



School Committee Meeting Materials

**Salem Public Schools
Regular School
Committee Meeting**

September 8, 2015

7:30 pm

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



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

Mayor Kimberley Driscoll, Chair

September 2, 2015

REGULAR SCHOOL COMMITTEE MEETING

Notice is hereby given that the **Salem School Committee** will hold a **Regular School Committee meeting on Tuesday, September 8, 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
Tuesday, September 8, 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 August 10, 2015, 2015 Regular School Committee Meeting
- b. Deliberation on the approval of the Minutes of the August 10, 2015 Committee of the Whole Meeting

IV. Questions and Comments from the Audience

V. Superintendent Report – Ms. Margarita Ruiz

Teacher Voice and Engagement
SPS-City of Salem Joint Facilities Planning

VI. Presentations and Reports

Report on Preparations for the Opening of School for 2015-16

- Update on Student Assignment
- Update on Transportation
- Update on Operations Institute

Report on Curriculum & Instruction Updates

- Summer Learning Opportunities for Teachers and Students
- Report on Assessment Audit

VII. Finance Report – Mr. Philip Littlehale, Business Manager

a. Approval of Warrants

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

b. Budget Transfer Request – if any

VIII. Action Items

- a. Deliberation on the approval of the Memorandum of Understanding Between the Salem School Committee and the Nathaniel Bowditch K-8 School
- b. Deliberation on the request of Salem Youth Football to waive the rental fee charges for the use of Bertram Field.
- c. Deliberation on the approval of the third reading of the revision to the policy on Children of Non-Resident Teachers Attending the Salem Public Schools – Tabled on 8/10
- d. Deliberation on language clarification to the Transportation Policy approved by the School Committee on June 15, 2015 – Tabled on 8/10
- e. 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:

- 5102 Enrollment of Salem Residents
 - 5102.01 Enrollment of Non Resident Students/School Choice
 - 5102.02 Enrollment of Children of SPS Professional Staff
- 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

IX. Sub Committee Reports

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

X. School Committee Concerns and Resolutions

- District Parent Advisory Council (DPAC) Formation

XI. Next Regular Meeting Agenda – Monday, September 21, 2015

XII. Questions and Comments from the Audience regarding the September 8, 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

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

Salem School Committee
Meeting Minutes
Monday, August 10, 2015

A regular meeting of the Salem School Committee was held on Monday, August 10, 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, Business Manager Philip Littlehale and Eileen Sacco, Secretary

Call to Order

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

Approval of the Agenda

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

Approval of Minutes

The minutes of the Regular School Committee meeting held on Monday, July 7, 2015 were presented for approval.

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

The minutes of the School Committee Retreat held on Saturday, July 11, 2015 were presented for approval.

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

The minutes of the Special School Committee meeting held on July 27, 2015 were presented for approval.

Mr. Fleming moved approval. Mr. Bryant seconded the motion. The motion carried.

Questions and Comments from the Audience

Sarah Murphy a parent of a Bates School student addressed the School Committee and expressed her concern that there are three third grade classes at the Bates School and this year the fourth graders will be in two classes. She noted that another fourth grade teacher was requested in the budget and the request was not approved.

Mr. Fleming stated that the Finance Subcommittee will be scheduling a meeting and they intend to consider the request for an additional fourth grade teacher for the Bates School. He stated that they would notify Mrs. Murphy when that meeting will be held.

Superintendent's Report

Superintendent Margarita Ruiz addressed the School Committee and noted that she intends to start each Superintendent Report by highlighting accomplishments and achievements of our schools. She reported that several successful summer programs are going on this summer and noted the Healthy Harbors Program which is in collaboration with Salem Sound Coastal Watch and Salem State

University. She also noted the Salem at Sea Program which is run by LEAP for Education and Salem State University. Ms. Ruiz reported that Director of Extended Learning Time Emily Ullman will make a full report on the summer programs in the Salem Public Schools at a future meeting.

Ms. Ruiz reported that the Salem Public Schools Leadership Institute was held last week and was a success. She noted that Assistant Superintendent Kate Carbone will be reporting on this later in the meeting.

Ms. Ruiz announced that Mr. Chad Leith will be the interim Principal at the Horace Mann Lab School. She stated that she is pleased that Mr. Leith will be joining us and notes that she feels that faculty and parents will be pleased and this will strengthen our strong partnership with Salem State University. She also reported that a letter will be going out to Horace Mann parents and a meeting is scheduled for August 27, 2015 for parents and staff to meet Mr. Leith.

Ms. Ruiz reported that many of our staff have participated in district led professional development opportunities this summer.

Ms. Ruiz reported that it has been a busy first five weeks for her and she has hit the ground running. She noted that many people in the community have expressed their desire to seek change that will drive dramatic improvement in our schools. She announced that she has submitted her entry plan to the School Committee and is starting a 100 day Listening and Learning campaign entitled *Listening and Learning to Lead and Understand* is designed to equip her with a deep understanding of the work and context in Salem Public Schools in order to effectively develop a comprehensive strategic plan for the future. She explains that the campaign will involve multiple stakeholders and methods of data collection and will be scheduled from July through November and culminating in a report of findings at the end of the year. She explains that these findings will serve as the basis for a longer-term strategic plan for the future of the district.

Ms. Ruiz explained that the goals of the 100-day listen and learn campaign are to identify:

- What is working well?
- What are the challenges?
- What are the hopes and aspirations for the district?
- What expectations do various stakeholders have of me as the new superintendent?

Mayor Driscoll thanked Ms. Ruiz for her report and noted that she feels that her entry plan is thoughtful and rigorous and she appreciates her efforts to get an understanding of the district.

Mayor Driscoll requested at this time that the School Committee take the agenda out of order and take up the matter of the approval of the Bentley Academy Charter School Memorandum of Understanding.

Deliberation on the Approval of the Bentley Academy Charter School Memorandum of Understanding

Ms. Hunt stated that in the interest of full disclosure that she is a member of the Board of Trustees for the Bentley Academy Charter School and although she has no financial interest in the school she will be abstaining from this vote this evening.

Mayor Driscoll reported that the School Committee held a Committee of the Whole meeting earlier this evening to discuss the Memorandum of Understanding (MOU) between the School Committee and the Bentley Academy Charter School. She reported that the School Committee has before them the MOU for approval this evening.

Mr. Fleming stated that he has concerns about the finances for the Bentley Academy Charter School, noting that the per pupil cost is high.

Dr. Walsh stated that he voted against the proposal for the Bentley School and will be voting against the approval of the MOU this evening.

Mayor Driscoll stated that the administration and team has been in place at the Bentley School for the past year and she is excited to see the hard working staff moving forward and we should support them.

Mr. Schultz stated that he visited the new Bentley this year and witnessed engaging instruction and caring staff.

There being no further questions or comments regarding the Memorandum of Understanding for the Bentley Academy Charter School at this time, Mayor Driscoll stated that she would entertain a motion at this time.

Ms. Amaral moved to approve the Memorandum of Understanding between the Salem School Committee and the Bentley Academy Charter School. Mr. Schultz seconded the motion. Mr. Fleming requested a roll call vote.

Mayor Driscoll called for a roll call vote on the motion to approve the Memorandum of Understanding between the Salem School Committee and the Bentley Academy Charter School as follows:

Mr. Schultz	Yes
Dr. Walsh	No
Mr. Fleming	No
Mr. Bryant	Yes
Ms. Amaral	Yes
Mayor Driscoll	Yes

The motion carried (4-2).

Mr. Fleming moved at this time to return to the regular order of the agenda. Ms. Hunt seconded the motion. The motion carried.

Presentations and Reports

Update on Salem Public Schools Transportation Plan

Mr. Littlehale reported that the Business Office is processing 1,200 applications for transportation for the 2015-16 school year. He explained the process and noted that 660 applications were rolled over and there are 500 new applications this year. He also reported that letter have been sent to parents on the transportation plan.

Mr. Littlehale also reported that they are working on the bus routes and the location of bus stops.

Mayor Driscoll suggested that a dry run of the bus routes would be helpful to work out any issues there may be.

Report on the August Leadership Institute

Assistant Superintendent Kate Carbone addressed the School Committee and reported on the Salem Public Schools Leadership Institute that was held the first week of August. She reported that an important part of the institute was team building and focused on working on a unified set of priorities.

Ms. Carbone explained the agenda for the institute and noted the topics and goals and objectives for each session as follows:

August 4, 2015 - Learning Together as a Team

Session Goals & Objectives:

- Get to know all members of the new Salem Leadership team
- Share views on what is working well, what challenges need to be addressed, and aspirations for SPS
- Reflect on and assess how SPS currently operates as a learning organization and identify steps to improve the culture of learning across SPS
- Understand the key elements and practices of creating a learning organization within SPS schools

August 6, 2015 - Digging Into Data

Pre-Reading:

- Chapter 7 from *Great Habits, Great Readers* by Bambrick-Santoyo, Settles, and Worrell

Session Goals & Objectives:

- Principals will define and clarify goals, expectations, and supports for data team members, data team meetings and teachers' use of data in planning day-to-day instruction.
- Principals will develop a "data splash" to launch the year outlining how they will build structures in their schools that support teachers' capacity to dig into data on an ongoing basis.
- Principals will identify key "look fors" to use in assessing and monitoring the progress of teachers' use of data to drive instruction.
- Principals will understand district-wide priorities for instruction and data use.

August 7, 2015 - Meeting the Needs of Diverse Learners

Pre-Readings

"As Diversity Grows, So Must We"- Gary Howard, Originally published in: *Educational Leadership*, March 2007, Volume 64, Number 6, Responding to Changing Demographics, p. 16-22.

Session Goals & Objectives:

- Establish that racial/cultural/economic differences are real, they exist in Salem and they make a difference in our educational outcomes.
- Establish the need for professional/personal journey toward greater awareness.

Ms. Carbone noted that there were no external consultants involved in the institute and noted that the sessions were facilitated by Salem Public Schools staff.

Ms. Ruiz thanked Kate Carbone and Margaret Marotta for all of their hard work on the summer institute.

Ms. Ruiz also stated that professional development need to be closely aligned with the work that has been started with the school leaders.

Finance Report

Budget Transfer Request

FY16 Budget Transfer Request (1) – Bowditch Partnership with PlayWorks

Mr. Littlehale reported that Bowditch Principal Johanna Even is requesting the following budget transfer of \$30,000 from Paraprofessionals to Contracted services. The transfer is requested to support a partnership with PlayWorks. The Playworks partnership will support the school’s efforts to improve school culture and academic achievement. Through the partnership with Playworks, the school will have a full time coach who will facilitate recess games and activities with the goal of making recess time a productive, safe, fun and engaging time of the school day.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
8/6/2015	From	13570521	5163	Paraprofessionals	(30,000)
8/6/2015	To	13570521	5320	Contracted Services	30,000

Mr. Bryant moved to approve the budget transfer request. Ms. Hunt seconded the motion.

Discussion:

Mr. Fleming stated that he feels that this matter would require impact bargaining with the Paraprofessionals Union.

Dr. Walsh stated that he would like more information regarding the PlayWorks program.

Ms. Amaral stated that the program should be vetted but suggested that the School Committee approve the transfer and let the Superintendent and the Principal handle it.

Ms. Hunt stated that she is comfortable that the Superintendent and the Principal should handle this internally.

Dr. Walsh stated that he feels that an explanation of the organization that will be providing the services should be given to the School Committee.

Mr. Bryant asked if Superintendent Ruiz is familiar with the organization and their program. Ms. Ruiz explained that they will be providing structured games at recess and should result in a significant decrease in behavior issues at recess.

Mr. Fleming stated that he is concerned that this will be taking union work away from staff and it has to be bargained with the union.

Mr. Bryant stated that he feels that the Superintendent should have the authority to make a decision on this.

Mr. Bryant moved to approve the budget transfer request in the amount of \$30,000 from paraprofessionals to contracted services. Ms. Hunt seconded the motion. The motion carried (4-3).

Mr. Fleming moved to refer the matter to the Personnel Subcommittee for possible collective bargaining. Dr. Walsh seconded the motion. The motion carried.

FY16 Budget Transfer Request (2) – District Wide Professional Development

Mr. Littlehale explained that he is requesting a budget transfer of \$195,000 from Collective Bargaining Reserve to Professional Development. This amount represents the replacement of the Race To The Top funds. The transfer is requested to move budgeted funds to the appropriate lines for the needed expenses.

The transfer request is summarized as follows:

Date		ORG	OBJ	Description	Amt
8/6/2015	From	13930120	5171	Collective Bargaining Reserve	(195,000)
8/6/2015	To	13990160	5150	Fringe/Stipends	20,000
8/6/2015	To	13990161	5317	Educational Training	175,000

Mr. Fleming asked what the Collective Bargaining Reserve line is. Mr. Littlehale explained that the line is a place holder that was used for the budget process and he is now requesting that the funds be moved to the appropriate lines for needed expenses.

Ms. Amaral moved to approve the budget transfer request in the amount of \$195,000 from Collective Bargaining Reserve to Fringe/Stipends (\$20,000) and Educational Training (\$175,000). Ms. Hunt seconded the motion. The motion carried.

Approval of Warrants

The following warrants were presented for approval:

- July 16, 2015 in the amount of \$728,134.86
- July 23, 2015 in the amount of \$197,119.15
- July 30, 2015 in the amount of \$697,148.16

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

Action Items

- a. Deliberation on the third reading of the policy on Accepting Foreign Exchange Students
Mr. Bryant moved approval. Ms. Hunt seconded the motion. The motion carried.
- b. Deliberation on the third reading of the policy on Background Checks – Fingerprinting
Ms. Hunt moved approval. Mr. Bryant seconded the motion. The motion carried.
- c. Deliberation on the approval of the third reading of the revision to the policy on Children of Non-Resident Teachers Attending the Salem Public Schools
Ms. Hunt moved that the matter be tabled for further review. Mr. Bryant seconded the motion. The motion carried.
- d. Deliberation on the approval of the third reading Use of Tobacco on School Property by Staff Members – (Replaces existing policy 4111 Tobacco Free Schools)
Ms. Hunt moved approval. Mr. Bryant seconded the motion. The motion carried.

- e. Deliberation on language clarification to the Transportation Policy approved by the School Committee on June 15, 2015

Ms. Hunt recalled that the School Committee approved this policy and that the language allows for the School Committee to review it annually and adjust it as needed.

Mr. Littlehale explained that the previous policy included language regarding children who live less than a mile from their school as being ineligible to purchase transportation and the policy now implies that everyone is eligible.

Ms. Amaral explained that the School Committee discussed this at the last meeting and Ms. Hunt was not present. She suggested that the matter be tabled to the next meeting.

Ms. Hunt moved to table the matter to the next meeting. Ms. Amaral seconded the motion. The motion carried.

- f. Deliberation on the approval on the extension of the current Salem Teachers Union Contract, and any other collective bargaining agreements that the School Committee has until such time as new collective bargaining agreements are in place.

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

Subcommittee Reports

Policy Subcommittee

Ms. Hunt reported that the Policy Subcommittee has met a few times this summer and they are in the process of reviewing the 5000 policy section. She explained that they will be bringing forward several policies with recommendations for revisions during next few months.

Committee of the Whole Report

Mayor Driscoll reported that the School Committee held a Committee of the Whole meeting this evening and the Bentley MOU was reviewed which the School Committee approved this evening. She also reported that the School Committee held a discussion regarding Athletics and Student Activities Fees. She explains that the School Committee would like to work towards eliminating the fees and at this time the Committee has recommended that the fees be suspended.

Mr. Fleming moved to suspend the collection of athletics and student activities fees. Mr. Bryant seconded the motion. The motion carried.

School Committee Concerns and Resolutions

Mr. Fleming reported that NECHE.com has issued the results of a survey they did on Massachusetts High Schools and Salem is listed in the top 50 at #27 for the best high school faculties.

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 to Executive Session for the purpose of discussing collective bargaining issues and the School Committee will not be returning to open session this evening. Ms. Amaral seconded the motion.

Mayor Driscoll called for a roll call vote as follows:

Dr. Walsh	Yes
Ms. Amaral	Yes
Mr. Bryant	Yes
Ms. Hunt	Yes
Mr. Schultz	Yes
Mr. Fleming	Yes
Mayor Driscoll	Yes

The meeting adjourned at 9:00 p.m.

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials and Reports

- Minutes of Regular School Committee Meeting July 6, 2015
- Minutes of School Committee Retreat July 11, 2015
- Minutes of Special School Committee Meeting July 27, 2015
- School Committee Agenda August 10, 2015
- Tobacco Policy
- Policy on Accepting Foreign Exchange Students
- Policy on Background Checks-Fingerprinting
- Policy on Children of Salem Public Schools Teachers Attending Salem Public Schools
- Policy on Transportation
- Superintendent's 100 Day Entry Plan
- Memorandum of Understanding for Bentley Academy Charter School
- Summer Leadership Institute Agenda

Salem School Committee of the Whole
Meeting Minutes
Monday, August 10, 2015

A meeting of the Salem School Committee of the Whole was held on Monday August 10, 2015 at 6:00 p.m. The meeting was held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, Massachusetts

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

Members Absent: None

Others Present: Superintendent Margarita Ruiz, Ms. Kate Carbone, Assistant Superintendent, Ms. Margaret Marotta, Assistant Superintendent, Assistant City Solicitor Vicky Caldwell, Bentley Academy Charter School Principal Justin Vernon, and Eileen Sacco, Secretary

Call to Order

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

Approval of the Agenda

Mr. Fleming moved to approve the agenda, seconded by Mr. Schultz. The motion carried.

Review of the Memorandum of Understanding for the Bentley Academy Charter School

Mayor Driscoll explained that the Memorandum of Understanding (MOU) between the Salem School Committee and the Bentley Academy Charter School has been drafted and reviewed by the City Solicitors and members of the administrative staff. She noted that Assistant City Solicitor Vicky Caldwell is present this evening to answer any questions that members may have.

Mr. Fleming stated that as a member of the Bentley Academy Board of Trustees, Ms. Hunt should not be participating in discussing or voting on this matter to discuss and adopt the MOU.

Mayor Driscoll disagreed and noted that Ms. Hunt would not be discussing the matter as a member of the Board of Trustees.

Ms. Hunt stated that the Conflict of Interest Law does not speak to this matter.

Ms. Amaral noted that Ms. Hunt is not getting compensated for serving on the Board of Trustees and has no financial interest in the school.

Mr. Fleming stated that discussion leads to persuasion.

Dr. Walsh stated that the Committee of the Whole is a subcommittee that will report a recommendation to the School Committee.

Mayor Driscoll explained that the MOU has been drafted and refined and needs a vote of the School Committee and the Bentley Academy Board of Trustees and she would hope that this would not be controversial. She also stated that she feels that there would be value to be added by Ms. Hunt participating in the discussion even though she is a trustee. She further noted that Ms. Hunt has no financial interest in the institution for which she is a trustee.

Mr. Shultz stated that there should be no problem if there is no personal benefit to Ms. Hunt personally. He also notes that the School Committee wanted a member on the Board of Trustees from the start.

Mr. Fleming stated that he sees an inherent conflict with a School Committee member sitting on the Board of Trustees for an in district Charter School.

Mayor Driscoll suggested that the School Committee proceed with the dialogue at this time.

Superintendent Ruiz explained that the process was highly collaborative and noted that the Mayor, Margaret Marotta, Kate Carbone, Justin Vernon, Rachel Hunt, Sara Tocce and Jill Conrad worked on the drafting of the MOU. She also noted that the Department of Elementary and Secondary Education (DESE) has given preliminary approval to the MOU.

Mr. Fleming questioned why DESE has preliminarily approved the MOU before the School Committee approved it. Mayor Driscoll explained that it was a collaborative process with DESE.

Ms. Hunt explained that during the drafting DESE reviews it and flags things as they review it.

Mr. Fleming stated that he is concerned about the per pupil cost of \$9,500 per student. He noted that the other Salem Public Schools are not that high.

Mayor Driscoll explained that the budget for the BAC was approved in the SPS FY16 School Budget.

Mr. Littlehale explained that there was a separate line item in the budget for the New Liberty Charter School and the Bentley Academy Charter School.

Mayor Driscoll stated that the School Committee needs to approve the MOU and notes that there is a strong collaboration between the district and the Bentley and there is also a lot of cross collaboration.

Mr. Vernon reported that there are 275 students registered for the BAC for the coming school year.

Mr. Fleming asked if Blue Print has any role in the school this year. Mr. Vernon reported that they will not have any role at the school this year.

Assistant City Solicitor Vicky Caldwell explained that the Board of Trustees and the District will have a liaison and that will be the Superintendent of Schools.

Ms. Hunt reported that the foundation formula for the budget per student was developed by DESE and notes that the original calculation was \$10,500 and they are proposing \$9,500. She also notes that there could be some sharing of grants noting the IDEA grant and Title I grants.

There being no further questions or comments regarding the MOU, Mayor Driscoll requested that the School Committee move on to the next agenda item.

Discussion on Athletics and Student Activities Fees

Mayor Driscoll explained that Salem is one of the few urban districts that charges a fee for high school athletics and student activities. She stated that she would like to explore the possibility of charging every student a much smaller activity fee.

Mayor Driscoll asked Salem High School Principal David Angeramo what the amount of the fees is that are currently collected for athletics and students activities.

Mr. Angeramo addressed the School Committee and reported that students currently pay \$200 to play sports and explains that students can play three sports for one fee with a family cap of \$350 per family. He also noted that anyone who wants to participate can regardless of their ability to pay the fee.

Mr. Fleming asked what the fees collected currently pay for. Mr. Angeramo explained that the money is used for costs associated with sports such as transportation and officials. He estimated that there are 377 students participating in athletics and about \$31,000 is collected.

Mayor Driscoll suggested that she would like to suspend the collection of the athletic and student activities fees for the time being while the School Committee explores options. She notes that a survey was done of Urban School Districts regarding fees about a year ago and she would like to update that.

Mr. Fleming agreed that suspending the athletic and student activities fees is a good idea.

There being no further questions or comments regarding the athletic and student activities fees at this time:

Ms. Hunt moved to adjourn the meeting. Ms. Amaral seconded the motion.

The motion carried.

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

Respectfully submitted by:

Eileen M. Sacco, Secretary
Salem School Committee

Meeting Materials

Bentley Academy Charter School
Memorandum of Understanding

Institute Goals & Objectives:

- ✓ Explore how all of SPS (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 important new initiatives and/or regulations requiring new procedures or compliance
- ✓ Provide feedback to improve operational services and collaborate to address key challenges

AGENDA

8:30 Arrival, Breakfast, and Operations “Expo”

- *Participants arrive, have breakfast, and mingle/peruse around the various “tables” set up for each operational area (get handouts, have informal discussions, etc.)*

9:00 Welcome, Overview, and Culture of Learning Activity

- *Welcome, overview of the day, and a brief presentation on indicators of a learning culture*
- *Group Activity*

Group Discussion Question:

- *How can all of SPS work together to improve communications and learning between its operational and academic functions?*

9:20 Infoflash #1

- IT (20 mins)

9:40 Human Resources & Payroll Presentation & Discussion (50 minutes)

- Review and discuss updates on hiring/staffing procedures and new legal requirements

10:30 Break

10:45 Infoflash #2

- Budget & Finance (5 mins)
- Transportation (5 mins)
- IT Demo #2 (5 mins)

11:00 Special Education Presentation & Discussion (60 mins)

- Review and discuss recent changes in attendance, discipline and student restraint

12:00 Infoflash #3

- Parent Information Center (20 mins)
- Health Services (10 mins)

12:30 Lunch and Operations “Expo” (45 mins)

- *Participants have lunch and mingle/peruse around the various “tables” set up for each operational area (get handouts, have informal discussions, etc.)*

1:15 Dessert and Coffee with Food Services (30 mins)

1:45 Infoflash #4

- Facilities/Buildings Services (10 mins)

1:55 Safety Services Presentations (60 mins)

- Presentations and discussions on fire and police safety

2:55 Reflection and Closure

- *In one word, share how you are feeling about the work ahead*
- *Complete Institute evaluation*

3:00 End

To: School Committee Members
From: M. Kate Carbone, Assistant Superintendent for Teaching & Learning
Date: September 8, 2015
RE: Summer Learning Opportunities

Please find attached an overview to summer learning opportunities offered for both Salem Public School students and educators.

Student Summer Programs

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 run off 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.

Attached are program descriptions and enrollment profiles for the variety of summer programs offered to students in the Salem Public Schools. More detailed information pertaining to the effectiveness of student summer programs will be provided once the data compilation and review process is complete. In the meantime, we wanted to share program descriptions and enrollment.

Teacher Summer Professional Development

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.

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.

Attached is an overview of professional development sessions offered and the number of participants in each session.



Student Summer Programs:

Meeting the needs of diverse learners through collaboration and innovation

Program Name	Healthy Harbors with LEAP for Education
Program Description	Middle school students worked in teams to develop and implement service-learning projects that help address real problems in the marine ecosystem in and around Salem. Groups stenciled storm drains, repurposed invasive species, crafted education campaigns and planted eelgrass.
Grades Served	Rising 6 th through 8 th graders
Students Served	74 participants; 41.9% students with disabilities; 48.6% low income; 9.5% ELLs

Program Name	Summer Academy with the Salem YMCA
Program Description	Summer Academy at Bates included focused, project-based math and literacy instruction taught by certified teachers and engaging afternoon enrichment sessions taught by YMCA staff.
Grades Served	Rising 3 rd through 5 th graders
Students Served	99 participants; 71% low income; 39% students with disabilities

Program Name	ELL Academy
Program Description	Students explored the theme of flight – everything from birds to kites to space exploration. This program helped develop English language skills (speaking, listening, reading, and writing) through classroom and hands-on activities.
Grades Served	Rising 1 st through 6 th graders
Students Served	59 participants; 100% ELLs

Program Name	Salem at SEA with Salem State University and LEAP for Education
Program Description	ELL high school students developed English language skills as they researched, identified, and worked toward serving a need in the Salem community. They learned how to become active citizens and used their bilingualism to create accessible resource guides to the community. Partners also included The House of the Seven Gables and the North Shore WIB
Grades Served	Rising 9 th through 11 th graders
Students Served	15 participants; 10% students with disabilities; 100% low income; 100% ELLs

Program Name	Bentley Academy Readers with Salem State University
Program Description	The Summer Program at Bentley Academy Charter School and Salem State University was a project-based intervention program for struggling readers and writers. Students explored topics related to the ocean through integrating science, literacy, and art.
Grades Served	Rising 1 st through 5 th graders
Students Served	60 participants; 63% low income; 12 students with disabilities

Program Name	Special Education
Program Description	Students from all schools in the district participated in programming supporting social-emotional, academic and behavioral growth.
Grades Served	Pre-K through age 22 years
Students Served	125 participants; 100% students with disabilities



Summer Professional Development Opportunities

In-District

Cognitively Guided Instruction in Mathematics – 24 participants

June 29 & 30, 8:30 – 2:00

Cognitively Guided Instruction (CGI) is a professional development program in which teachers learn to assess children’s thinking in mathematics, and then use what they have learned to guide next steps in instruction. This interactive workshop includes a copy of *Children’s Mathematics, Second Edition: Cognitively Guided Instruction* (Thomas P. Carpenter and Elizabeth Fennema).

At this two-day workshop, teachers will learn how to:

- Identify differences between problem types
- Assess the processes that students use to solve problems through a “math interview” protocol
- Plan instruction to encourage growth in students’ strategies
- Scaffold students’ pathway toward efficiency
-

Close Reading 101—19 participants

June 29, 8:30 – 12:00

If you have heard about close reading but aren’t quite sure what it is, when to use it, or how to teach it, this half-day workshop will provide a basic introduction. You will leave with a better understanding of close reading and when and where to integrate it into existing unit plans/trajectories. All participants will receive a copy of *Falling in Love with Close Reading*.

Standards-Based Practices Vanguard Groups—41 participants

July 8 – 10 or July 15 – 17, 8:30 – 2:00

Teachers will meet to collaboratively identify priority standards, articulate learning progressions, and develop proficiency scales that they will use to guide instructional planning and tracking of student progress. Several follow-up sessions are planned for the school year so that teacher teams can reconvene to share and refine their work.

Literacy Institute Part 1: Intro to Lucy Calkins Reading Units—29 participants

August 10 – 12, 8:30 – 2:00

Lucy Calkins has just released a series of units of study for teaching reading (similar to the writing units teachers received earlier this year). Lab teachers, literacy coaches, and classroom teachers are invited to preview these and incorporate them into their unit trajectories. (All K-Gr. 5 teachers will be receiving the updated Calkins kits.)

Literacy Institute Part 2: Refining Small Group Instruction—24 participants

August 13 & 14, 8:30 – 2:00

Teachers will work with facilitators to take their small group instruction to the next level. What has worked well this year? What has been a challenge? The group will have opportunities to share their experiences and to incorporate new ideas and resources.

Teacher-Leader Training—24 participants

August 17 - 18, 8:30 – 2:00

Teacher Leaders are central to strengthening and sustaining the work in schools that leads to student success. Identified Teacher Leaders will be provided with clear protocols and processes for facilitating standards-based planning. Participants will receive coaching and training throughout the school year in order to promote success in this role.

Lessons that Embed the Standards of Mathematical Practice—20 participants

August 24, 8:30 – 2:00

In this course teachers will explore the Standards of Mathematical Practice. These standards are foundational to Common Core mathematics. Coaches will show teachers how to embed these standards into particular lessons and units. This course includes three required after-school meetings.

Introduction to STEMscopes—17 participants

August 27, 8:00 – 11:30

This fall, science teachers will be provided licenses to STEMscopes to help them plan science lessons. This online curriculum resource provides content background, lessons, labs, videos, and assessments, all aligned to the Next Generation Science Standards. Teachers can also access informational reading at three different levels aligned to Atlas maps through STEMscopes. Facilitators will show teachers how to log on and navigate the site. Teachers will have the opportunity to do some planning for their first unit based on Atlas maps and STEMscopes.

Literacy Design Collaborative Cohort 1 – Course 2 – 8 participants

Teachers who completed Course I last spring developed high-quality performance tasks targeting select Common Core literacy and content standards. These teachers will participate in Course 2 this summer, which focuses on the development of min-tasks leading to successful student completion of the performance task.

Literacy Design Collaborative Cohort 2 – 15 participants

September 1, 8:15 – 2:30

Curriculum teams will work together to create a module of lessons that supports one of their units of instruction and which addresses the depth and rigor required by the CCSS. Teachers generate a “burning question” that engages students in learning about a topic, and then work backward to create a ladder of lessons designed to help students meet identified standards successfully. These activities may include research skills, writing instruction, close reading, and accountable talk and debate.

Book Study: *The Writing Thief* by Ruth Culham –10 participants

Completed online during August

This book will provide teachers with many ideas for focus writing lessons based on mentor texts. Book group members will have an initial meeting in July, and will then converse online in August. All book group members will receive a copy of the text.

High School Mathematics Module/Unit Development – 4 participants

Schedule determined by participants

Through use of high-quality instructional tools and professional support services provided by the Math Design Collaborative, curriculum teams will complete a model unit that will establish a framework for planning during the school year. These model units will target two College-and-Career-Ready Common Core standards and one or more content standards.

Safety Care ñ Crisis Prevention Training—35 participants

Initial Certification August 27 & 28, Recertification August 28

Salem Public Schools requires that each building has a trained crisis intervention team and that all staff working

with student groups at high risk for exhibiting challenging behaviors be fully certified in Safety Care. Safety Care Training instructs staff in: understanding how and why crisis events happen, recognizing ways we inadvertently contribute crisis situations, preventing crises using supportive interaction strategies, applying simple, evidence-based de-escalation strategies, preventing the need for restraint, intervening after a crisis to reduce crisis/restraint reoccurrence.

Sponsored Outside the District

Landmark Outreach Program Phonemic Awareness Course (*closed course Salem Public Schools only*) –11 participants
July 27 - 31

Research verifies the importance of phonemic awareness (the ability to think consciously about and manipulate individual sounds within words) as a precursor to successful reading. Many students, especially those with language-based learning disabilities, need to be explicitly taught strategies to improve phonemic awareness skills. This course uses published materials developed by Charles, Patricia, and Phyllis Lindamood to teach participants to identify individuals with poorly developed phonemic awareness, and to enhance the student’s ability to perceive, compare, and manipulate sounds within words.

Landmark Outreach Program –17 participants
Various dates self – selected seminars

The Summer Institute offers more than thirty seminars and graduate courses that help educators hone their teaching skills. Institute offerings are practical, evidence-based, and designed and delivered by teachers, for teachers. Join us this summer to empower your teaching and share ideas with hundreds of educators from throughout the country In addition to the courses above Salem Public Schools staff received scholarships to attend the seminar of their choice.

2015 Conference on School Culture, Climate, and Positive Behavior Support –9 participants
August 12 & 13

This two-day conference will focus on sharing examples, tools, and practices within a multi-tiered system of supports framework in order to help schools and communities to improve their culture, climate, and safety and features a youth strand to engage young people who are interested in learning about how to become leaders of and advocates for positive change to their school’s culture and climate.

Eureka Math Training – 3 math coaches
June 23, 24, 25

Math coaches will travel to a Eureka Math Regional Institute, designed to prepare teams of instructional leaders to support local implementation of Eureka Math as a tool for implementing the Common Core standards. Sessions will focus on fluency, customization and preparation of lessons, and solving word problems with math drawings and tape diagrams. Coaches will be prepared to share this information with K-8 teachers throughout the district.

MATCH Teacher Launch Program – 6 participants
July 20 – August 14

New teachers will be offered the opportunity to participate in a 4-week summer academy. The program will be intensive and heavily practice-based, featuring daily simulations involving classroom management and instructional decision-making. These teachers will then continue to receive weekly observations and coaching during their first twenty weeks in the classroom.

Literacy Design Collaborative Presentation – 2 grant recipients

July 15 – 26

Two SHS history teachers received a grant to present modules that blended history content standards with Common Core literacy standards at the Southern Regional Education Board Collaborative College and Career Readiness Conference in Atlanta. They will use this experience to coach colleagues in this model of unit design.

Lynch Leadership Academy – 3 grant recipients

July 2015

Participants attended two weeks of professional development on effective practices in school leadership. These participants will receive monthly coaching from the Lynch program throughout the school year. Participants' leadership teams were also able to engage in a one-day workshop focused on the program's goals in order to support the work of the Lynch Fellows.

New England Arts Literacy Project – 4 participants

July 13 – 17

Participants experienced hands-on professional development that modeled integrated arts and literacy curricula while learning about the performance cycle. In partnership with Quaboag Public Schools and Andover Public Schools, Collins Middle School teachers will implement arts integration curriculum that they developed as a cross-curricular team.



Listening to the Whole Child

Assessment in Salem Public Schools
September 8, 2015

A Core Value of Teaching and Learning

Getting to know our students on multiple levels helps us to plan teaching that is geared toward the needs of each child.

- Academic assessments
- Performances
- Demonstrations
- Observations
- Student profiles
- Student/teacher conversations



Assessment: “To sit beside”



Assessment Informs Decisions



Meeting the Needs of Diverse Learners

- Schools have traditionally been better at 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.

Assessment in Practice

For each of the following equations, circle TRUE or FALSE to indicate whether or not the equation is true.

- A. TRUE or FALSE $8 \times 9 = 81$
- B. TRUE or FALSE $54 \div 9 = 24 \div 4$
- C. TRUE or FALSE $7 \times 5 = 35$
- D. TRUE or FALSE $8 \times 3 = 28$
- E. TRUE or FALSE $49 \div 7 = 56 \div 8$

Data:

88% of students selected TRUE for C only.

Instructional Plan: *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.

Assessment in Practice

Grade 4 Physical Education:

Cooperative Games and Team-Building Unit

Learning Goal: Students will accept players of all skill levels into the physical activity. (S4.E4.4a)

Assessment (Observation):

6 out of 20 students make negative comments about other students based on their level of expertise and skill.

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.

The Purpose of Assessment

Assessment...

- 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.

Time Spent on District Assessments



Academic Assessment

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade K	Fountas & Pinnell Benchmark Assessment System (BAS)	ALL	10	1	10	3.7	0.4% Non-ESL Total
	K/1 Inventory	ALL	20	3	60		
	MA Kindergarten Entry Assessment (MKEA)	ALL	observation only	2	0		
	K/1 Math Assessment	ALL	30	2	60		
	Science	ALL	30	3	90		
	ACCESS	ESL	45	1	45	0.75	+0.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL	NA	NA	NA		

Academic Assessment

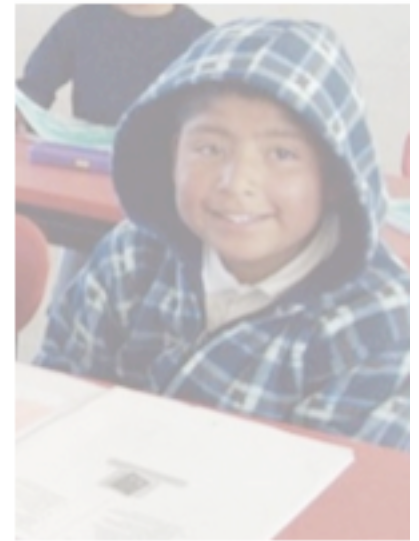
	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 10	MCAS ELA		540 min	1	540	51	5.2% ALL
	MCAS Math		360 min	1	360		
	Midterm & Finals	ALL	90 min (8 courses)	2	720		
	Galileo: ELA	ALL	90 min	4	360		
	Galileo: Math	ALL	90 min	4	360		
	ACCESS	ESL	150 min	1	150	6	+ .25 ESL
	AP Test	AP Students	180 min	1*	180	3	+ .3% per AP Test

Academic Assessment

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 7	BAS	At risk students only	35	2	70	26.7	2.6% Non-ESL Total
	Science	ALL	60	3	180		
	iReady Reading	ALL	60	3	180		
	iReady Math	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS ELA Long Comp	ALL	90	1	90		
	MCAS Math	ALL	120	1	120		
	ACCESS	ESL	150	1	150	10.5	+1.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	120	4	480		

Extended Learning Time - CMS

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 7	BAS	At risk students only	35	2	70	26.7	2.6% Non-ESL Total
	Science	ALL	60	3	180		
	iReady Reading	ALL	60	3	180		
	iReady Math	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS ELA Long Comp	ALL	90	1	90		
	MCAS Math	ALL	120	1	120		
	ACCESS	ESL	150	1	150	10.5	+1.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	120	4	480		



Assessment Calendar

http://saalem.k12.ma.us/Pages/SPS_DistAdmin/asuper#

District	Schools	Teaching & Learning	Students	Family	Faculty/Staff
Assistant Superintendent					
Contact: Kate Carbone Assistant Superintendent					
Address: Salem Public Schools 29 Highland Avenue Salem, MA 01970					
Phone: 978-740-1214					
Fax: 978-740-3083					
Additional Links:					
Professional Development Plan		School Calendars		Assessment Calendar	

Events from Salem Public Schools District

Parent Forum For School and Support Staff
October 2015, 2pm
Committee Chambers

Parent Forum For School and Community
October 2015, 5:30pm
Committee Chambers

Staff Meet & Greet
Brad Leith

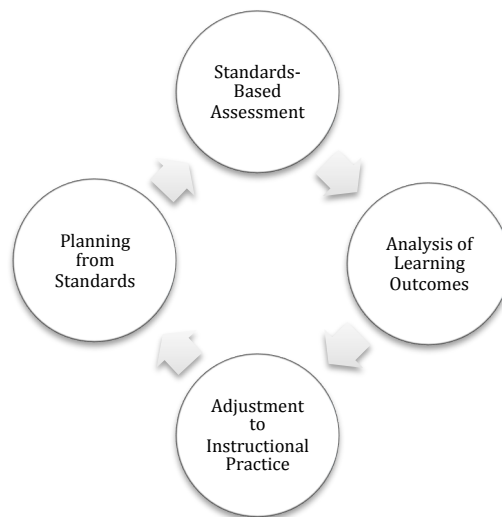
**Our goal: To sit beside every student
and listen fully to each “voice”**



Using Assessment to Track Student Progress

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.

Appendix A: Types of Assessment

Appendix B: List of District Assessments and the Estimated Time for Each

Appendix C: Purpose of Each District Assessment

Sections adapted from Achieve 2014

APPENDIX A: Types of Assessment

- Formative: This is a quick, informal assessment given during the course of a unit to measure student progress toward mastery. The best formative assessments are “unobtrusive”, meaning that students aren’t even aware that they are being assessed. Information gathered from a formative assessment is used to guide instructional planning for the next day. Research shows that formative assessment is particularly powerful in promoting student learning.

The National Council of Teachers of Mathematics states:

- *Formative assessment produces greater increases in student achievement and is cheaper than other efforts to boost achievement, including reducing class sizes and increasing teachers’ content knowledge.*
 - *In classrooms where medium- and short-cycle formative assessment was used, teachers reported greater professional satisfaction and increased student engagement in learning.*
- Summative: This assessment is given at the end of a unit of study to ascertain whether the student has mastered the required skills and content. It usually factors into the student’s final course grade. If the summative assessment uncovers major gaps in understanding that will impact future learning, the teacher will do some reteaching.
 - Benchmark: This assessment tracks student progress over a continuum of learning. The same (or very similar) measure is given over a period of time. Teachers check to see how students are performing compared to grade level expectations for the time of year. Examples of benchmark assessments include the Fountas & Pinnell Benchmark Assessment System, math facts fluency, and writing samples. Results of these assessments may be discussed at school data meetings.
 - Performance Assessment: This assessment asks students to show their learning through the act of doing something. For example, students might complete an engineering project, write and perform a song, give a speech, or solve a problem. Although reading and writing may be required in parts of the assessment, the emphasis is on the student’s performance.
 - Common Assessments (School or District): This assessment is given across multiple classrooms and/or schools, and provides an opportunity to collect data on student mastery of priority standards. They are generally created by educators at a particular grade level or in a content area.
 - Standardized Assessments
A 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. Examples are Achievement Network and Galileo assessments. Results are discussed at school data meetings.
 - State Assessments: The MCAS are required assessments that take approximately 2-3 class periods for each tested subject (Math and ELA, Grades 3 – 8 and 10; Long Composition, Grades 4 and 7; Science and Technology, Grades 5 and 8). ELLs also take the ACCESS.

Appendix B: List of District Assessments and the Estimated Time for Each

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade K	BAS	ALL	10	1	10	3.7	0.4% Non-ESL Total
	K/1 Inventory	ALL	20	3	60		
	MKEA	ALL	observation only	2	0		
	K/1 Math Assessment	ALL	30	2	60		
	Science	ALL	30	3	90		
	ACCESS	ESL	45	1	45	0.75	+0.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL	NA	NA	NA		
Grade 1	BAS	ALL	20	2	40	3.5	0.4% Non-ESL Total
	K/1 Inventory	Only students not at benchmark	20	1	20		
	K/1 Math Assessment	ALL	30	2	60		
	Science	ALL	30	3	90		
	ACCESS	ESL	150	1	150	4.5	+0.5% ESL
	SEI Classroom-Based	Level 1 & 2 ESL	30	4	120		
Grade 2	BAS	ALL	25	2	50	14.8	1.6% Non-ESL Total
	Science	ALL	40	3	120		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	ACCESS	ESL	150	1	150	4.5	+0.5% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	30	4	120		

**Tracking Student Progress
Salem Public Schools**

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 3	BAS	ALL	35	2	70	19.4	2.2% Non-ESL Total
	Science	ALL	45	3	135		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS Math	ALL	120	1	120		
	ACCESS	ESL	150	1	150	4.5	+0.5% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	30	4	120		
Grade 4	BAS	ALL	35	2	70	21.7	2.4% Non-ESL Total
	Science	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS ELA Long Comp	ALL	90	1	90		
	MCAS Math	ALL	120	1	120		
	ACCESS	ESL	150	1	150	10.5	+1.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	120	4	480		

**Tracking Student Progress
Salem Public Schools**

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 5	BAS	ALL	35	2	70	22.2	2.5% Non-ESL Total
	Science	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS Math	ALL	120	1	120		
	MCAS Science	ALL	120	1	120		
	ACCESS	ESL	150	1	150	6.5	+7% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	60	4	240		
Grade 6	BAS	At risk students only	35	2	70	26.2	2.6% Non-ESL Total
	Science	ALL	60	3	180		
	iReady Reading	ALL	60	3	180		
	iReady Math	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS Math	ALL	120	1	120		
	ACCESS	ESL	150	1	150	10.5	+1.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	120	4	480		

**Tracking Student Progress
Salem Public Schools**

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 7	BAS	At risk students only	35	2	70	26.7	2.7% Non-ESL Total
	Science	ALL	60	3	180		
	iReady Reading	ALL	60	3	180		
	iReady Math	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS ELA Long Comp	ALL	90	1	90		
	MCAS Math	ALL	120	1	120		
	ACCESS	ESL	150	1	150	10.5	+1.1% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	120	4	480		
Grade 8	BAS	At risk students only	35	2	70	28.2	2.8% Non-ESL Total
	Science	ALL	60	3	180		
	iReady Reading	ALL	60	3	180		
	iReady Math	ALL	60	3	180		
	ANet Math	ALL	120	3	360		
	ANet ELA	ALL	120	3	360		
	MCAS ELA	ALL	120	1	120		
	MCAS Math	ALL	120	1	120		
	MCAS Science	ALL	120	1	120		
	ACCESS	ESL	150	1	150	6.5	+1.6% ESL
	SEI Classroom-Based	Level 1 & 2 ESL in place of ELA ANet	60	4	240		

**Tracking Student Progress
Salem Public Schools**

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 9	MCAS Biology	ALL	360 min	1	360	48	4.8% ALL
	Galileo: ELA	ALL	90 min	4	360		
	Galileo: Math	ALL	90 min	4	360		
	Galileo: Biology	ALL	90 min	4	360		
	Midterm & Finals	ALL	90 min (8 courses)	2	1440		
	ACCESS	ESL	150 min	1	150	2.5	+ .25% ESL
Grade 10	MCAS ELA		540 min	1	540	51	5.2% ALL
	MCAS Math		360 min	1	360		
	Midterm & Finals	ALL	90 min (8 courses)	2	1440		
	Galileo: ELA	ALL	90 min	4	360		
	Galileo: Math	ALL	90 min	4	360		
	ACCESS	ESL	150 min	1	150	2.5	+ .25% ESL
	AP Test	AP Students	180 min	1*	180	3	+ .3% per AP Test
Grade 11	Midterm & Finals	ALL	90 min (8 courses)	2	1440	24	2.4% ALL
	ACCESS	ESL	150 min	1	150	2.5	+ .25% ESL
	AP Test	AP Students	180 min	1*	180	3	+ .3% per AP Test

**Tracking Student Progress
Salem Public Schools**

	Assessment	Students Assessed	Approximate Time to Administer (in minutes)	Times per Year	Total Time for this Assessment (mins)	Total Annual Assessment Time for this Grade (hrs)	% of Annual Time in School (Elem: 900 hrs; Middle and High: 990 hrs)
Grade 12	Midterm & Finals	ALL	90 min (8 courses)	2	1440	24	2.4% ALL
	ACCESS	ESL	150 min	1	150	2.5	+ .25% ESL
	AP Test	AP Students	180 min	1*	180	3	+ .3% per AP Test

Appendix C: Purpose of Each Assessment

Assessment	Description/Purpose	Grades
Fountas & Pinnell Benchmark Assessment System (BAS)	1:1 assessment of students' instructional and independent reading abilities <ul style="list-style-type: none"> ▪ Matched to text level ▪ Provides information for small group instruction and text choices 	K - 8
K/1 Inventory	1:1 literacy assessment <ul style="list-style-type: none"> ▪ Concepts about print ▪ Letter identification ▪ What sounds letters make ▪ Ability to hear and manipulate sounds in spoken words 	K - 1
Massachusetts Kindergarten Entry Assessment (MKEA) <i>Required by Massachusetts</i>	Measures student growth and development across multiple domains <ul style="list-style-type: none"> ▪ Social-Emotional ▪ Physical ▪ Language ▪ Cognition ▪ Literacy ▪ Mathematics ▪ Science and Technology ▪ Social Studies ▪ The Arts ▪ English Language Acquisition. 	PreK - K
K/1 Math Assessment	District-developed assessment <ul style="list-style-type: none"> ▪ Measures understanding of grade level math standards ▪ Identifies areas needing additional practice and support 	K - 1
Science	District-developed assessment <ul style="list-style-type: none"> ▪ Measures understanding of grade level science standards through paper-pencil test or performance assessment ▪ Identifies areas needing additional practice and support 	K - 8
iReady Diagnostic Reading & Math	Computer-adaptive assessments <ul style="list-style-type: none"> ▪ Identifies areas needing additional practice and support as well as opportunities for enrichment ▪ Benchmarks progress across the school year 	6 - 8
ANet Math & ELA	Interim assessments cover recently taught material, measuring progress toward the Massachusetts Common Core State Standards <ul style="list-style-type: none"> ▪ Multiple choice, short answer, constructed response items ▪ Identifies areas needing additional practice and support 	2 - 8

<p>MCAS (ELA, Math, & Science) <i>Required by Massachusetts</i></p>	<p>End-of-year assessment of student progress toward meeting grade level standards</p> <ul style="list-style-type: none"> ▪ Multiple choice, short answer, constructed response, and long composition (grades 4 and 7) 	<p>3 - 10</p>
<p>Galileo</p>	<p>Assesses student content knowledge in ELA, math, and science</p>	<p>9 - 10</p>
<p>Midterms and Finals</p>	<p>Checkpoints halfway through the year and at the end of the year</p> <ul style="list-style-type: none"> ▪ Developed by grade level teams, content teams, individuals, or software companies ▪ Measures learning over the course of the semester 	<p>9 - 12</p>
<p>AP Exams</p>	<p>The culmination of year-long Advanced Placement (AP) courses</p> <ul style="list-style-type: none"> ▪ Multiple-choice questions with a free-response section in either essay or problem-solving format. 	<p>10 - 12</p>
<p>SEI Classroom-Based</p>	<p>Districted-developed assessment</p> <ul style="list-style-type: none"> ▪ Assesses ELLs' content knowledge in various subject areas ▪ Planned for Level 1 and 2 students who do not yet have sufficient English skills to take assessments such as ANet in English 	<p>K - 8</p>
<p>ACCESS</p>	<p>Annual assessment</p> <ul style="list-style-type: none"> ▪ Acronym stands for <i>Assessing Comprehension and Communication in English State-to-State for English Language Learners</i> ▪ Levels describe the progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support 	<p>K - 12</p>

SALEM SCHOOL COMMITTEE
AND
SALEM TEACHERS UNION
BOWDITCH AGREEMENT

WHEREAS, the Salem School Committee, hereinafter the “Committee” and the Salem Teachers Union, hereinafter the “Union”, are parties to a collective bargaining agreement establishing the wages, hours, standards of productivity and performance, and any other terms and conditions of employment, including without limitation, in the case of teaching personnel employed by the school committee, class size and workload for a bargaining unit commonly known as the “Teachers Unit” and

WHEREAS, both the Committee and the Union shared a common interest to address the need of school improvement for the Nathaniel Bowditch School and

WHEREAS, a result of that common interest, the Committee and Union have agreed to find an internal, collaborative way to address school improvement at the Bowditch and

WHEREAS, the Committee and the Union undertook a joint review process to find ways to address school improvement and

WHEREAS, the Committee and the Union have arrived at a joint plan for such improvement and

WHEREAS, parts of that plan affect mandatory subjects of bargaining under General Laws, Chapter 150E and

WHEREAS, the parties have reached agreement to changes in certain mandatory subjects of bargaining and

WHEREAS, the parties wish to reduce those changes to writing, it is

THEREFORE AGREED as follows:

1. The work day for members of the bargaining unit at the Bowditch School shall be seven hours and forty-five minutes in length and consists of two segments, one being from 7:30 a.m. to 3:15 p.m. and the second being from 7:45 a.m. to 3:30 p.m., with half of the staff working the 7:30 to 3:15 segment and the remaining half of the staff working 7:45 a.m. to 3:30 p.m. segment. (For informational purposes, the student day shall be 7:45 a.m. to 3:15 p.m.).
2. For working the extended work day, teachers shall receive ten percent (10%) additional compensation above their salary as determined by their placement upon the teacher salary schedule.
3. Unless excused by the principal, all Bowditch teachers shall attend a summer retreat to be held on August 25, 26 and 27, 2015 for which they shall be compensated at the rate of one hundred and fifty dollars (\$150) per day attended.
4. At the end of the 2015-16 school year and no later than June 1, 2016, the parties agree to reopen negotiations as concerning the beginning and ending time of the work day and the holding of a summer retreat, but not including the length of the day.

This agreement entered into this _____ day of August, 2015.

FOR THE COMMITTEE

FOR THE UNION



RECEIVED

JUL 01 2015

S.P.S.
SUPT.'S OFFICE

Dear Dr. Russell,

My name is Ron Miano; I am the current President of Salem Youth Football (came in to office February 1st, 2015). I am writing in regards to a situation that has only recently come to my attention. It seems that last year our organization was sent an invoice for almost \$3500.00 for usage fees for games our teams played at Bertram Field in 2014. Our organization was surprised to receive this bill as we have not been billed for field usage at Bertram in the previous 6 years. Since this bill has gone unpaid for some time I'd like to address it and what we can expect going forward.

Salem Youth Football is a Non Profit 501c, we provide an opportunity for about 190 children (Boys and Girls, grades 1-8) from the City of Salem to participate in inter league Tackle Football games and Cheerleading competitions with seven other communities on the North Shore. During the season we play as many as 10 Football games and participate in three regional Cheering Competitions (In addition to our Cheerleaders Cheering at each Football game).

As a nonprofit we do not receive any funding from the City, we rely on donations, sponsors and fundraising for funding. We do charge a registration fee of \$175.00 per child , \$50.00 per additional sibling and a \$300.00 max per family ...however this fee does not even cover the cost of outfitting a player (Helmet \$159.00 each , shoulder pads \$35.00each , Football pants and Jersey combined set \$70.00 each . Cheering uniforms \$110.00 each). In addition we have League Fees, Referee fees, Police detail and the cost of an EMT at home games. We hold our practices at Gallows Hill Field which is not a lighted field resulting in our having to rent "High way" Floodlights for six weeks in order to light our practice fields in the fall as it begins to get dark early in the day.

As previously mentioned we have never been billed for Bertram previous to last year (outside of a small custodial fee) and have not anticipated having to raise an additional \$3500.00 a year to pay for a playing field on game day. I feel our program is an extension of services provided by the Salem Recreation Department allowing opportunity to the youth of our City that otherwise would not exist. We have begun to work Closely with Salem High A.D. Scott Connolly and Head Coach Matt Bouchard to create a "Feeder Program" to the Football and Cheering programs at SHS , teaching/coaching our kids the same technique ,language and philosophy being coached at the High School level in an effort to bring SHS Football back to a competitive program. We

are hoping to expand adding additional teams in 2016 enabling us to include an additional 70 – 80 child in our program.

Being a nonprofit benefiting the youth of Salem we request that fees related to the use of Bertram Field by our organization be waived. I have been involved with other youth programs in the City and have requested permits for field use and have not been invoiced for the use of those fields.

I hope you consider our request and the benefit our program offers to the children of Salem families, I would be available to meet with you concerning this matter.

Regards,


Ron Miano

Ron Miano



Salem Youth Football & Cheering

PO Box 268 Salem, MA 01970

978-265-5991



Message

Sep 4, 2015 1:33 PM

From: Eileen Sacco
 Kim Driscoll <KDriscoll@Salem.com>
To: Jill Conrad

Subject: Fwd: RE: Salem Youth Football/Bertram Field

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

Hi Ron,

Enjoyed talking with you earlier this week and thanks for following up on this matter. Congratulations on the growth of the program. I'm glad to see more of our students involved in youth sports and this program also serves as a terrific feeder program for our high school teams – a real win-win.

As we discussed, it is my understanding that Salem Youth Football has an arrearage of approximately \$3,000 (I'm not sure of the exact total, but I think that's close) related to the rental of Bertram Field for last year's youth football use. Of that amount, approximately \$1,800 is owed to the Salem School Department for costs incurred (custodian fees, etc.) and the remaining balance is a rental charge based on the current School Committee fee structure and policy. It is also my understanding that Salem Youth Football forwarded a letter to the prior School Superintendent requesting a waiver of the rental charges. Given the transition of Superintendents, I'm not sure what happened with respect to that request and I do not believe this matter was ever brought before the full School Committee.

At this time, I would suggest that Salem Youth Football draft a new letter to me, as the School Committee Chair, requesting a waiver of prior and future rental charges (not the School Department's out of pocket costs incurred, just the rental fees), with the expectation that Salem Youth Football would pay for costs incurred by the School Department, both the arrearages and for any future scheduled use of the field. It would be my hope that the School Committee would take this matter up at our September 8th meeting and that members of Salem Youth Football could speak to this issue and the reason for the request.

As I mentioned to you during our conversation, this is not the first time we have had fee waiver requests from local non-profit, youth groups. It's a tricky issue, because as an overall framework, I think we want to support our local youth organizations - they serve as the feeder program for school athletic teams; provide healthy, safe activities for Salem youth, and also are made up of Salem families whose tax dollars have contributed to many of our facilities. However, School Committee members generally do not want to see school costs - either operational costs or capital costs/wear and tear - drained by usage of facilities by outside organizations. So, we can't completely subsidize the use of school facilities by our non-profit youth sports teams.

I recognize that the vast majority of our youth sports organizations are non-profits. Most are 'run' by volunteers, some of whom routinely change year over year. All of the programs charge fees to cover costs of uniforms, officials, etc. and adding high facility rentals on top of current costs means organizations like yours and others have to charge families in Salem more to participate. While we can't rent fields/facilities for free, we should be able to do so at the

minimum necessary to cover our costs. The Bertram Field Committee recently established, with votes of both the City Council and the School Committee, is set to take this issue up, along with items like maintenance requirements and responsibilities; Phase 2 of improvements to team rooms and public restrooms, etc. Hopefully, we can get a long term fix for this circumstance with a uniform fee structure. In the meantime, I think a letter from youth football requesting a waiver is the only way to address the current predicament. It is my understanding that you don't expect to need to use the Bertram Facility prior to our Sept. 8th meeting, so we don't have an issue with respect to trying to schedule something prior to our regular meeting.

I will make sure this topic is on the agenda for our meeting and look forward to seeing you on the 8th.

Best,

Kim Driscoll

Mayor Kimberley Driscoll
City of Salem
93 Washington Street
Salem, Massachusetts 01970
978-619-5600

From: Ron Miano [<mailto:ron@logo-marketing.com>]
Sent: Friday, August 21, 2015 11:44 AM
To: Kim Driscoll
Cc: 'Frank Defranco'; 'Nick Galeota'; Paul L'Heureux
Subject: Salem Youth Football/Bertram Field

Hell Mayer Driscoll,

This is Ron Miano From Salem Youth Football & Cheering....I am the new President of the Program. I wanted to contact you regarding an open invoice for usage fees pertaining to Bertram Field dating back to 2014. I know you have had some conversation with past President Frank Defranco regarding this issue. Frank was good enough to copy me on your e-mail (sent 8/20). I would like to give you a short history if I could.

As incoming President I was unaware of any open invoice or what the fee structure was regarding usage at Bertram. When it was brought to my attention I contacted Mr. L'Heureux to discuss it. Paul was good enough to explain the fees and his guidelines as dictated by the school committee. I did explain our position and the fact that we are non profit servicing the youth of Salem. I asked about a reduction or waiver of the fees. Paul then suggested that I send a letter to the Superintendent of schools explaining our nonprofit status and request for a waiver....which I did back in June ,2015 (See attached).

Since sending the letter I have followed with Paul on this issue several times (7/7,8/8 ,8/14). Each time Paul was good enough to explain that due to the transition in the Superintendent's office things were a bit out of routine (understandably).....but was under the impression that our letter was in the hands of Mr. Bryant.

That brings us to your e-mail exchange with Frank yesterday. I did call your office this morning but also wanted to follow up to your e-mail as well. I did want you to be aware that we have been trying to stay in front of this for some time and not avoiding it. I also want to let you know that Paul has been helpful in guiding me through the process along the way.

As I explain in my letter We are a non Profit and could really benefit from some relief from some of these fees (my letter explains some of our expenses). Additionally I am not sure that a Police detail is needed either. ..Unlike a Friday Night High School game we do not have the same volumes crowds or the threat of trouble in the stands as you might see at a typical High School game.

Lastly, due to the success of the program over the past few years, interest in our program has grown. We now have 52 players on our 7th and 8th grade team forcing us to field two 7th /8th grade teams (Red & Black). We have grown from 118 players 150 players and from 54 to 70 Cheerleaders this season creating the need to purchase additional equipment and uniforms for both the boys and girls squads. In an effort to keep our program affordable we charge \$175.00 per player with Multiple player discounts and a family "Cap". These fees are compatible to Salem Little League, Salem Youth Lacrosse and Salem Youth SoccerBut we have a lot higher equipment expense and Officials Fees and EMT fees.

I hope this fills in some of the blanks for you and hope we can come to some agreement regarding the open invoice and future field use at Bertram. Please feel free to contact me at 978-265-5991 to discuss further.

Regards,

Ron Miano



Salem Youth Football & Cheering
PO Box 268 Salem, MA 01970

From: Ron Miano [<mailto:ron@logo-marketing.com>]
Sent: Tuesday, July 07, 2015 8:29 AM
To: 'Paul L'Heureux'
Cc: 'O'Malley'; 'Matt Bouchard'; 'Nick Galeota'
Subject: Bertram Field availability

Good Morning Paul,

I hope you enjoyed the Holiday I am inquiring about the availability of Bertram Field on the night of July 24th. Salem High Head Football Coach Matt Bouchard has offered to put on a Football Clinic for Our Youth players. Please let me what you need from us if in fact the field is available.

On another note I wanted to let you know that I did send a letter to the Superintendent's office regarding the invoice to Salem Youth Football for usage fees from last year as well as future fees . I explained that we are non Profit and asked that we revisit any fees charged for our use of Bertram. Thank you for your help in this matter.

Regards,

Ron



Salem Youth Football & Cheering
PO Box 268 Salem, MA 01970

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.

STUDENTS AND INSTRUCTION

5000

ATTENDANCE

ANNUAL REVIEW

5100

CHILDREN OF SALEM PUBLIC SCHOOLS PROFESSIONAL STAFF
ATTENDING SALEM PUBLIC SCHOOLS

5102.02

Notwithstanding the Salem Public Schools' non-participation in School Choice in any given year, children of the professional staff of the Salem Public Schools may attend the Salem Public Schools free of charge on a space available basis after approval of the annual School Committee budget. Transportation both to and from the school district must be provided by the parent /guardian, at no cost to the school district.

The superintendent each year will make a determination as to the space available at each grade level. If the superintendent determines that the spaces available at each grade level are not sufficient to make an immediate decision to accept the child of the professional staff member, the superintendent will delay that decision until at least August 1st. At that time, the superintendent will make his or her final determination regarding space availability and request that the School Committee approve his or her recommendations.

Once children of professional staff are accepted into the Salem Public Schools they will have a right to complete their education there through graduation, as long as the parent/guardian continues in the employment of the Salem Public Schools, and assuming that the student meets the same academic and behavioral expectations of any other student in the Salem Public Schools. If a parent/guardian ceases employment in the Salem Public Schools, the child/ren will follow the stipulations for continued enrollment outlined in 5102.01.

Approved:
September 4, 2012
November 5, 2012

First Reading of Revision – June 15, 2016
Second Reading of Revision – July 6, 2015
Third Reading of Revision – September 8, 2015

FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS 3000

TRANSPORTATION 3600

STUDENT TRANSPORTATION SERVICES 3601

1. Statement of Purpose & Scope of Policy

A. The purpose of school transportation is to get pupils who live an unreasonable walking distance from home to school and back in an efficient, safe, and economical manner. Other purposes consistent with this definition include the provision of transportation for academic field trips in direct support of the curriculum and transportation for the support of the co-curricular program (e.g., music, drama, athletics).

B. It is the intention of the School Committee to comply with the letter and spirit of the Massachusetts General Laws Chapter 71, Section 68 and other laws pertinent to the transportation of pupils, and these shall govern any questions not covered by specific declaration of policy herein.

MGL Ch. 71, section 68 states that “if the distance between a child’s residence and the school s/he is entitled to attend exceeds two (2) miles and the nearest school bus stop is more than one mile from such residence . . . , the school committee (city) is responsible for providing transportation to students in grades K-6.

The school committee may assess fees to the transported students in grades 7-12 up to the amount sufficient to cover the costs incurred by the district; provided however, that no student eligible for free or reduced lunch, under the federal school lunch program, shall be required to pay the fee.

2. Mileage Limits for Entitlement to District-Provided Transportation –

A. The Salem School Committee has determined that student bus transportation shall be provided at no cost for students in grades K-6 in accordance with MGL CH. 71, section 68. The School Committee shall review and consider changes in these mileage limits on an annual basis as the transportation system and budget allow.

B. The School Committee, at its discretion and to the extent permitted by Massachusetts’ law, shall be provided authorize transportation for a fee to students who are not entitled to District-provided transportation to and from school as stated above. Any student who lives closer than one mile to the school that he or she attends shall not be eligible to purchase transportation.

C. No mileage restrictions nor any fees, shall apply to the transportation of a student whose individualized education program (IEP) or Section 504 plan includes entitlement to school transportation.

D. A bus pass shall be required for each student who is transported by the Salem Public School District, and will be issued to each eligible student. The bus pass is a

FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS 3000

TRANSPORTATION 3600

STUDENT TRANSPORTATION SERVICES 3601

valuable document and must be retained in order for students to ride the bus

E. Neither rerouting an established bus route when said bus is at capacity ridership, nor the addition of a bus to create a new route, shall be required to accommodate a request for transportation for a fee. When either rerouting or adding a bus is the only way to accommodate a request for paid transportation, that request will be denied. The last student who purchased transportation (or receives FRL ride privileges) on a given route would be the first student to be denied transportation if that route should exceed capacity. Prorated fees would be refunded.

F. When a student transported for a fee is suspended from school, due to a violation of her or her school's code of conduct, or is denied transportation due to violation of the transportation code of conduct for students, neither the student nor his or her parent or guardian shall be entitled to reimbursement of any part of the fee paid for transportation, except when the suspension is for the remainder of the school year. Reimbursement shall be made pro rata, based on division of the fee by the number of months in the school year.

G. Eligibility for Transportation and Controlled Choice

Under the Salem School Committee's student assignment policy, parents have the opportunity to select a school other than their neighborhood school. Busing will be provided for those children who enroll in a school other than their neighborhood school only if they meet the distance eligibility requirements detailed above and are consistent with the objectives of policy 5103 "Student assignment". For all others, transportation is the responsibility of the parent

H. Late Bus Transportation

"Late bus" transportation is for those students who stay past the normal dismissal times for school-related purposes at the middle school and high school. On occasion, when funds allow, "late bus" service will be provided to students at the elementary school level in conjunction with academic support programs.

I. Rider Eligibility

Any persons who are not employees and/or Salem students are entitled to District transportation and are prohibited from Salem School District busses.

FISCAL MANAGEMENT AND NON-INSTRUCTIONAL OPERATIONS 3000

TRANSPORTATION 3600

STUDENT TRANSPORTATION SERVICES 3601

Legal Reference: Policy 5103, "Student Assignment"
M.G.L. c. 71 §§ 7A, 68
29 U.S.C. §794 (Sec. 504 of the Rehabilitation Act of 1973)
34 C.F.R. Part 104

Approved: 6/11/03
5/03/04
4/5/10
6/20/11
6/15/15

Approved by School Committee June 15, 2015

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

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

STUDENTS AND INSTRUCTION**5000**ATTENDANCE

ANNUAL REVIEW

5100

CHILDREN OF SALEM PUBLIC SCHOOLS PROFESSIONAL STAFF
ATTENDING SALEM PUBLIC SCHOOLS

5102.02

Notwithstanding the Salem Public Schools' non-participation in School Choice in any given year, children of the professional staff of the Salem Public Schools may attend the Salem Public Schools free of charge on a space available basis after approval of the annual School Committee budget. Transportation both to and from the school district must be provided by the parent /guardian, at no cost to the school district.

The superintendent each year will make a determination as to the space available at each grade level. If the superintendent determines that the spaces available at each grade level are not sufficient to make an immediate decision to accept the child of the professional staff member, the superintendent will delay that decision until at least August 1st. At that time, the superintendent will make his or her final determination regarding space availability and request that the School Committee approve his or her recommendations.

Once children of professional staff are accepted into the Salem Public Schools they will have a right to complete their education there through graduation, as long as the parent/guardian continues in the employment of the Salem Public Schools, and assuming that the student meets the same academic and behavioral expectations of any other student in the Salem Public Schools. If a parent/guardian ceases employment in the Salem Public Schools, the child/ren will follow the stipulations for continued enrollment outlined in 5102.01.

Approved:

September 4, 2012

November 5, 2012

First Reading of Revision – June 15, 2016

Second Reading of Revision – July 6, 2015

Third Reading of Revision – September 8, 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.

Add:

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 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

STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

Suggested Change of Title

STUDENT ASSIGNMENT – ENROLLMENT OF STUDENTS FROM OTHER SCHOOLS (formerly Student Assignment – Transfer 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

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

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.

LAST PARA OMITTED AS TANGENTIAL AND IRRELEVANT

Replaces:

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

Announcements will be made by radio on stations WBZ 1030 AM, WESX 1230 AM and on television stations WBZ channel 4, WCVB channel 5, WHDH channel 7 and WLVI channel 56. School cancellations will also be listed on the local cable station, Salem Access TV. Announcements of school cancellations will be made after 6:00 a.m.

There will be occasions when parents feel that their children, for health or safety reasons, should not attempt to attend school. School administrators will accept the judgment of the parents.

All emergency closings or delayed openings will be at the discretion of the superintendent of schools.

First Reading of Revision: September 8, 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.

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STUDENTS AND INSTRUCTION **5000**

ATTENDANCE 5100

DISMISSAL AT PARENTAL REQUEST 5115

Suggested Revision:

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.

Replaces:

A student may be dismissed from the Salem public elementary schools only to a parent, guardian, or designated representative in person.

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 by telephone the request for dismissal, if the parent or guardian in person does not present the written request.

The principal or his/her representative must approve requests.

First Reading of Revision: September 8, 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

STUDENTS AND INSTRUCTION	5000
<u>INSTRUCTIONAL PROGRAM</u>	5200
HOME SCHOOLING	5211

In accordance with the Laws of Massachusetts, Chapter 76, Section 1, the Salem Public Schools have established the following procedure relative to home schooling:

Prior to the academic year, the parent(s) or legal guardian(s) must file a written educational plan requesting home schooling. The plan should include the following: parents' names and address, student's name and grade for the upcoming school year, and the educational plan. The educational plan must include a written application, which includes, but is not limited to the course of study, the curriculum to be utilized and the academic qualifications of the instructors;

Following receipt of the parents' written plan, a meeting will be scheduled with an administrator to discuss the educational plan and other related issues as they pertain to the competency of the individuals who will be serving as instructors, the curriculum to be utilized, the number of hours and days of instruction, and the proposed evaluation of the student's progress;

A written application must be submitted which includes, but is not limited to the course of study and the curriculum to be utilized;

The application is forwarded to the superintendent or assistant superintendent for approval;

Following approval, the parent(s) or guardian(s) will receive a letter of approval for home schooling from the district administrator;

This procedure must be followed whether submitting an initial request for home schooling or the request is to continue home schooling for an additional year.

For pertinent information, refer to DESE guidelines.

PARTICIPATION IN INTERSCHOLASTIC ATHLETICS

The MIAA will permit a home-educated student to participate in interscholastic athletics if the following conditions are met:

The local School Committee of a MIAA public school member institution must approve participation of home-educated students on the local high school team. The local building principal must indicate such on the annual MIAA membership form and include all home schoolers in the annual MIAA enrollment report;

STUDENTS AND INSTRUCTION **5000**

INSTRUCTIONAL PROGRAM 5200

HOME SCHOOLING 5211

The public school superintendent has approved the educational plan for the home-educated student;

The principal has determined appropriate high school grade level placement (9-12) for the home-educated student in conjunction with chronological age and educational plan;

The student must reside in the school district that serves the high school and must be living with his/her parents or legal guardians in the family residence;

The parents of the home-educated student must submit a written request prior to the start of the academic year to the principal of the member school requesting approval for their son/daughter to participate in interscholastic athletics;

The principal must be satisfied that the student meets the guidelines for athletic participation required for all other students as defined in the current MIAA blue book. This should include, but not be limited to, those rules governing transfers, academic eligibility, age requirements, and the number of consecutive seasons of athletic eligibility beyond grade 8.

M.G.L. Chapter 76, Section 1; Chapter 76, Sections 2 and 4;
Chapter 119, Section 24 Care and Protection of Children, 399 Mass. 324 (1987)

First Reading of Revision – September 8, 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

District Parent Advisory Council (DPAC) formation

Information excerpted from the [June 15, 2015 School Committee Meeting Minutes](#) (under Action Items)

Discussion and Deliberation on the formation of a District Wide Parent Advisory Council (DPAC) to consist of up to three representatives of each school of which one representative shall be appointed by the PTO and one representative shall be appointed by the School Council.

Mayor Driscoll made a recommendation that the formation of the District Wide Parent Advisory Council (DPAC) consist of up to three members from each school, one from the School Council, one from the Parent Teacher Organization (PTO) and a third at large representative if the principals feel that one is appropriate.

Mr. Schultz stated that he would like more detail on the appointment of an at large member of the Council.

Mayor Driscoll explained that there may be situations where the principal may find that an additional representative may be helpful.

Mr. Fleming suggested an amendment to the criteria to state that a third member can be appointed if the principal thinks that it is necessary. Mayor Driscoll agreed noting that there are no voting powers involved in this as it is not going to be a deliberative body and members will be serving in an advisory capacity only.

Mr. Fleming moved to approve the formation of the District Wide Parent Advisory Council (DPAC) to consist of one (1) member of each School Council and one (1) member of the PTO, and that a third member may be appointed at the discretion of the principal. Ms. Hunt seconded the motion. The motion carried.

Ms. Hunt suggested that the number of meetings that the DPAC will hold and the frequency of them. Mayor Driscoll suggested that the DPAC meet once a month before regular School Committee meetings.