature's Classroom with a cold; the cold worsens and medical attention is sought; payment would be the parent's responsibility.)
- intentional, self-inflicted injury.
- preventative medicines, vaccines, or medical examinations which are not necessary for the treatment of injury or sickness.
- repair, replacement, examinations for prescriptions or fitting of eyeglasses, contact lenses, or hearing aids.
- any dental work or treatment of natural teeth, cosmetic or plastic surgery not necessary for the repair or alleviation of injury.
- the repair or replacement of existing dentures, partial dentures, braces, bridges, or other artificial dental restoration.
- the repair or replacement of artificial limbs or orthopedic braces.

NOTE: This policy does not cover visiting teachers and other adult supervisors.

DEAR PARENTS,

Your child will soon have an opportunity to participate in a residential outdoor school program. This letter attempts to answer some of the questions parents usually ask. Please feel free to ask us about any other concerns you may have about the program. Outdoor environmental education uses the out-of-doors for learning experiences that cannot easily take place in the classroom. Students and teachers learning outdoor awareness in this extended classroom can use the experience to help in their understanding of the natural environment, their school subjects, and the way people live. The program includes activities such as examining life in lakes and swamps, investigating weather, Colonial and Native American skills, and confidence building group challenges. A variety of field walks, classes in all subjects, and evening activities insure an exciting, stimulating experience.

SUPERVISION AND STAFF: Students are supervised 24 hours a day. In addition to the classroom teachers and chaperones accompanying each visiting group, Nature's Classroom has a permanent staff residing on site consisting of a director, environmental teachers on 1:12 ratio, and a nurse, EMT or health staff person on call at all times.

HEALTH AND SAFETY: There is no requirement that students undergo a medical examination before attending Nature's Classroom. The program is physically intensive, however, and you may wish to consult your physician if there are any concerns that should be brought to the attention of the staff. Such guidance will assist them in planning the program of activities with the students. Please note any special health concerns on the Nature's Classroom medical forms. The forms **must** be completed before a student can attend. Health and safety are our most important objectives! A fully staffed and equipped hospital is less than 30 minutes away from all of our facilities. Every student is covered by insurance while attending the program.

CLOTHING AND EQUIPMENT: A clothing and equipment checklist is furnished. Particular care should be taken in supplying ample footwear and pants, as students frequently participate in activities in wet areas. Clothes should be chosen for comfort and durability, rather than style. Please add or delete items appropriate for the season (gloves, hats, parkas, etc.)

FOOD AND LODGING: Meals are prepared by a permanent cooking staff and are served family style. Special dietary needs should be noted on the medical forms. Students, visiting teachers, and chaperones are lodged in winterized dormitories and cabins. Parents are welcome to visit any of our Environmental Education Centers and to view the facilities; such visits, however, should be made before or after your child's experience, preferably midweek. The physical facilities are always open, so a weekend visit might be possible. You must call the site and make an appointment with the Program Coordinator before coming.

TELEPHONE: The telephone is **not** available for the students' use, and parents are asked not to call students **except in case of an emergency**. The Nature's Classroom telephone number is **978-448-0374**.

MAIL: Mail is most appreciated by students, but to be safe, allow **4 days** for delivery. Mail posted midweek may not reach Nature's Classroom until Friday after the group has left (please make sure there is a return address in case we need to send it back). Please include the name of both the student and the school to assist delivery. Mail should be sent to **Nature's Classroom, 167 Prescott St, Groton, MA 01450**.

Nature's Classroom

Home

School Year Program

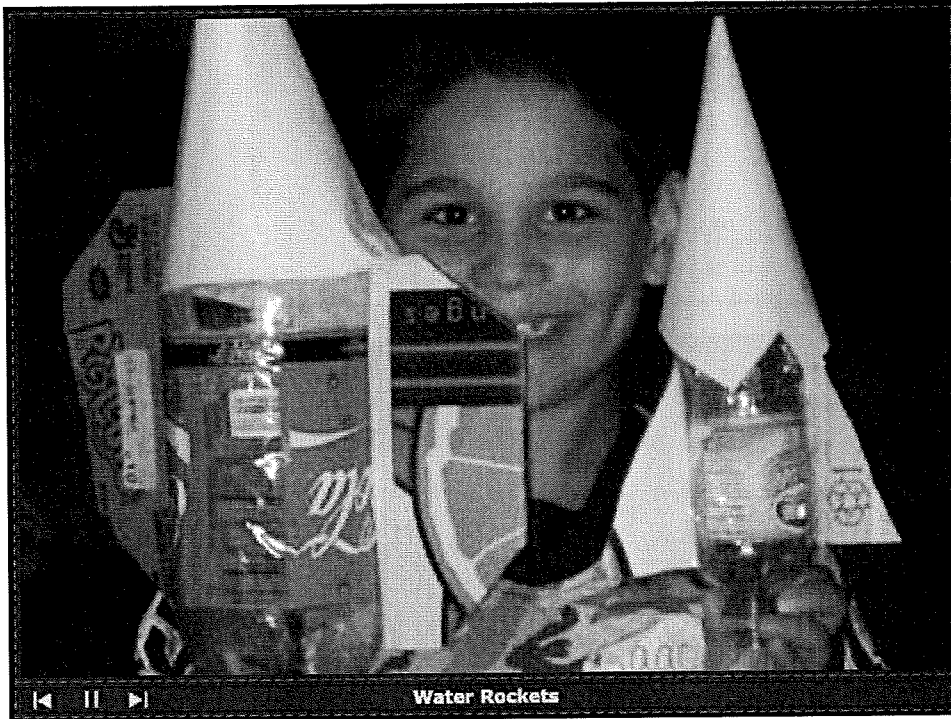
Locations

Conference Centers

Summer Camps

CONTACT US

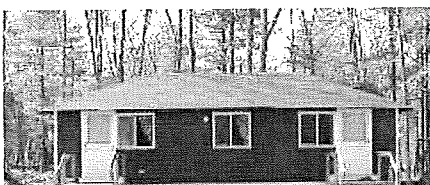
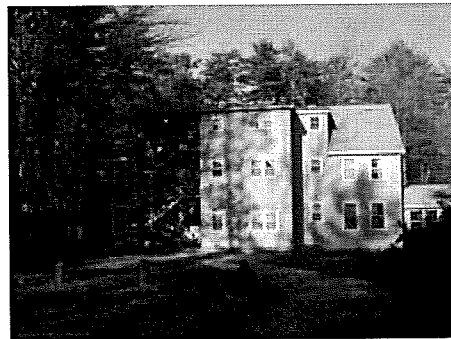
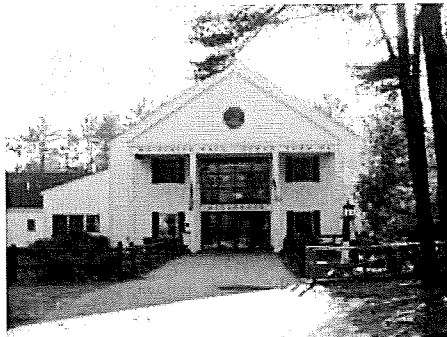
in Ocean Park, Maine



Thirty minutes south of Portland, near Old Orchard Beach, Ocean Park is one of our favorite locations, with 175 acres of woodlands and estuary right here on the property and just a 5 minute walk down a trail to the Atlantic Ocean.

It is exciting to have the Rachel Carson Wildlife Refuge on the border of our site, where we can identify dozens of birds as we walk along their boardwalks. During the school year we have seven miles of beach mostly to ourselves, exploring and studying dozens of ocean animals in their own habitat.


We are proud of our dining hall at Ocean Park. The vaulted ceilings make it feel like the banquet hall of kings and queens.



Students stay in Mitchell Hall, which accommodates 80-84 students, with private rooms on each floor for teachers, and the Ataloa Cabins, each housing 8 students with a private room for the teacher. The Playhouse building on the site has a

Memorandum

RECEIVED
SEP 15 2015
S.P.S.
SUPT.'S OFFICE

To: Ms. Margarita Ruiz, Superintendent of Salem Public Schools
CC: file
From: Mr. David Angeramo, Salem High Principal 
Date: September 15, 2015
Re: Band Field Trips for 2015-16 school year

This is to recommend the Salem High School's Color Guard and Percussion Ensemble to given permission to participate in the following out-of-state trips for the 2015-2016 school year:

- o **Saturday & Sunday, November 7, 8, 2015:** Youth Education in the Arts National "A" class Marching Band Championships in Allentown, PA. A more detailed itinerary with hotel and transportation information is attached. There will be 110 students and more than 25 adult chaperones. A more detailed itinerary will be submitted once approval has been given.
- o **Saturday, February 27, 2016:** Winter Guard International Regional Percussion Competition in Trumbull, CT. The eighteen students and chaperones will depart Saturday morning and therefore will miss no school in order to participate in this event. This is a mandatory event to qualify for the World Championships. Travel will be by Danvers Ford rented vans driven by chaperones. A more detailed itinerary will be submitted once approval has been given.
- o **Saturday & Sunday, March 19 & 20, 2016:** Winter Guard International Eastern Finals Competition in East Brunswick, NJ. Students will miss no school. No overnight accommodations are necessary. Travel will be by Danvers Ford rented vans driven by chaperones. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given.
- o **Wednesday-Sunday, April 6 to 10, 2016:** Winter Guard International Color Guard in Dayton, Ohio. The students will miss three days of school in order to participate in this event. Travel will be by Danvers Ford rented vans driven by chaperones. The hotel is the Ramada Plaza, 2301 Wagner Ford Road, Dayton, Ohio. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given.
- o **Wednesday-Saturday, April 13 to 16, 2016:** Winter Guard International Color Guard in Dayton, Ohio. The students will miss three days of school in order to participate in this event. Travel will be by Danvers Ford rented vans driven by chaperones. The hotel is the Ramada Plaza, 2301 Wagner Ford Road, Dayton, Ohio. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given.
- o **Friday, June 17, 2016:** Music Department's annual trip to Canobie Lake Park in New Hampshire. This is an after school event and no school will be missed. There will be a least one chaperone for every ten students attending this trip. Travel by Salem Public Schools busses.

These trips will give Salem High students the opportunity to attend a variety of musical trips and competitions. All parent chaperones including teachers from Salem High have had a CORI. A list of students with permission slips will follow. This is a great opportunity for our students to participate in unique educational and musical events. Fundraising has been ongoing for the events.

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

The Salem Public Schools City of Salem

Salem High School
Cynthia Napierkowski, Coordinator of Music

77 Willson St., Salem, MA 01970
(978) 740-1136 Fax (978) 740-1110

September 14, 2015

Mr. David Angeramo, Principal
77 Willson St.
Salem, MA 01970

Dear Mr. Angeramo,

I am writing on behalf of the music department students to respectfully request permission to attend the following out of state trips during the 2015-2016 school year:

1. Saturday and Sunday, November 7 and 8, 2015: Youth Education in the Arts National "A" class Marching Band Championships in Allentown, PA. A more detailed itinerary with hotel and transportation information is attached. There are 110 students in the marching band and more than 25 adults planning to chaperone.
2. Saturday, February 27, 2016 - Winter Guard International Regional Percussion Competition in Trumbull, CT. Departure and return will be Saturday and therefore students will miss no school in order to participate in this event and no overnight accommodations are necessary. Travel will be by Danvers Ford rented vans driven by a teacher or a chaperone.
3. Saturday and Sunday, March 19 and 20, 2016: Winter Guard International Eastern Finals Competition in East Brunswick, NJ. Students will miss no school in order to attend this event. Travel will be by Danvers Ford rented vans driven by a teacher or a chaperone; a more detailed itinerary with hotel, number of students and chaperones will be submitted once approval has been given and plans are finalized.
4. Wednesday-Sunday, April 6-10, 2016 Winter Guard International Colorguard Championships in Dayton, Ohio. The students will miss three days of school in order to participate in this event. Travel will be by Danvers Ford rented vans driven by a teacher or a chaperone. The hotel is the Ramada Plaza 2301 Wagner Ford Rd. Dayton, OH 45414, (937) 278-4871. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given and plans are finalized.
3. Wednesday-Saturday, April 13-16, 2016 Winter Guard International Percussion Championships in Dayton, Ohio. The students will miss three days of school in order to participate in this event. Travel will be by Danvers Ford rented vans driven by a teacher or a chaperone. The hotel is the Ramada Plaza 2301 Wagner Ford Rd. Dayton, OH 45414, (937) 278-4871. A more detailed itinerary with number of students and chaperones will be submitted once approval has been given and plans are finalized.

All chaperones have been or will be completing CORI checks. We have utilized Danvers Ford and the Ramada Plaza in Ohio for many years. At the WGI events, the percussion ensemble will compete in the "Concert Open" class, the colorguard will compete in the Scholastic "A" class; both groups will be adjudicated by outstanding professionals in percussion and colorguard. In addition, they will attend performances of many other high school and independent ensembles from around the United States and Canada. Definite itineraries are being devised by Winter Guard International and the Salem High School Music Faculty.

The organizations have already begun raising the necessary funds to attend these events and are anxious to obtain official approval to attend. These are truly marvelous opportunities for our students to participate in unique educational, musical, social, cultural and recreational activities.

6. Lastly: Friday, June 17, 2016 - Music Dept. annual trip to Canobie Lake Park in New Hampshire. The students will depart after school and will therefore miss no school in order to attend this event (no overnight.) There will be at least one chaperone for every ten students attending this trip. Travel will be by Salem Public Schools busses.

Should you have any questions, please do not hesitate to contact me at the high school at 978-740-1136.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'Cynthia Napierkowski', followed by a horizontal line.

Cynthia Napierkowski
Band, Colorguard & Percussion Ensemble director

SALEM HIGH SCHOOL MARCHING BAND
Y.E.A. National "A" Class Championships – Allentown, PA
November 7 and 8, 2015

TIMELINE

Saturday, November 7, 2015

9:00am-1:00 pm marching band rehearsal, bring everything with you for the trip including lunch which will be eaten on the bus

1:00-2:00 pm load the truck

2:00 pm approximate departure for Allentown

9:00 pm approximate arrival at Hampton Inn with stop for dinner (pre-paid)

Check in to hotel, more specifics to follow

Sunday, November 8, 2015

Breakfast at the hotel (pre-paid)

The schedule for this day will be based on our competition performance time. We will rehearse and prepare ourselves for the competition. Lunch and dinner are prepaid and will probably be at the competition site. Our departure time for home will be based on the ending time of the competition and awards. It is approximately a six hour drive from Allentown to Salem

A more specific itinerary and packing list will follow as the date draws closer.

TRIP INCLUDES

- 1 night hotel Hampton Inn – Allentown 7471 Keebler Way Allentown, PA 18106 610-391-1500
- one breakfast
- one lunch
- two dinners
- Y.E.A. finals fee
- chaperones' tickets to finals
- coach bus transportation including bus drivers' hotel and gratuity – McGinn Bus Co. Lynn, MA

ESTIMATED TOTAL:

\$ 110.00 Quad occupancy

\$ 125.00 Triple occupancy

\$ 150.00 Double occupancy

- amount subject to change based on number of participants

* All meals, excluding the first lunch to be brought with you on the bus, are included in the total package cost. Participants will be given money at meal times and will "keep the change" for all meals not prepaid in order to lessen the amount of money participants are carrying with them.

- Participants only need to bring money for souvenirs and additional food at their own discretion.
- Numerous fundraisers are planned in order to ensure that no student will be denied participation in this trip due to financial need.

----- Original Message -----

Happy to add this item to our agenda.

Mayor Kimberley Driscoll
City of Salem
93 Washington St
Salem, MA 01970
978-616-5600

On Sep 15, 2015, at 9:48 PM, "J Bailly" <jonbailly@yahoo.com> wrote:

Mayor Driscoll and Superintendent Ruiz,

I am writing as treasurer of the Bentley Academy Charter School PTO to request inclusion of an agenda item at the next school committee meeting on Sept 21. The PTO would like to use the school's parking lots as a fundraiser by providing parking to tourists visiting Salem in October. At a minimum we would like to provide parking all day on Halloween, Saturday Oct 31st. We might also do the same on certain weekends earlier in the month, depending on the perceived need for parking and our members' availability.

Would using the school's parking lots in this manner require approval of the school committee? If so, please let me know what steps or information is required and whether we should prepare materials for the Sept 21 meeting. Please feel free to call me with any questions.

Regards,
Jonathan Bailly
310-383-7379

Please note the Massachusetts Secretary of State's office has determined that most emails to and from municipal officials are public records. FMI please refer to:
<http://www.sec.state.ma.us/pre/preidx.htm>.
Please consider the environment before printing this email.

PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

It shall be the policy of the Salem school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, student teachers or individuals in similar positions, who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The Superintendent shall be responsible for developing administrative policies and guidance that further defines specific factors that shall constitute "direct and unmonitored contact." Factors such as proximity with students, amount of time an individual spends on school grounds, degree to which an individual will be working independently or with others, and other possible factors may be considered. Such administrative policies and guidance shall also specify a timeline for implementation and compliance with this policy.

The Chairperson of the School Committee or his/her authorized designee, shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the Chair of the School Committee shall review the results of the national criminal history check.

The Director of HR shall be responsible for obtaining a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The, Director of Human Resources (HR) as appropriate, will obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be the responsibility of school employees who are subject to licensure by DESE and/or employment by the district. (The fee may from time to time be adjusted by the appropriate agency). The employer shall require background checks every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment. This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes.

PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes *only*:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

| CHRI will be kept for the above purposes in a secure location in the Human Resources Office. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

CHRI Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will receive training and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

Determining Suitability

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;

PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

- (a) [Seriousness and specific circumstances of the offense;](#)
- (b) [The number of offenses;](#)
- (c) [Whether the applicant has pending charges;](#)

- (d) Any relevant evidence of rehabilitation or lack thereof; and
- (e) Any other relevant information, including information submitted by the candidate or requested by A record of the suitability determination will be retained. The following information will be included in the determination:

The name and date of birth of the employee or applicant;
The date on which the school employer received the national criminal history check results; and,
The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

Relying on Previous Suitability Determination.

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and
- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or
- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of his/her CHRI used in making the adverse decision;
- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI;
- and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

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PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

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[A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.](#)

[If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may](#)

request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,(9,9 ½). Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever he/she solicits information from an individual concerning his/her history of criminal convictions.

Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided;
- Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner.

Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that

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Deleted: implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

C.O.R.I. REQUIREMENTS *(Replaces current policy)*

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Director of HR or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

CONDUCTING CORI SCREENING

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of his/her signing of the CORI Acknowledgement Form, the subject shall be given seventy two (72) hours' notice that a new CORI check will be conducted.

VERIFYING A SUBJECT'S IDENTITY

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

ACCESS TO CORI

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

The Director of HR or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have,

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PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

[direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.](#)

[In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the Director of HR; however, failure to sign the](#)

CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The Director of HR or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children.

CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services.

Hiring

In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision.

The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

INQUIRING ABOUT CRIMINAL HISTORY

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

PERSONNEL	4000
ALL EMPLOYEES	4100
BACKGROUND CHECKS	4119

ADVERSE DECISIONS BASED ON CORI

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record.*

SECONDARY DISSEMINATION LOGS

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record *any* dissemination of CORI outside this organization, including dissemination at the request of the subject.

checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L.6:167-178; 15D:7-8; 71:38R, 151B, 276:100A
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)
42 U.S.C. § 16962
603 CMR 51.00
803 CMR 2.00
803 CMR 3.05 (Chapter 149 of the Acts of 2004)
[FBI Criminal Justice Information Services Security Policy](#)
[Procedure for correcting a criminal record](#)
[FAQ – Background Checks](#)

Approved - August 10, 2015

Clarification of Language: September 21, 2015

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STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
ENROLLMENT – SALEM RESIDENTS	5102

Any child who is of school age and resides in the City of Salem may attend the Salem Public Schools.

RESIDENT CHILDREN

1. Children must be 5 years old on or before August 31st of any given year, as verified by a birth certificate, to be eligible for Kindergarten that September. Children who are 6 years old on or before August 31st of any given year, as verified by a birth certificate, must enroll in grade one (1) that September. Children who do not meet these age requirements will not be eligible. This enrollment policy does not apply to the trimester age requirements at the Carlton Elementary Innovation School, effective with the Fall semester 2012 enrollments.

Students accepted in and having attended a school utilizing a rolling-admissions process based on age, and desiring to transfer, are subject to the same age requirements as all other Salem children as specified above.

2. Children who wish to enroll in the Salem Public Schools, and who have previously attended other approved schools, must present evidence (school records) of satisfactory completion of prior grade requirements, and must be recommended by the sending school for grade assignment. Health records, including proof of required vaccinations must be received prior to the student starting in the Salem Public Schools.
3. Adult students (those over 18 years of age) whose parents or guardians do not reside in Salem are eligible to attend Salem Public Schools if the student is a legal resident of the City of Salem.

A child is eligible to attend the Salem Public Schools if the child is living with a Salem resident by arrangement with the Executive Office of Health & Human Services or by court order, even if the child’s parents or guardians are non-residents.

Parents, guardian, or students 18 years or over, may appeal an administrative decision concerning school attendance to the Superintendent of Schools. In the event the appellant is not satisfied with the Superintendent’s decision, he or she may appeal the decision to the School Committee. The granting of such a hearing before the School Committee shall not constitute an admission by the School Committee that it has failed to furnish school accommodations. In any such hearing before the School Committee, it shall be the burden of the appellant to show that the School Committee has failed to furnish school accommodations.

At the end of each school year, the Superintendent shall review each student older than 18 for approval or denial of attendance for the ensuing school year.

Legal Reference: MGL CH 76 Sec. 1

Revised: 20 August 2012

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 21, 2015

STUDENTS AND INSTRUCTION		5000
<u>ATTENDANCE</u>	Annual Review	5100
ENROLLMENT OF NON-RESIDENT STUDENTS/SCHOOL CHOICE		5102.01

Massachusetts General Laws Chapter 76, Section 12B, paragraph (d) states in part: "...that this obligation (school choice) to enroll non-resident students shall not apply to a school department for a school year in which its School Committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation for the school year beginning the following September..." Therefore, the Salem School Committee shall vote annually as to whether the District is accepting students under the school choice option.

When the parents or guardian of a student move from Salem and wish to have their children attend the Salem Public School in the forthcoming or ongoing school year, the students may stay in the school under the conditions indicated below with the permission of the principal in consultation with the superintendent:

A child may continue in attendance for the purpose of completing the school year, provided that the period of time since the relinquishment of residence and the end of the school year does not exceed three (3) calendar months. In situations of hardship, a family may appeal to the superintendent to waive this condition.

A student who has continuously attended Salem High School for the three (3) years prior to his or her senior year, may complete his or her senior year at Salem High School, regardless of the residence of his or her parents.

Legal References: MGL 71:6, 6A; 74:8; 76.6, 12, and 12B

Revised: 20 August 2012

First Reading of Revision – September 8, 2015

Second Reading of Revision – September 21, 2015

STUDENTS AND INSTRUCTION**5000****ATTENDANCE****5100****STUDENT ASSIGNMENT - VOCATIONAL TECHNICAL EDUCATION PROGRAMS****5103.01**

The School Committee establishes the following requirements and conditions regarding the admission of students to vocational-technical programs offered by the Salem Public Schools.

1. Enrollment in Salem High School's vocational-technical programs shall be limited by the following factors: (a) what is required for effective learning conditions to obtain in each program; (b) what is required for the learning environment to be safe for students and instructors; and (c) the Massachusetts Department of Elementary & Secondary Education's Chapter 74 requirements for maximum class size and other pertinent matters within the purview of the Department and the Massachusetts Board of Education.
2. A student who has participated in vocational-technical exploratory programs will be admitted to a specific regular vocational-technical multi-year program based on (a) a formal evaluation of that student's performance, including her/his demonstrated motivation and effort, made by the teacher of the exploratory program (e.g., automobile technology, culinary arts, etc.) to which the student is seeking regular admittance, and (b) the availability of space consistent with the restrictions set forth in Paragraph 1, above.
3. Consistent with standard practices at Salem High School for quarterly reporting of student performance, mid-quarter and quarterly formal evaluations of each student's performance in a given exploratory subject course shall be completed by the student's exploratory subject teacher. Consistent with federal and Massachusetts student records and privacy statutes and regulations, these evaluations shall be made available in a timely manner to each student and to that student's parent or guardian.
4. A decision not to admit a student to a vocational-technical program may be appealed to the Principal of Salem High School. Any such appeal shall be made in writing, and shall be submitted to the Principal not later than seven (7) school days after the student receives notice that she/he has not been admitted to the program to which she/he was seeking admittance. The Principal shall make a determination on the student's admittance to the specific program whenever an appeal is duly submitted. The Principal's determination in the matter shall be final.
5. Chapter 74 Vocational programs at Salem High School shall be offered, on a space available basis, to students residing in communities which do not have Vocational programs and/or to whom programs are closed.

The sending communities of such students shall be charged tuition at a rate established by the Department of Elementary and Secondary Education.

Acceptance or rejection of such applications shall be made by the Principal of Salem High School.

Consistent with the requirements and limitations described in pertinent federal and Massachusetts law, no Salem High School student shall be excluded from enrollment in a vocational-technical course or program on the basis of that student's handicap or disability, or on the basis of her/his English language proficiency.

References M.G.L. c. 74 §§ 13,
14 603 C.M.R.
4.00 20 U.S.C § 1
232g 34 C.F.R. Pt. 99
M.G.L. c. 71 §§ 34D, 34E 603
C.M.R. 23.07

Approved: March 9, 2009
First Reading of Revision: September 8, 2015
Second Reading of Revision: September 21, 2015

STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	5100
STUDENT ASSIGNMENT – ENROLLMENT OF STUDENTS FROM OTHER SCHOOLS	5103.02

The Salem School Committee recognizes that a student residing in Salem may wish to enroll in the Salem Public Schools through transfer from another school. To maintain enrollment stability, encourage promotion based on academic standards, and discourage social promotion, the Superintendent of Schools shall ensure that the principal of the school in which said student seeks enrollment, or the principal's designee, consults with the student's sending school regarding academic placement and eligibility for graduation; and that, on the basis of such consultation, as well as other pertinent information available, when the student enrolls she/he enters at the grade level and, where applicable, with the accumulated earned credits toward graduation that the Salem Public Schools determines is appropriate. The time of the school year when the student seeks to enroll shall be a factor in determining the student's grade level, program of study to be completed, and, where applicable, calculation of credits that have been earned toward graduation. The Salem Public Schools may determine that a student seeking enrollment after the mid-point of the academic year may not be eligible for promotion or graduation in that academic year.

Approved – March 21, 2011

First Reading of Revision – September 8, 2015

Second Reading of Revision – September 21, 2015

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

FLAGS AND THE PLEDGE OF ALLEGIANCE 5105

Flags shall be displayed outside of each school building, in each assembly hall or other room in each school where the opening exercises on each school day are held, and in each classroom. Daily, in each classroom, the class will salute the flag and recite the Pledge of Allegiance. No teacher or student shall be forced to salute the flag or recite the pledge. Individuals who choose not to participate shall remain silent and shall not pose a distraction during the pledge.

Legal Reference: MGL 71:69

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 21, 2015

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

EMERGENCY CLOSINGS 5109

New Language

In the event of severe weather disturbances requiring the closing or delayed opening of schools, every attempt will be made to notify residents as early as possible.

Announcement of school cancellations will be made no later than 6 AM on the day of cancellation. Said announcements will be made on regional broadcast media outlets and SATV.

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 21, 2015

STUDENTS AND INSTRUCTION	5000
ATTENDANCE	5100
PARTICIPATION IN ACTIVITIES DURING ABSENCE OR SUSPENSION	5114

A student's participation in co-curricular or athletic activities is a privilege, not a right or entitlement. Students who have reported absent for the day or are suspended out-of-school, are not allowed to be in school or on school property at any time during the period of absence or suspension and are not allowed to attend any school sponsored activities. In the case of an absence, the principal may grant permission to participate in an activity. These decisions will be made on a case by case basis.

Any student receiving in-school suspension may be subject to the same penalties noted above.

Please refer to the student handbook for additional information.

First Reading September 8, 2015
Second Reading: September 21, 2015

STUDENTS AND INSTRUCTION	5000
<u>ATTENDANCE</u>	5100
DISMISSAL AT PARENTAL REQUEST	5115

A student may only be dismissed from a Salem public elementary school to a parent, guardian, or representative previously designated in writing appearing personally at the school.

At the middle school and high school levels, students may be dismissed at the discretion of the principal, providing that a written, dated request, signed by a parent or guardian, is presented in advance.

The principal or his/her designee may verify requests for dismissal by telephone if the parent or guardian in person does not present the written request.

Approval of requests must be by the Principal or his/her designee.

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 21, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

PARENT/GUARDIAN CONFERENCES 5207

Parent/guardian and teacher conferences are held on a periodic basis as scheduled by each individual school principal. Individual conferences with teachers or the principal are available by request. The frequency of conferences shall be set in accordance with the current Collective Bargaining Agreement.

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 21, 2015

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM **5200**

EQUAL EDUCATIONAL ACCESS & OPPORTUNITY **5212.01**

State law provides the following:

Every child shall have a right to attend the public schools of the town where he/she actually resides, subject to the provisions of Chapter 76. All enrolled students shall have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

In compliance with state and federal laws, the Salem Public Schools maintains a nondiscrimination policy. No child shall be excluded from or discriminated against in admission to Salem Public Schools, or in obtaining the advantages, privileges and courses of study of our schools, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. This policy provides equal access to courses and programs, counseling services, physical education and athletics, vocational education, instructional materials and extra-curricular activities.

State Requirements: Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03

Federal Requirements (IDEA-2004) Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4);

First Reading: September 8, 2015

Second Reading: September 21, 2015

STUDENTS AND INSTRUCTION	5000
<u>INSTRUCTIONAL PROGRAM</u>	5200
STUDENT ADVISORY COMMITTEE	5223

Suggested Revision:

The School Committee shall meet at least once every other month during the school year with a Student Advisory Committee **consisting** of 5 members composed of students elected by the student body of Salem High School.

It shall the responsibility of the school to hold such elections and to inform the School Committee as to the membership.

Legal Reference: MGL 71:38

Replaces

The School Committee shall meet at least once every other month during the school year with a Student Advisory Committee to consist of 5 members composed of students elected by the student body of Salem High School.

Legal Reference: MGL 71:38M

First Reading of Revision: September 8, 2015

Second Reading of Revision: September 8, 2015

STUDENTS AND INSTRUCTION

5000

ATTENDANCE

5200

HOME/HOSPITAL BOUND INSTRUCTION

5211

In accordance with 603 CMR 28.03(3)(C), the Salem Public Schools provides an instructional program for any student who, in the judgment of the student's physician, will have to **remain at home or in a hospital for medical reasons for a period of not less than fourteen days**.

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

A Home or Hospital Program is an extension of the school program in which the student is enrolled. The content of the program is the same as that of the class in which the students is enrolled. The instructor coordinates the program with the teacher of the class that the child would be attending. The instructor assists the student in maintaining effective progress in school subjects, and the classroom teacher assigns the actual grades.

- Principal will inform parents that the form for Home Hospital Services is available on the web, through their office or from the School Nurse.
- The Parent returns the form to the School Principal who will then give a copy to the School Nurse and will set up tutoring with the Special Education Administrator.
- Principal will ensure services are delivered in accordance with policy and monitor until student is able to return to school

Tabled on September 8, 2015

First Reading: September 21, 2015

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
CURRICULUM	5203

The superintendent of schools shall be responsible for the development, improvement, and implementation of the curricula for PreK through grade 12. The Superintendent will have the authority to approve new programs and courses of student after they have been thoroughly studied and found to support educational goals and curriculum frameworks.

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Semi-annual public presentations will be made to the School Committee regarding major curriculum adoptions.

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First Reading: September 21, 2015

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

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

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

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

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

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

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

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

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

First Reading: September 21, 2015

STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
PROMOTION/RETENTION/LEVEL CHANGE	5206

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

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

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

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

First Reading: September 21, 2015.

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- kate carbone 9/14/2015 4:46 PM
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- kate carbone 8/22/2015 5:50 PM
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- kate carbone 8/22/2015 5:51 PM
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STUDENTS AND INSTRUCTION	5000
INSTRUCTIONAL PROGRAM	5200
FIELD TRIPS AND EXCURSIONS	5213

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

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All field trips require the advance approval of the principal.

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

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

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AMUSEMENT PARKS

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

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

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

ONE-DAY FIELD TRIPS

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

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Is currently in academic difficulty in the class;

Has been absent more than a reasonable number of days;

Has been a chronic discipline problem.

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

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

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

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

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

SAFETY

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

[First Reading: September 21, 2015](#)

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Eileen Sacco 9/15/2015 1:47 AM
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STUDENTS AND INSTRUCTION 5000

MISCELLANEOUS ITEMS 5800 Observations 5806

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

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

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

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

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

Margarita Ruiz 9/10/2015 8:44 AM

Deleted: educational advocate or evaluator

Margarita Ruiz 9/10/2015 8:50 AM

Comment [1]: I have kept the language consistent with the first paragraph which describes what kind of professional would a parent request to conduct the observation. I have also specified that these types of requests must always be made to the Team Chairperson. Does this make sense?

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

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





- the safety of the children in the program during the observation
- the integrity of the program during the observation
- children in the program from disclosure by an observer of confidential or personally identifiable information he/she may obtain while observing

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



Message

Jul 27, 2015 9:46 AM

From:  Kim Driscoll <KDriscoll@Salem.com>
To:  Victoria Caldwell <vcaldwell@Salem.com>
Cc:  Beth Rennard <BRennard@Salem.com>
 Dominick Pangallo <dpangallo@Salem.com>

Subject: FW: Complaint: July 6, 2015 School Committee Meeting

Thoughts on how to handle this.....

From: Jeff Cox
Sent: Monday, July 27, 2015 8:14 AM
To: Kim Driscoll
Subject: FW: Complaint: July 6, 2015 School Committee Meeting

Mayor Driscoll,

Passing this along in case it comes up with other members of the School Committee.

Regards,

Jeff Cox

Constituents Services and Special Projects
Office of Mayor Kimberley Driscoll
93 Washington Street
Salem, MA 01970
Tel 978-619-5668
Fax 978-744-9327
Jcox@salem.com



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From: kayla [<mailto:kaylapaa@yahoo.com>]
Sent: Sunday, July 26, 2015 11:52 PM
To: Mayor Kim Driscoll
Cc: nb44@comcast.net; papawolf.schultz@gmail.com; debbie.amaral@comcast.net; Brendan Walsh;
hunt.rachelt@gmail.com; jfleming47@comcast.net; Margarita Ruiz; salem@wickedlocal.com; tips@patch.com; dluca@salemnews.com
Subject: Complaint: July 6, 2015 School Committee Meeting

Dear Mayor Driscoll, Superintendent Ruiz, and School Committee Members:

This is a formal complaint against School Committee Member Patrick Shultz. At the July 6, 2015 School Committee meeting, Member Patrick Shultz insulted parents, teachers, students, and everyone in-between. However, one comment in particular was more egregious than the rest.

It happened during the discussion brought up by Dr. Brendan Walsh regarding an ongoing Social Studies study happening over the summer; he made a request for a report-back from the sub-committee, and complimented what was/is happening at some schools. Dr. Walsh said he had received "a couple calls" about "how we are teaching Social Studies in Salem." Following the conclusion of his remarks, Member Fleming spoke on another topic, and then School Committee Member Patrick Shultz was given the floor. In addition to other remarks regarding Social Studies, he said:

"It's critical that we have highly engaging social studies education in this city that teaches critical thinking, creative thinking, objective analysis of social issues, civic engagement and all types of things. I don't know that I've seen evidence of that NOT happening, or happening to the degree that this one complaint I read expressed, and I've gotta say **the person who expressed it has expressed many, many, many complaints and she's one of the concentrated sources of unhappiness in the district** and I don't think even though her complaint was strongly written that it is necessarily representative of anything but her perception of her own child's experience."

Following an explanation by Superintendent Ruiz, Committee Member Fleming comments that, he "agrees with Mr Shultz's analysis of the source of the complaint. However, there was an accompanying report card with the complaint that showed that there was not any in that marking period - social studies curriculum that was reportable or markable." Committee Member Shultz must have missed the attached documentation, because following the July 6 meeting, he scheduled to meet the principal at Bates and the Assistant Superintendent for Teaching and Learning to discuss the current status of social studies curriculum and the time given to teaching it. This indicates that School Committee Member Shultz did not exercise due diligence by investigating the parent's report before making the degrading remarks.

I would be remiss if I did not mention that, in agreeing with Committee Member Schultz's remarks, Committee Member Fleming is complicit, and should be addressed and apologize, as well.

All School Committee Members should know that bullying and saying negative things about an active constituent who has reached out - an individual who truly cares about education - is wrong. If an individual has reached out "many, many, many" times - it demonstrates the individual is active and committed to Salem's children. Furthermore, any personal perception of an individual, whether positive or negative, is not a matter to be discussed publicly at a Salem School Committee meeting. Mr. Schultz referring to an individual as a "concentrated source of unhappiness" in a public meeting is completely unacceptable. The School Committee's job is to address the public's concerns, not to call members of the public names. This individual made a legitimate complaint through established procedures, as recognized by at least two other School Committee members in the meeting, and as such, is entitled to have those concerns addressed respectfully.

Allowing a School Committee member to publicly bully and make personal attacks aimed to discredit and damage an individual's reputation based on an individual's private life and/or personal traits creates a toxic environment that deters others from speaking out or getting involved. This attitude toward the concerns of a constituent who is fully engaged in the democratic process is a blatant attempt to bully, harass, and intimidate. Verbal aggression, insults, and calling someone derogatory names were unnecessary in making a point, and completely unrelated to the remarks made by Dr. Walsh. Bullying is done as an attempt to gain power over people and meant to degrade, humiliate, and intimidate, with the ultimate goal of suppressing the individual. It is offensive, creates a hostile environment, and is an abuse of power by an elected public official. It must be addressed immediately.

Besides being ridiculous, uninformed, and irresponsible, Mr. Schultz's behavior violates the Salem School Committee Policy, as outlined in the Policy Manual.

And while I hope you are familiar with your own policies, past experience dictates that not likely the case, therefore, I will highlight some language quoted directly from the policy manual that is relevant to this particular situation. It is not an exhaustive list.

- 1101 SCHOOL-COMMUNITY RELATIONS GOALS

The School Committee believes that the **public schools belong to the people who created them by consent and support them by taxation.** *The support of the people must be based on their understanding of and their participation in the aims and efforts of the schools.* Therefore, the committee declares its intent: To keep local citizens regularly and thoroughly informed through all available channels of communication on the policies, programs, problems, and planning of the school district, and to carry out this policy through its own efforts, those of the superintendent, and such information officers as may be appointed. To solicit the studied counsel of the people through advisory committees selected from the community and appointed to consider problems that vitally affect the future of our children.

- 1503 INVOLVEMENT IN DECISION MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school department and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It will exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and judgments about the schools to the school administration, staff, any appointed advisory boards and the committee...

The School Committee reaffirms the right of its citizenry to make recommendations to the School Committee regarding improving the city schools.

The intonation and vitriol in his voice when Committee Member Shultz made comments, especially when he said "many, many, many," and "**concentrated sources of unhappiness**," it is clear these degrading comments were intended to humiliate, intimidate, and silence the person who made them.

This parent is deserving of a public apology - in the same way as the comments were made. However, I looked again to the School Committee Policy Manual for guidance on the resolution process.

- 1507.01 PUBLIC COMPLAINTS

No resident of the city will be denied the right to bring complaints to the School Committee. The committee will refer complaints back through the proper administrative channels for solutions before investigation or action by the committee. Exceptions will only be made when the complaints concern committee actions or committee operations.

The School Committee believes that complaints are best handled and resolved as close to their origin as possible and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement of the School Committee. The proper channeling of complaints regarding instruction, discipline or learning materials will be as follows:

Teacher or other staff;

School building administrators;

Superintendent;

School Committee.

If a complaint, which was presented to the committee and referred back through the proper channels, is adjusted before it comes back to the committee, a report of the disposition of the matter will be made to the committee and then placed in the official files.

Matters referred to the superintendent and/or School Committee must be in writing and should be specific in terms of action desired. Anonymous complaints may be disregarded.

The School Committee expects the professional staff to receive complaints courteously and to make a proper reply to a complainant.

The public expects the School Committee to receive complaints courteously and to make a proper reply to a complainant, and my personal past experience was not as such. It was offensive to ignore the complaint I had to make five times in the past. It would be a travesty for this to be ignored in the same manner. This matter must be addressed seriously, resolved, and with appropriate consequences. And done in the forum the remarks were made, a public School Committee Meeting.

When brought to his attention directly via social media (see attachment below), School Committee Member Shultz defended and justified his behavior by making accusations against me (I "don't care about facts" and I am "willing to dispel with the truth in order to service a political agenda"), followed by an attempt to dismiss me by saying that I "no longer live in Salem." This letter does not address the inappropriate accusations he made publicly about me. The location of my residency does not excuse disgraceful comments made in public view at an official meeting by an elected official and recorded into official record

by Salem Access TV. Nor does it release the Salem School Committee from addressing the remarks. I had hoped in bringing it to Mr.Shultz's attention directly, and that he would choose to address and resolve it, but that was not the case.



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The protocol in the Policy Manual should be adhered to, and a report of the disposition of the matter should be made to the committee and then placed in the official School Committee file. Further, School Committee Member Shultz should outline what actions he will be taking so this does not happen again. Failure to do so would communicate that the School Committee has no regard for the Policy Manual and does not take committee members publicly shaming parents seriously, which would be most disconcerting.

The School Committee created a bullying policy for use in the schools, perhaps it should be applied here, as well. If not, may I also officially suggest the creation of a Salem School Committee Policy outlining a School Committee member's behavior and duty of care, including a policy of dignity and respect? A policy that would officially aim to promote an environment and culture in which bullying and harassment are known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisal. Along with explicit protocol for School Committee members who violate the policy.

Let me remind you all that, as the Salem School Committee, you are accountable to the entire district, superseding any conflicting loyalty to other advocacy or interest groups, or membership on other boards or staffs. Further, duty to your elected position supersedes personal interest of any members of the committee. You have been democratically elected to respectfully represent ALL of your constituents, not just constituents who agree with you. It is your responsibility to respectfully listen to their concerns and look at the evidence presented, even if you do not agree with the concerns presented. Public humiliation, intimidation, and bullying is unacceptable and will not be tolerated.

I look forward to a response in the very near future as far as the disposition of this situation; bullying of a constituent during a public meeting must be handled swiftly. I would like to see the School Committee take seriously the protection of ALL of Salem's constituents, as outlined in the Salem School Committee Policy Manual including those considered to be dissenting who must be afforded the FULL protection of School Committee Policies and state law. Committee Member Patrick Shultz's bullying of a parent publicly during a School Committee meeting, and Committee Member Fleming's support is disgraceful and embarrassing to the entire School Committee and Salem Public Schools.

As always, thank you for your service.

Respectfully,

Kayla Kirkpatrick

Cc: Salem News











Salem Gazette/Wicked Local

Salem Patch



Message

Jul 27, 2015 11:17 PM

From:  Kim Driscoll <KDriscoll@Salem.com>
To:  "kayla (kaylapaa@yahoo.com)" <kaylapaa@yahoo.com>
Cc:  Margarita Ruiz <margaritaruiz@salemk12.org>
 "'Nate Bryant -' (NB44@comcast.net)" <NB44@comcast.net>
 Patrick Schultz <papawolf.schultz@gmail.com>
 "debbie.amaral@comcast.net" <debbie.amaral@comcast.net>
 Brendan Walsh <readspeak@comcast.net>
 Rachel Hunt <hunt.rachelt@gmail.com>
 "'Jim Fleming -' (jfleming47@comcast.net)" <jfleming47@comcast.net>
 Victoria Caldwell <vcaldwell@Salem.com>

Subject: RE: Complaint: July 6, 2015 School Committee Meeting

Ms. Kirkpatrick,

Thank you for your message. I do not believe this matter constitutes a violation of any School Committee policy, but I will review your concern in greater detail and be back in touch.

Regards,
Kim Driscoll

Mayor Kimberley Driscoll
93 Washington Street
Salem, MA 01970
Tel 978-619-5600
Fax 978-744-9327



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From: kayla [<mailto:kaylapaa@yahoo.com>]
Sent: Sunday, July 26, 2015 11:52 PM
To: Mayor Kim Driscoll
Cc: nb44@comcast.net; papawolf.schultz@gmail.com; debbie.amaral@comcast.net; Brendan Walsh; hunt.rachelt@gmail.com; jfleming47@comcast.net; Margarita Ruiz; salem@wickedlocal.com; tips@patch.com; dluca@salemnews.com
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When brought to his attention directly via social media (see attachment below), School Committee Member Shultz defended and justified his behavior by making accusations against me (I "don't care about facts" and I am "willing to dispel with the truth in order to service a political agenda"), followed by an attempt to dismiss me by saying that I "no longer live in Salem." This letter does not address the inappropriate accusations he made publicly about me. The location of my residency does not excuse disgraceful comments made in public view at an official meeting by an elected official and recorded into official record by Salem Access TV. Nor does it release the Salem School Committee from addressing the remarks. I had hoped in bringing it to Mr. Shultz's attention directly, and that he would choose to address and resolve it, but that was not the case.



image002.jpg

The protocol in the Policy Manual should be adhered to, and a report of the disposition of the matter should be made to the committee and then placed in the official School Committee file. Further, School Committee Member Shultz should outline what actions he will be taking so this does not happen again. Failure to do so would communicate that the School Committee has no regard for the Policy Manual and does not take committee members publicly shaming parents seriously, which would be most disconcerting.

The School Committee created a bullying policy for use in the schools, perhaps it should be applied here, as well. If not, may I also officially suggest the creation of a Salem School Committee Policy outlining a School Committee member's behavior and duty of care, including a policy of dignity and respect? A policy that would officially aim to promote an environment and culture in which bullying and harassment are known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisal. Along with explicit protocol for School Committee members who violate the policy.

Let me remind you all that, as the Salem School Committee, you are accountable to the entire district, superseding any conflicting loyalty to other advocacy or interest groups, or membership on other boards or staffs. Further, duty to your elected position supersedes personal interest of any members of the committee. You have been democratically elected to respectfully represent ALL of your constituents, not just constituents who agree with you. It is your responsibility to respectfully listen to their concerns and look at the evidence presented, even if you do not agree with the concerns presented. Public humiliation, intimidation, and bullying is unacceptable and will not be tolerated.














I look forward to a response in the very near future as far as the disposition of this situation; bullying of a constituent during a public meeting must be handled swiftly. I would like to see the School Committee take seriously the protection of ALL of Salem's constituents, as outlined in the Salem School Committee Policy Manual including those considered to be dissenting who must be afforded the FULL protection of School Committee Policies and state law. Committee Member Patrick Shultz's bullying of a parent publicly during a School Committee meeting, and Committee Member Fleming's support is disgraceful and embarrassing to the entire School Committee and Salem Public Schools.

As always, thank you for your service.



Message

Jul 28, 2015 12:13 AM

From:  Kayla Kirkpatrick <kaylapaa@yahoo.com>
To:  Kim Driscoll <KDriscoll@Salem.com>
Cc:  Margarita Ruiz <margaritaruiz@salemk12.org>
 "'Nate Bryant -' (NB44@comcast.net)" <NB44@comcast.net>
 Patrick Schultz <papawolf.schultz@gmail.com>
 "debbie.amaral@comcast.net" <debbie.amaral@comcast.net>
 Brendan Walsh <readspeak@comcast.net>
 Rachel Hunt <hunt.rachelt@gmail.com>
 "'Jim Fleming -' (jfleming47@comcast.net)" <jfleming47@comcast.net>
 Victoria Caldwell <vcaldwell@Salem.com>
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 "tips@patch.com" <tips@patch.com>
 "salem@wickedlocal.com" <salem@wickedlocal.com>

Subject: Re: Complaint: July 6, 2015 School Committee Meeting

Thank you for your message, Mayor Driscoll. However, your individual "belief" that this is not a violation is, with all due respect, irrelevant. Further, to string me along saying you "will review in greater detail and be in touch" with no date or timeline of when you will respond is disrespectful and indicates that you fail to see the seriousness of the bullying incident that took place at the July 6, 2015 Salem School Committee Meeting.

I have presented you with a formal complaint [specifically](#) outlining how School Committee Member Patrick Shultz, during a public School Committee meeting, has created a [hostile environment, inflicted emotional harm, infringed upon the rights of a constituent, and therefore, interfered with the educational process, which is nothing less than abuse of power by an elected official](#). I provided a short list of violations for reference from the Salem School Committee Policy Manual. I have provided the protocol that the Salem School Committee Policy Manual dictates in the event of a complaint. If the verbatim quote is insufficient documentation of the bullying incident and you need to review the incident actually taking place during the July 6, 2015 School Committee Meeting, as stated, it is available on Salem Access TV. Bullying happened under your watch as the Chair of the School Committee and you are responsible to address it and rectify it, as Mr. Shultz is choosing not to take responsibility for his actions.

I will look forward to seeing this added to the agenda of the next meeting and receiving the disposition account as outlined protocol in the Policy Manual.

As always, thank you for your service.

Kayla Kirkpatrick, M. Ed.
American Sign Language Interpreter / Justice of the Peace

On Jul 27, 2015, at 9:17 PM, Kim Driscoll <KDriscoll@Salem.com> wrote:

Ms. Kirkpatrick,

Thank you for your message. I do not believe this matter constitutes a violation of any School Committee policy, but I will review your concern in greater detail and be back in touch.

Regards,

Kim Driscoll