



# School Committee Meeting Materials

## **Regular School Committee Meeting**

**March 11, 2019**

**7:00pm**



***Ms. Mary A. Manning  
Mr. James M. Fleming  
Ms. Kristine Wilson***



***Ms. Ana Nuncio  
Mr. Manny Cruz  
Ms. Amanda Campbell***

***Mayor Kimberley Driscoll, Chair***

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

March 11, 2019

**REGULAR SCHOOL COMMITTEE MEETING**

Notice is hereby given that the Salem School Committee will hold a Regular School Committee meeting on Monday, March 11, 2019 at 7:00 p.m. The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**I. Call of Meeting to Order**

**II. Amended Consent Agenda**

- a. Minutes of the School Committee meeting held February 25, 2019
- b. Approval of Warrants: 2/28/19 in the amount of \$560,794.14, 3/7/19 in the amount of \$184,108.73, 3/14/19 in the amount of \$278,334.93
- c. Deliberation and Vote on the request of the Salem High School Junior ROTC Out of State field trip to Tolman, Rhode Island on March 16, 2019 from 6:00AM to 4:00PM
- d. Deliberation and Vote on the request of the Salem High Jr. R.O.T.C. two-day field trip to Halsey High School, Halsey, NJ and New York City on March 22-23, 2019 9pm.

**III. Approval of the Agenda**

**IV. Public Comment #1: Questions and Comments from the Audience**

**V. Presentation and Reports**

**a. Superintendent's Report**

**b. Other Reports:**

Presentation of the Executive Director of PPS Candidate Profile – Dr. John Brackett

Update on Kindergarten Batch 1 Applications

Results of the 2019 Survey on School Calendar

Pillar II: Reimagining the High School Experience

- STEM Career Night
- STEM After-School Programming
- STEM Vacation Academy (April)

**VI. Action Items: Old Business**

- a. Deliberation and Vote on the approval of facility fee waiver for the previous 2018 bill and subsequent 2019 Easter celebration at the Saltonstall School
- b. Deliberation and Vote on the request by Scarlett Gonzalez Mejia to have the fees waived for the use of the Collins Middle School Auditorium for a Caribbean Film Festival on March 30, 2019

**VII. Action Items: New Business**

- a. Deliberation and Vote on the approval of the use of the Lower Field at Salem High School as the primary playing field for North Shore Rugby
- b. Deliberation and Vote on the Agreement with the Falchek family concerning enrollment at the Carlton Innovation School
- c. Deliberation and vote on the request by Salem residents Perla Peguero and Yoleny Ynoa to declare Wednesday, February 27, as a "Day of Dominican Pride" / "El Día del Orgullo Dominicano" in observance of Dominican Independence Day in Salem public schools.

**VIII. Finance Report**

**IX. Subcommittee Reports**

**X. School Committee Concerns and Resolutions**

**XI. Public Comment #2: Questions and Comments from the Audience**

**XII. Adjournment**

Respectfully submitted by:

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Angelica Alayon, Secretary to the  
Salem School Committee



Salem School Committee  
Meeting Minutes  
Monday, February 25, 2019

A regular meeting of the Salem School Committee was held on Monday, February 25, 2019 at 7:04 p.m. in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA.

**Members Present:** Ms. Mary Manning, Mr. James Fleming, Ms. Kristine Wilson, Ms. Ana Nuncio, Mr. Manny Cruz, and Mayor Kimberley Driscoll

**Members Absent:** Amanda Campbell

**Others Present:** Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Jill Conrad, Chief of Systems Strategy, Kristin Shaver, Business Manager, and Kelley Rice, Chief of Communications

**Call of Meeting to Order**

Mayor Driscoll called the regular meeting of the Salem School Committee to order at 7:04 p.m.

**Amended Consent Agenda**

- Minutes of the School Committee meeting held February 4, 2019
- Approval of Warrants: 2/14/19 in the amount of \$305,515.88, 2/21/19 in the amount of \$260,923.45, 2/21/19 in the amount of \$40,000, 2/28/19 in the amount of \$560,764.14
- Deliberation and Vote on the request of the Percussion Ensemble & Winter Colorguard Out of State Field Trip to Salem, New Hampshire on Saturday, March 9, 2019
- Deliberation and Vote on the request of the Salem High School Drama Club Field Trip to Bow High School, Bow, New Hampshire on Saturday, March 23, 2019
- Deliberation and Vote on the approval of the facility fee waiver for the previous 2018 bill and subsequent 2019 Easter celebration at the Saltonstall School

**Discussion**

School Committee reviewed the document, in the packet of materials, for the request of the deliberation and vote on the approval of the facility fee waiver for the previous 2018 bill and subsequent 2019 Easter celebration at the Saltonstall School, and agreed to refer the action item request to the Buildings and Grounds Subcommittee for further review and discussion.

Mr. Fleming motioned to approve the Amended Consent agenda, with the exception of the Deliberation and Vote on the approval of the facility fee waiver for the previous 2018 bill and subsequent 2019 Easter celebration at the Saltonstall School. Ms. Manning seconded the motion. The motion carried.

Mr. Fleming motioned to refer the Deliberation and Vote on the approval of the facility fee waiver for the previous 2018 bill and subsequent 2019 Easter celebration at the Saltonstall School to the Buildings and Grounds Subcommittee. Mr. Cruz seconded the motion. The motion to refer the matter to the Buildings and Grounds Subcommittee carried.

**Approval of the Agenda**

Mr. Fleming moved to approve the Agenda as presented. Ms. Nuncio seconded the motion. The motion carried.

**Public Comment #1: Questions and comments from the audience**

Karla Viera and colleague Yoleny Ynoa, Salem residents, passed out a letter to School Committee members of what they would be submitting to the School Committee. Ms. Viera paraphrased highlights of the letter aloud which refers to seeking the School Committee's support to officially declare that the February 27 date be observed as the Day of Dominican Pride in Salem public schools. Ms. Viera explained that they seek recognition of the contribution of

Dominicans, as active participants in the civic life of the students, and establish the observance of this day. Ms. Viera shared further details of the contribution this would make to Salem public schools and extended an invitation to everyone to the Flag Raising Ceremony, on February 27, 2019 at 4:30pm, in the park located across from Lafayette Street.

Yoleny Ynoa, 53 Clark Street, shared that the City Hall puts up decorations on February 27<sup>th</sup> in honor of Dominican Independence Day, said they are grateful for it, and asked for support from the School Committee.

### **Discussion**

Mayor Driscoll explained this would be something that would have to be posted, as an added item on the agenda, for a following School Committee meeting in order to meet the Open Meeting Law requirement.

Ms. Manning shared she is supportive of Ms. Viera and Mr. Ynoa's request for the City's Dominican community. This was something that has been celebrated at the Collins Middle School. Ms. Manning said that the school has always been supportive, wondered about all other nationalities, and suggested an option that would allow recognition of all of the cultures and nationalities. Members engaged in discussion.

Mr. Fleming acknowledged the request of the two community members, relative to February 27<sup>th</sup> Dominican Pride day, and asked this be placed as an agenda item for the next School Committee meeting. Ms. Nuncio seconded the motion. The motion carried.

### **Presentation and Reports**

#### **Superintendent's Report – Margarita Ruiz**

Superintendent Ruiz welcomed students, staff, and families from the February break and acknowledged, Evie Oquendo, a Collins Middle School teacher, for her induction to the Massachusetts State Athletic Conference (MASCAC) Hall of Fame. Superintendent Ruiz thanked all the teachers and staff of the Food and Nutrition Services and Transportation Department who supported the academies this past week by the English Language Learners (ELL) department at the Bentley, Salem High, and the Horace Mann School. Ms. Ruiz shared details of the Academies. Ms. Ruiz announced that the Batch 1 application deadline for Kindergarten registration is Friday, March 1, 2019 by 1pm. Families must have completed a registration packet in the Parent Information Center, located at the Collins Middle School. Families would be receiving their school assignments by May 1, 2019. Superintendent Ruiz, reminded all community members, staff, and families that the survey, in reference to vacation, are available until the close of business this Friday, March 1<sup>st</sup>, 2019. Families may access the link to the public survey on their homepage - [www.salemk12.org](http://www.salemk12.org). The survey is available in different languages.

Ms. Ruiz reported there would be two focus groups on Wednesday, February 27, 2019. John Brackett, of UMASS, will be facilitating the focus groups, obtaining input from staff and families on qualities they would like to see of the next candidate, as part of the new hire of the Executive Director of Pupil Personnel Services. The focus groups would both be held at the Salem High School auditorium. The staff focus group would be held at 4pm. The community focus group would be held at 6pm. Free childcare and Spanish translation services would be available. Superintendent Ruiz, provided a FY20 Budget Process School Committee Meetings Timeline proposal handout to everyone, and asked the School Committee to consider adding April 29, 2019 for the public hearing on budget.

### **Discussion**

Mr. Fleming shared that historically, from his perspective, many do not comment on school committee budget and suggested it be considered as an inclusion on the April 29, 2019 date. Ms. Manning shared her concern on the short timeframe between the public hearing on April 29 on the FY20 budget and the School Committee vote on May 6, 2019. Members agreed to put April 29, 2019 on the calendar with the option to determine, as they move through the process, whether they would need a separate meeting for May 6, 2019.

### **Other Reports**

#### **Recognition of Out of District Placement Coordinator, Jane Kelley, on her retirement**

School Committee recognized Jane Kelley for her 14 years of service in support of Salem students. Superintendent Ruiz recognized Ms. Kelley and shared her contribution for the benefit of students, their families, and the district.

Ms. Ruiz briefly shared some of the positive feedback, from families, of Ms. Kelley's service and thanked her, on behalf of the families and the district, for her services. Mayor Driscoll presented Ms. Kelley with the City Seal. Ms. Kelley shared a few words with everyone.

**Action Items: Old Business** - None

**Action Items: New Business**

**Deliberation and Vote on the request by Scarlett Gonzalez Mejia to have the fees waived for the use of the Collins Middle School Auditorium for a Caribbean Film Festival on March 30, 2019**

**Discussion**

Members agreed to inform Scarlett Gonzalez Mejia, within reasonable time, of any decisions made in relation to this request. Ms. Nuncio offered to contact her.

Mr. Fleming motioned to refer the matter to the Buildings and Grounds Subcommittee for further review and discussion. Ms. Wilson seconded the motion. The motion carried.

**Finance Report** - None

**Subcommittee Reports**

Ms. Nuncio reported that the Policy Subcommittee met to review the policies in the 4000 series and will be meeting again this week to finish review of its remaining nine of the 4000 policies.

**School Committee Concerns and Resolutions**

Mr. Fleming inquired about the increase in substitute teacher pay that was discussed in January and whether or not the full School Committee should take a formal vote on this. Members discussed the matter and Mr. Fleming expressed that he considers the action null and void and rather than leave the matter unattended and have someone challenge it, he would prefer to return the action item for an official School Committee vote. Mayor Driscoll stated that she did not think it was an item that required a full School Committee vote. Members engaged in discussion and agreed to follow up with the attorney. Ms. Nuncio inquired about a follow-up on the ALICE training update on the cost and frequency of the training that staff undergoes and the contents of its video.

**Public Comment #2: Questions and Comments from the audience**

Christine Ross, 33 Pleasant Street, asked about the previously approved Equity Subcommittee.

**Adjournment**

There being no further business to come before the School Committee this evening. Mr. Fleming entertained the motion to adjourn. Mr. Cruz seconded the motion. The meeting was adjourned.

Respectfully submitted by:

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Angelica Alayon, Secretary to the  
Salem School Committee

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Kimberley Driscoll, Mayor  
Salem School Committee Chair

**Meeting Materials and Reports**

School Committee Amended Consent agenda February 4, 2019

Minutes of the February 4, 2019 School Committee meeting

Percussion Ensemble & Winter Colorguard Out of State field trip request

Salem High School Drama Club field trip request

2019 Easter Celebration at the Saltonstall School fee waiver request

Collins Middle School auditorium fee waiver request by Scarlett Gonzalez Mejia


FY20 Budget Process School Committee Meetings Timeline Proposal handout



# Memorandum

**To:** Ms. Margarita Ruiz, Superintendent of Schools

**CC:** file

**From:** Jennifer DeStefano, Salem High Principal 

**Date:** Feb. 25, 2019

**Re:** Out of State Marine ROTC Field Trip

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This is to recommend the MCROTC field trip to Tolman, Rhode Island. This year's trip will take place on March 16, 2019. The trip will give our Cadet students the opportunity to visit the ROTC program at Tolman High School. Marine Instructors, 1st Sgt. Grinstead & Ret. Colonel Eric Drown will chaperone the twelve students. They will be leaving the high school at 6:00AM March 16<sup>th</sup> returning the same day at approximately 4:00PM. The group will be traveling by MCROTC private vehicles.

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

Please call me if you have any questions or concerns.

Attachment

# Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

**Directions:** All teachers and others seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

## I. General Information

Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	1st Sgt Grinstead	11 Feb 19	16 March 2019	
Coordinator Contact Info	Phone: 302-569-2256 Email: dgrinsteadsr@salem.k12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	12	6:00	1:40
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Tolman, RI	<b>Location and Duration</b> <input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input type="checkbox"/> Overnight trip		

## II. Learning and Accessibility

<b>Instructional Alignment</b> <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input checked="" type="checkbox"/> Post-Trip Plan: Students will synthesize learning Comments:	<b>Accessibility and Inclusion for All Students</b> <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip Comments:
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## III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Karen Hume, RN</i>		Date: 2/11/19

## IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
Comments:		

## V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: <i>POV</i>
If SPS Bus needed, please specify the following information:	Pick Up Time: 0600 Pick Up Location: Salem HS	Return Time: <del>0600</del> 1400 Return Location: Salem HS

## VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

## VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: <i>[Signature]</i>	Date:
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## MCJROTC Information

## United States Marine Corps Junior ROTC "Leadership Education"

Tolman Senior High School

Colonel Richardson  
Senior Marine Instructor

Sergeant Major Smith  
Marine Instructor

Office Phone: (401) 729 - 6422

### PROGRAM INFORMATION:

JROTC is a U. S. Marine Corps sponsored character and leadership development course focused on developing self-confidence, discipline, citizenship, leadership skills, and a sense of responsibility within the individual Cadet.

#### What is JROTC *not*?

The course is not a military recruitment program. Cadets have no obligation to join the military service. Neither is it a "boot camp" to send uncontrollable, disrespectful, or apathetic youth. JROTC is an "elective" course for high school graduation credit. The student must elect to participate in this program.

#### What is required of Cadets?

Cadets will be required to wear a military uniform at least once a week for the entire school day. All cadets will be required to maintain minimum acceptable grooming standards in everyday dress as well as in uniform. (Male Cadets will be required to shave, maintain a "military" style haircut, and will NOT be allowed to wear earrings while in uniform.)

The most important requirement of the Cadet is a cooperative attitude and willingness to attempt new experiences. Cadets who refuse to make an effort or are disobedient will be dropped from the program.

#### Who is eligible to participate?

Any boy or girl in grades 9 through 12 who are enrolled at Tolman H.S. All candidates must be physically qualified to participate in the rigorous physical training aspects of the program. (Parents, please call to discuss any concerns you may have regarding your child.)

#### What is the cost to attend?

There is no cost to participate in the program. Cadets will be issued Marine Corps uniforms, which will be their responsibility to maintain and must be returned at the end of the academic year. Articles, which are lost or damaged beyond normal wear and tear, will be replaced at the Cadet's expense.

#### What are the benefits of participating?

- This is an elective class, which meets the graduation requirement for Tolman High School.
- Cadets are also provided an opportunity to assist in their community through program sponsored "civic service" activities.
- JROTC provides regular feedback on how well the Cadet is doing in the form of promotions and military type awards
- Additionally, many students indicate that the friendships they make while a Cadet are some of the most steadfast associations they have while in high school.
- Finally, while this is not a military recruitment program, some Cadets may choose to serve our nation in a branch of the armed forces. Those Cadets completing just two years of Junior ROTC can enlist in the service and upon completion of boot camp be promoted to the next higher rank and pay.

#### Classes and Activities:

JROTC instructs a variety of classes and activities many of which are not normally available to the typical high school student but only to Cadets. They include the following:

- Leadership
- Citizenship & Civics
- Marine Corps & American History
- Military Drill
- Land Navigation
- Rappelling
- Physical Training

- Military Customs and Courtesies
- Uniform Wear and Maintenance
- First Aid
- Health
- Public Speaking
- Marksmanship

**Extracurricular Activities:**

Cadets who wish to participate in extracurricular activities have the following options from which to choose:

- Competition Color Guard & Drill Teams** compete interscholastically and perform exhibitions at regular school functions.
- PT Team** (similar to "track and field") – teams compete in physical fitness events.
- Marksmanship Team** fires pellet rifle for score.

Cadets who compete on any of these teams earn individual and team awards and may travel to national championship meets

**JROTC Activities:**

- March in local Parades
- Fundraising events
- Career exploration trips such as visit local Fire & Police Departments
- Marine JROTC Summer Leadership Camp, Cape Cod, MA ( 5 days)

**Summer Leadership Camp:**

The New England Regional Marine Corps JROTC Summer Leadership Camp is held for 5 days at Camp Edwards, Massachusetts. Camp Edwards is located in Cape Cod. The Leadership Camp is voluntary and is a military style camp designed to develop leadership and self-confidence and a sense of responsibility within the individual Cadet.

**Field Trips:**

Typically, the JROTC will go on a field trip once a month. The field trips will explore career opportunities & areas of historical significance to tie into JROTC civics and citizenship lessons. Possible field trips can be to:

- USS Constitution & Museum
- Naval Station, Newport RI
- Submarine Base & Museum, Groton, CT
- NE Air Museum, Hartford CT
- Quonset Point, RI (C-130 Flight & Museum)
- U.S. Coast Guard Academy & Fort Trumbull, New London, CT

**The Instructors:**

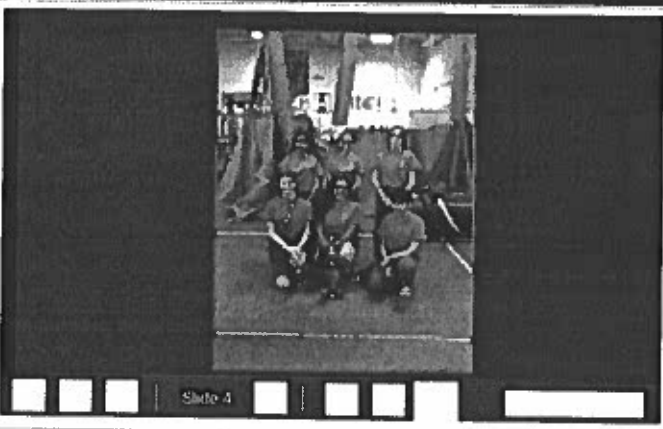
The JROTC instructors are retired Marines with at least 20 years of service. The Marine Corps screens and then certifies the instructors for the MCJROTC program to ensure physical, mental and moral fitness and then are hired by the City of Pawtucket.

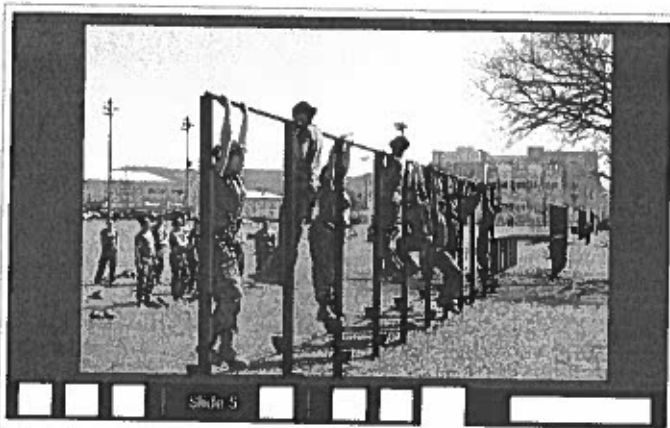
**The Senior Marine Instructor:**

Colonel Jeff Richardson served twenty-seven years in the U.S. Marine Corps. He was awarded a ROTC scholarship at Providence College, Providence, RI and was commissioned a 2<sup>nd</sup> Lieutenant upon graduation with a Bachelor of Arts in Political Science. 3 years later he next earned a Juris Doctorate degree at California Western School of Law, San Diego, California. He then became a member of the Rhode Island Bar. During one of his tours of duty, he taught law at the Naval Justice School, Newport, RI. After retiring in 2008, he taught JROTC in Boston. He became the Senior Marine Instructor at Tolman in January of 2015.

**The Marine Instructor:**

Sergeant Major Scott Smith enlisted in 1982 as an aircraft mechanic. During his 31 year active duty career he served in several instructor billets such as the Drill Instructor MCRD, San Diego, CA., Marine Officer Instructor, The Ohio State University and Quantico, VA. Sergeant Major Smith holds a Bachelor of Arts in History from Hawaii Pacific University. He assumed his current position as the Marine Instructor in July of 2014.

**Physical Fitness Tests****MCJROTC Trip to West Point****JROTC Quonset Field Trip****JROTC Field Trip to the Quonset Point**




Text/HTML



MJROTC New York Field Trip



# Memorandum

**To:** Ms. Margarita Ruiz, Superintendent of Schools  
**CC:** file  
**From:** Ms. Jennifer DeStefano, Salem High Principal   
**Date:** Monday, February 25, 2019  
**Re:** ROTC - Out-of-State Field Trip Request

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This is to recommend the Salem High JR. R.O.T.C be given permission to attend a two-day field trip to Halsey High School, Halsey, NJ and New York City. The trip will be chaperoned by 1st Sgt. David Grinstead, Ret. Sr.Lt. Colonel Eric Down both ROTC instructors with twelve students. They will leave Salem High after school on March 22 and return on March 23 @ 9:00PM. The group will travel by a rental vehicle. We look forward to receiving your official approval.

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

Please call me if you have any questions or concerns.

Attachments

# Field Trip Request Form - Salem Public Schools

Last Updated June 7, 2017

**Directions:** All teachers and others seeking to take students on a field trip must obtain permission from the school principal. The school nurse must also review and sign off on each field trip. For local trips, please complete this form at least two weeks prior to the date of the proposed field trip. All overnight and/or out-of-state field trips require School Committee approval and must be submitted at least one month prior to the field trip.

## I. General Information

Name of School	Salem High School	Date of Request	Date of Field Trip	
Coordinator	1st Sgt Grinstead	11 Feb 19	22-23 Mar 19	
Coordinator Contact Info	Phone: 302-569-2256 Email: dgrinsteadsr@salem.k12.org	Total Number of Students	Departure Time	Return Time
Grade Level(s)	9-12	12	0300	2100
Destination <small>Please identify that place AND the specific location and address for the trip.</small>	Halsey, NJ via New York City	<b>Location and Duration</b> <input type="checkbox"/> Local trip within Salem/North Shore <input type="checkbox"/> In-state - within MA <input checked="" type="checkbox"/> Out of state - travel to another state <input checked="" type="checkbox"/> Within the normal school day <input checked="" type="checkbox"/> Beyond normal school hours <input checked="" type="checkbox"/> Overnight trip		

## II. Learning and Accessibility

<b>Instructional Alignment</b> <input checked="" type="checkbox"/> Alignment: The trip is aligned to standards <input checked="" type="checkbox"/> Preparation Plan: Students will be prepared for trip <input checked="" type="checkbox"/> Post-Trip Plan: Students will synthesize learning <u>Comments:</u>	<b>Accessibility and Inclusion for All Students</b> <input checked="" type="checkbox"/> I understand district policy that all students have access to field trips <input checked="" type="checkbox"/> I will ensure that all students (e.g., students with disabilities, English language learners, etc.) have the appropriate supports they need for trip <u>Comments:</u>
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## III. School Nurse Review and Approval (School Nurse Signature Required)

Has the school nurse been notified of this field trip?	Has the roster of students been shared and any medical concerns reviewed?	Will an on-site nurse be needed for this field trip?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
School Nurse Signature: <i>Kamryn Mui, RN</i>		Date: 2/11/19

## IV. Food Services

Has the school's cafeteria manager been notified of this field trip?	Will the students be eating lunch at the school on the date(s) of the trip?	Are you requesting any bag lunches or other food for this trip?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No How many? _____
<u>Comments:</u>		

## V. Transportation (Please fax all SPS bus transportation requests to 978-825-5542)

What is the means of transportation you will need for this trip?	<input type="checkbox"/> SPS Bus (local destinations only) <input checked="" type="checkbox"/> Private vendor (you arrange on own) <input type="checkbox"/> Specialized transportation needed	<input type="checkbox"/> Public transportation <input type="checkbox"/> Walking <input type="checkbox"/> Other: <i>Rental Van</i>
If SPS Bus needed, please specify the following information:	Pick Up Time: 6300 Pick Up Location: Salem H.S.	Return Time: 2100 Return Location: Salem H.S.

## VI. Parent Involvement & Background Checks (Call 978-740-1115 with questions)

Will any parents or volunteers be participating in this trip?	Will any have "direct and unmonitored contact" with students?	CORI required for ALL parents & volunteers (please submit forms 1-2 weeks ahead). Fingerprints required for those who will have direct & unmonitored contact with students
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

## VI. Principal Review and Approval (Required for ALL Field Trips)

School Principal Signature: <i>[Signature]</i>	Date:
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ELIZABETH PUBLIC SCHOOLS

LANGUAGES



EPS DISTRICT

EPS SCHOOLS



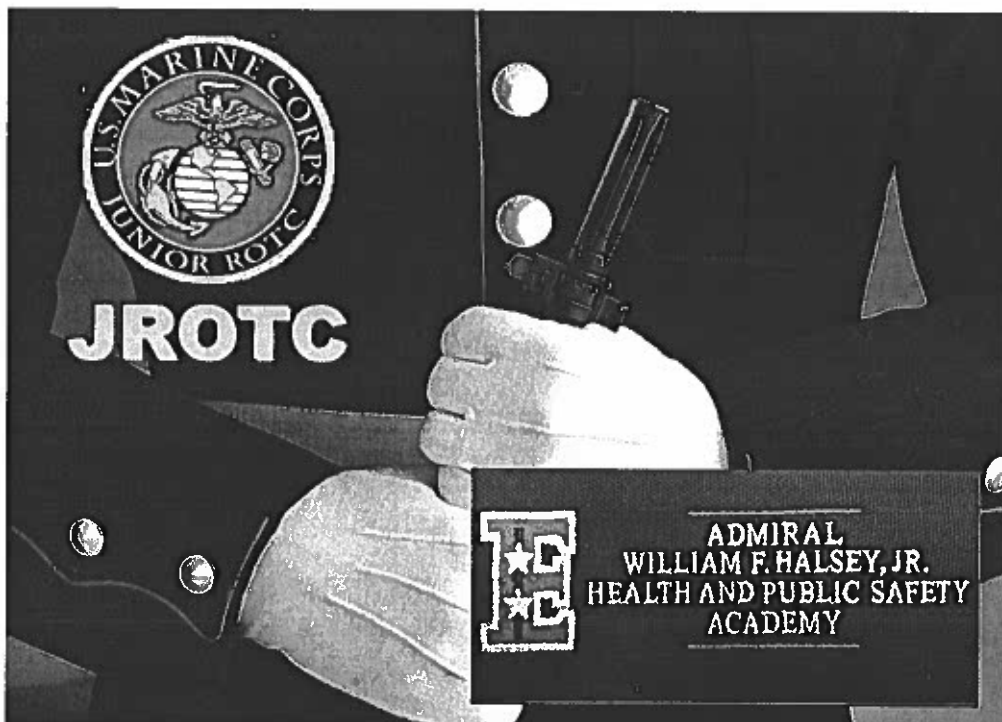
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## Halsey MCJROTC Student Tops Nation in Youth Fitness Competition

Three students from Elizabeth place in top 10 overall; team fifth overall



ELIZABETH,  
NJ – May 26,  
2017 –  
Admiral  
William F.  
Halsey, Jr.  
Health and  
Public Safety  
Academy  
senior Jose  
Morrobel  
placed first  
overall and was  
named the  
individual  
champion for



the Junior  
Reserve

Officer Training Corps (JROTC) during the National Youth Physical Fitness Challenge at Marine Corps Recruit Depot San Diego on May 20.

The event comes from the National Youth Physical Fitness Program, a non-profit program available to all schools and youth groups in America and is funded by the United States Marines Youth Foundation, Inc. to help promote healthier living for youth.

Several thousand high school Cadets from the 250 Marine Corps JROTC units nationally were eligible to participate in the physical fitness competition. The participants earned their way to the national competition by succeeding in their respective regional competitions. The program's competition consists of five exercises: situps, pushups, broad jumps, pullups and a 300-yard shuttle run.

Participants move from station to station to complete each exercise with a two-minute break between exercises. The maximum achievement for each exercise is 100 sit-ups in two minutes, 60 pushups in two minutes, a 9' 10" broad jump, 30 dead hang pullups, and a 44 second 300-yard shuttle run.

Morrobel finished first overall with 477 points, with 100 Sit-ups, 60 push-ups, a 9' 10" broad jump, 28 dead hang pull ups, and a 47 second 300-yard shuttle run, which was enough to surpass the number two overall competitor by two points.

Fellow Halsey Marine Corps JROTC members Elvin Castillo (459 overall points) and Jan Rosas (456 overall points) finished sixth and eighth overall respectively. Castillo completed 100 situps, 60 pushups, an 8' 10" broad jump, 30 dead hang pullups, and a 48 second 300-yard shuttle run while Rosas finished with 100 situps, 60 pushups, a 9' 5" broad jump, 30 dead hang pull-ups, and a 52 second 300-yard shuttle run.

Morrobel is the first member in the history of the Halsey Marine Corps JROTC program to finish first overall in the National Youth Physical Fitness Challenge. Castillo finished sixth overall for the second consecutive year and the Halsey Marine Corps Junior ROTC Physical Fitness Team finished fifth overall.

"The Halsey Junior MCROTC program has long been a source of pride for Elizabeth Public Schools, both for the young men and women it has prepared to valiantly serve in our armed forces and for its history of outstanding performance in competition," said Elizabeth Public Schools Superintendent Olga Hugelmeyer. "These three young men are true examples of the results that come with hard work and dedication and should be very proud of their accomplishments."

Elizabeth Board of Education President Stanley Neron echoed those sentiments in praising the members of the Halsey MCJROTC Physical Fitness Team.

"Congratulations to Jose Morrobel, Elvin Castillo, Jan Rosas, and Master Sergeant Robert Gerald for their achievements at the National Youth Physical Fitness Challenge," said Neron. "The countless hours that the Marine Corps Junior ROTC Physical Fitness Team put into preparation for this competition was

revealed in their remarkable performance. Their relentless attention to detail and determination is something to which we all can aspire."



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## Candidate Profile

Executive Director of Pupil Personnel Services

Compiled from Focus Group Input

February 2019

Presented by John R. Brackett, Ed.D.

The Collins Center for Public Management

UMass Boston

## **The Profile Overview**

The Collins Center, on behalf of the Salem Public Schools, conducted three (3) focus groups and discussions to solicit input from various key stakeholders within the school community to build a profile which will inform the selection of the next Executive Director of Pupil Personnel Services (Executive Director) of Salem Public Schools. A focus group with school-based administrators, teachers/staff, and with parents was conducted on February 27. Twelve (12) administrators, thirteen (13) teachers, special educators, counselors and support staff, and five (5) parents attended the three groups.

Gathering input from members of the broader school community plays an important role in the search process. The information gathered allows us to create a profile of the next successful Executive Director. This profile informs the decision makers, as well as the screening committee in their work to identify finalists. Potential applicants will review this report as they learn more about the position. Finally, the findings provide the person selected for the role with rich information to develop his/her initial entry plan. Participating in a focus groups also causes participants to reflect and think more deeply about the position and what makes an Executive Director successful in Salem.

Note: The focus group questions are attached at the end of this report. Responses from the focus groups are presented in bulleted form below to allow a breadth of understanding of the perceptions and perspectives of each group. We endeavor to aggregate and analyze the data to seek themes and common perceptions across all groups. The sample size for each group is small in relationship to the group itself, and in relationship to the school district and community at large. We do not weight the responses of one group over another, nor do we place greater emphasis on groups that had more members participating in this process. Finally, the purpose of this process is to develop a candidate profile; it is not to suggest findings of community needs or satisfaction.

On behalf of the Superintendent and School Committee, we thank everyone who participated in making this a meaningful process and in making these data and analysis as rich and helpful as possible.

Respectfully submitted,

John R. Brackett, Ed.D.  
The Collins Center for Public Management  
UMass Boston

## **Findings – Trends and Patterns**

Those who attended the focus groups (staff, administrators and parents) were clear that this is an important leadership position in the district. The number of students served, the number of staff members involved, the portion of the budget required, the complexity of the role, and the contribution to the overall success of the Salem Public Schools make the Executive Director of Pupil Personnel Services a key educational leader, an important representative of the district and a vital advocate for the students with disabilities throughout the community. Everyone who participated noted the critical importance of this search and the recruiting and retaining of the next Executive Director.

### **Key Attributes of a Successful Executive Director**

It is not surprising that participants believe a successful Executive Director must be a good communicator with strong interpersonal skills. Bringing previous experience as a special educator, special education leader/administrator and experience in an urban/Gateway district is very important. (Note: these are requirements included in the job description set by the district.) They also mentioned that someone who will commit to SPS and its students and “is moving to this job, not just to a job” is desirable.

Other personal attributes desired include someone who: possesses a core value of equity for all students, is approachable, available, responsive, visible, is able to manage multiple tasks and demands simultaneously, and is collaborative.

Important experiences or skills heard across the groups include:

- Experience in urban or Gateway districts
- Ability to effectively supervise and evaluate staff, including being able to make difficult personnel decision
- Has a vision for inclusion and how it is applied in SPS, and can communicate it clearly to all staff and parents
- Cares about and is able to understand the individual student and his/her needs
- Builds strong, engaging relationships with parents and families, values parents’ contributions; explicitly seeks and includes those who are marginalized or less vocal
- Has a deep and current knowledge of special education law and the ability to ensure state and federal compliance; however, with an ability to “creatively” meet the compliance requirements if to do so results in the best interest of students
- Knows what good instruction looks like in a special education and general education classroom, sets expectations and supports the delivery of such in each classroom
- Strong budget and fiscal manager who can seek additional funds, maximize available resources and advocates for the program
- Understands the value of having well-articulated systems and structures to the overall success of the program

## **Key Issues to Address in first 6-12 months in the role**

- Staff morale. Identifying what this means, root causes, and how best to build a renewed sense of commitment and shared common vision and purpose. There is some feeling that the department is undervalued (as evidenced by budget limitations, position elimination and rumors of other cuts) which adds to the challenges staff feel in their work lives.
- Inclusion. Assessing what that means in SPS and building a common vision around this approach to educating childing. Clearly defining and communicating all aspects of inclusion and LRE to special education staff, general education staff, administrators and parents.
- Building and communicating clear systems and structures within special education and pupil personnel systems to allow efficiency and effectiveness in the services and programs required to serve our students.
- Building relationships with other district and school leaders and becoming a collaborator and contributor to the overall improvement of teaching and learning in the district. Ensuring the interrelationship of Special Education with the Curriculum and Instruction department to enhance Tier 1 instruction as well as instruction, programs and services for students with disabilities.
- Quickly establish relationships with parents and families to allay anxiety and concerns that are associated with the change in leadership of the department. Parents recognize the existing good relationship and level of confidence that have been built and want assurance these will only be enhanced.

## **STRENGTHS TO BE PRESERVED**

- The relationship with, confidence of, and sense of collaboration and support between parents and the department leaders is a hallmark of success. The relationship with parents and SEPAC is viewed very positively. There is a strong perception that special education in Salem is a true asset and cases of parents deciding to remain residents because of the special education services their child received were shared.
  - However, parent anxiety for change in leadership is high. They appreciate the leadership that has existed in the program and want someone who will continue this. A high bar has been set by previous administrators.
- Staff really know students and their needs
- Improvement in the legal compliance of the program
- The culture of responsiveness to parents

# **A Compilation of The Perceptions& Feedback by Stakeholder Group**

## **KEY ATTRIBUTES:**

### Teachers

- Cares about the children
- Communicator
- Responsive to staff
- Visible in the schools, including the classrooms
- Collaborator, not a micro-manager
- Able to bridge special education and general education
- Approachable
- Positive outlook and celebrates successes and contribution of staff
- Organized and able to multi-task
- Ability to supervise and evaluate staff in a fair and forthright manner; can make hard personnel decisions when necessary
- Rapport with families, and builds/maintains trust and relationship between school and home
- Understands the individuality of the needs profile of a student
- A strong advocate for students and will push-back when necessary
- Has a vision for special education and can communicate it
- Understands urban districts
- Willing to commit to Salem, wants this job, not a job
- Has classroom experience and understands instruction in special needs classrooms
- Is aware of the roles and importance of the “pupil personnel services” aspect of the role and how those services contribute to the whole program
- Respect for what has been done in the district to build the program but able to bring about change in a kind and caring way

### Administrators

- Deep belief in equity—equity on all levels
- Strong communicator, able to give honest feedback
- Good time manager
- Reliable and understands need to follow through
- “Assumes good intention of all” as a starting point for leading
- Approachable
- Possesses a strong vision for special education and educating special needs students
- Possesses deep knowledge of special education but not just from a compliance perspective; able to approach needs creatively
- Knows good Tier 1 instruction and the role it plays in the success of special education

- Partners with general education—in curriculum and instruction and building relationships of staff
- Brings fresh approaches and new ideas to SPS
- Understands how students learn
- Able to convey decisions and actions to staff to build support and understanding within the department and schools
- Demonstrated ability to develop and facilitate effective professional development
- Has a vision for inclusion and Least Restrictive Environment, is able to define and communicate it broadly
- Understands the assets available and benefits of partnering with community agencies
- Knows what a good IEP looks like
- Communicates effectively with parents and shares “the why and how” of decisions and recommendations
- Transparency about the budget; communicates with principals about budgeting and budget decisions
- Able to build and implement the systems and structures to help others understand how decisions are made
- Has some knowledge of needed 2<sup>nd</sup> language acquisition skills for students

#### Parents

- Previous special education experience as teacher, administrator
- Empathy that comes from classroom experience
- Able to make things happen, not just a listener
- Strong interpersonal skills
- Warm personality
- Able to get involved and be available
- Curious – about the community, the families, the cultures
- Willing to commit to Salem, wants this job, not a job
- Takes interest in the students
- Has experience with, and appreciates the role and contribution of SEPAC; will maintain and build the relationship
- Knows parents’ “stories”
- Understands and advocates for non-involved parents; thinks about marginalized parents and seeks them out, helps them navigate the system
- Understands the community that the students come from, e.g. understanding the trauma associated with poverty and low-income
- Understands cultural diversity and the different ways cultures think about and perceive students with special needs
- Engages families
- Strong knowledge of special education law
- Instills a culture where there is a proactive approach to addressing student needs

- Can facilitate and mediate differences between staff and parents; allows staff to feel comfortable recommending services for students even if parents disagree
- Needs to build a strong connection with parents; is responsive to parent questions and requests, responds to email
- Ability to effectively supervise and evaluate staff and direct-reports
- Understands student behavior and able to look at discipline data to inform appropriate accommodations and services
- Has a successful history of state and federal reports (e.g. CPR) and findings in previous districts

## **MOST IMPORTANT ISSUES THE EXECUTIVE DIRECTOR MUST ADDRESS IN THE FIRST 6-12 MONTHS ON THE JOB**

### Teachers

- Teacher morale
  - Want to be treated as professionals, there has been a lot of turnover in staff as a result of the morale being low
  - Demonstrate and build trust with staff
  - Staff want to know, and be known by, the Executive Director
  - Staff want clarity of vision
  - Is capable and willing to address (including through the evaluation process) reluctant staff members who are not proficient
- Professional Development that is effective and appropriate, including para-professionals
- Work with new (relatively new) principals and administrators
- Must get to know staff and parent community and build relationships

### Administrators

- Build systems, structures and role clarity within the department
- Gain understanding of what 'inclusion' currently looks like in SPS and begin to communicate the 'what,' 'who,' 'why,' and 'when,' it is applied in the SPS model
- Build stronger collaboration between Special Education and General Ed across the district
- Support the SPS SEL initiatives – building and implementing behavioral systems
- Teacher morale
  - Student behavior, need for systems for behavior

### Parents

- Budget – we need more resources to serve the needs of all our students
  - There are limitations to getting students help, it's a struggle
  - Well versed, and an advocate, for the Mass school finance efforts
  - Seek grants
  - Get to know our state reps
- Advocate for our needs with the administration and school committee

- Review and update the district's assistive technology
- Assess and address a perceived disconnect between Early Intervention, Preschool and PIC so that information flows and transitions are good for children
- Seek ways to creatively keep students in-house
  - Know the medical and educational needs of the student deeply and know when it is most effective for the student to out-place
- Address parent confusion over IEPs, 504s, and what is possible and necessary
  - Also, teachers need assistance here and know where to turn when questions arise
- Educate teachers about inclusion; and all staff about students with disabilities

## **STRENGTHS OF SPS SPECIAL EDUCATION AND STUDENT SERVICES DEPARTMENT**

### Teachers

- Programs and relationships with families are strong – have worked hard to develop those. At times feel department is “undervalued.”
- Staff really know students and their needs
- Legal compliance
- Parent outreach

### Parents

- Parent anxiety for change in leadership is high. We appreciate the previous leaders believe they have built a strong working relationship with families based on serving students. We want someone who will continue this and fear the new Executive Director may not appreciate that, or will seek to bring change for the sake of change. High bar has been set by previous administrators.
- The culture of responsiveness to parents
- Great independent therapists and counselors
- The enthusiastic relationship with SEPAC
- Maintain connections with City Connect
- The importance of inclusion and co-teaching – need to continue to foster and improve
- History of providing accommodations for students
- SPS sees and values all aspects of the children, not just their disability

### Administrators

Time restrictions prevented a full discussion of this question by the administrator group.

Salem Public Schools  
Executive Director of Pupil Personnel Services Search  
Focus Group Questions  
February 27, 2019

Questions

1. What are the personal characteristics, skills, background experiences, and core values that the next Executive Director of Pupil Personnel Services should possess?
2. What are the three (3) most important issues you believe the next Executive Director of Pupil Personnel Services must address in the first 6-12 months in the position?
3. What are the strengths of the Salem Public Schools special education and student services department that must be preserved?





# Update on Batch1 Kindergarten Applications

**Salem Public Schools**  
**School Committee Presentation**  
**March 11, 2019**

# Batch 1 Kindergarten – Key Criteria

- **Total # of Batch 1 Applications**
  - We had 263 applications in Batch1
- **Siblings**
  - 114 have siblings in current elementary schools (not all requesting sibling priority)
- **Household Income**
  - The group was about even with 50% low-income and 50% non-low income
- **2019-20 Enrollment Targets**
  - Based on the balance of all schools, the enrollment targets for 2019-20 are set at 50%/50% for all schools
  - This means that 50% of the available seats in each school will be assigned to applicants who are low-income and 50% to those who are non-low income

# Batch 1: Other Demographics

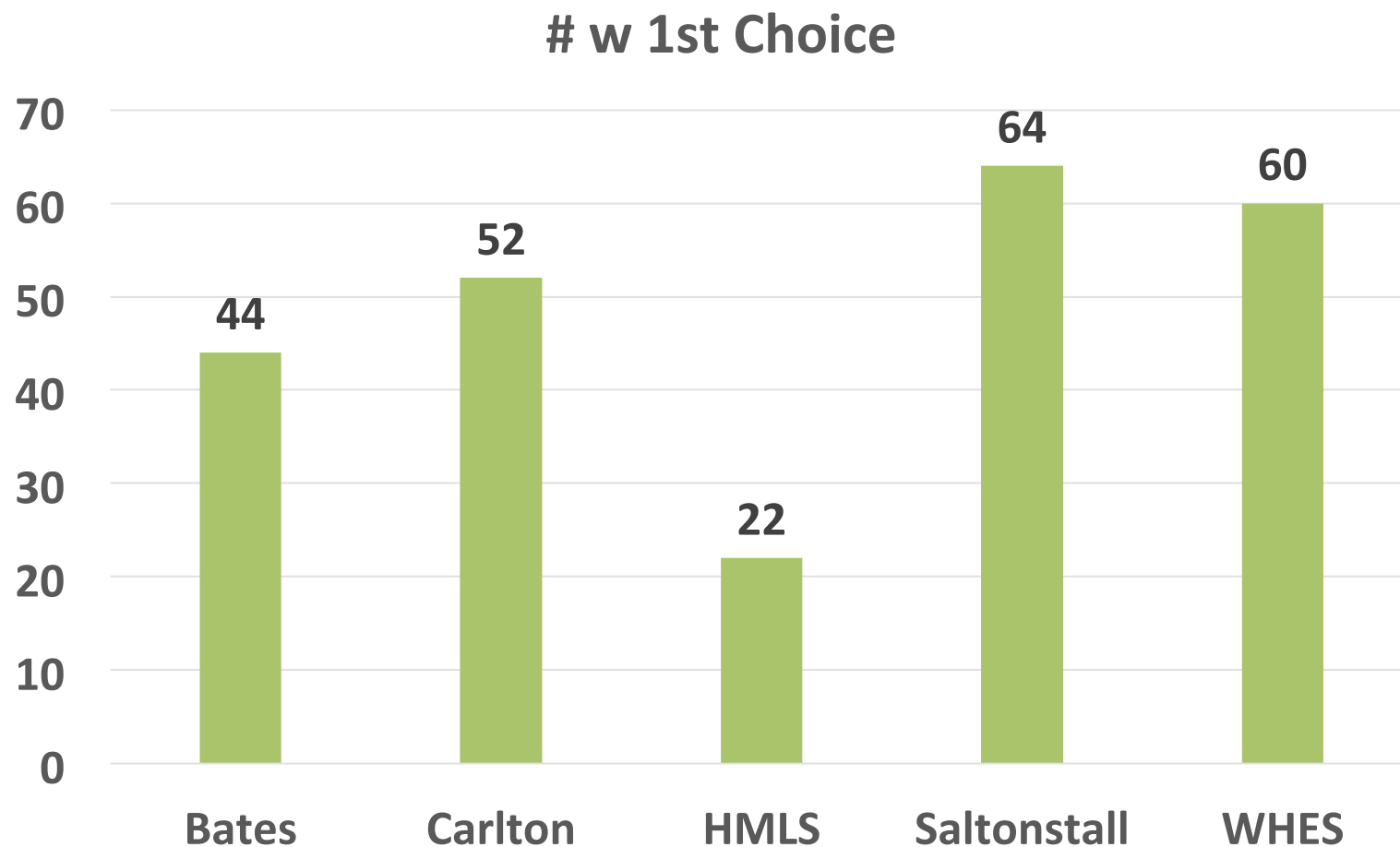
<b>Gender</b>	50% Male
	50% Female
<b>Race</b>	72% Caucasian
	23% African American
	5% Asian
<b>Ethnicity</b>	32% Hispanic

# Language Profile

Native Languages	% of Applicants
English	76%
Spanish	14%
Portuguese	2%
Albanian	1.5%
Haitian Creole	1%
Russian	1%

*Other languages include: Arabic, Greek, Gujarati, Hebrew, Ibo, Tagalog, Telegu, Urdu, and Vietnamese*

# School Choices



87 Batch 1 applicants opted into the BACS lottery

# Choice and Proximity

School	% of those who live close to the school and chose it as their 1 <sup>st</sup> choice
Bates	42%
Carlton	53%
HMLS	16%
Saltonstall	37%
WHES	62%

# Assignment Example: How it Works

- **10 total spaces**
  - Enrollment Target: 50%/50%
- **20 total applicants**
  - 5 are low income
  - 15 are non-low income
- **Assignments**
  - 5 low-income assigned
  - 5 non-low income assigned
- **Wait List**
  - 10 non-low income on WL

Low Income	10 Spaces	Non-Low Income
5	Total Spaces	5
5	Applicants	15
5	Assigned	5
1	Spaces Left	0
0	Wait List	10

# Next Steps-Batch1 Assignments

- **Review all applicants for completion and accuracy**
  - Contact families with questions, etc.
- **Identify available spaces**
  - Attention to any retained students
- **Assign students to schools**
  - Apply assignment criteria – assign
- **By 5/1 - Send notifications to families**
  - Includes waiting list information
- **Receive confirmations**
  - Monitor waiting lists and re-assignments as needed

# Next Steps

## Kindergarten Registration

- **Now taking applications for Batch 2**
  - Deadline by June 30th
- **Batch 2 Assignments by week of July 1**
- **Applications after 6/30 processed as they are received**

# Outreach Matters

- **This year, the Parent Information Center (PIC) staff increased outreach and communications efforts with families**
- **PIC Staff**
  - Sayonara Reyes, PIC Manager
  - Alma Pimentel, Welcome Services
  - Yari Acevedo, Welcome Services & Outreach Specialist



# 2019 School Calendar Survey

## Summary of Results

3/8/19

### Background

In February 2019, Salem Public Schools released an online survey to seek feedback from parents, teachers and other staff, and students regarding potential changes to school vacation times, start of the school year, Saltonstall vacations, and other aspects related to school calendar decisions. The online survey was available via the district's website, promoted through social media and other means, and hard copy versions were also available, if needed.<sup>1</sup> The survey was also available in Spanish, Portuguese, Albanian, and Arabic.

### Respondents

A total of 1656 respondents submitted answers to the six questions contained within the survey. Of these, about half were parents or guardians of current SPS students, 22% were teachers, 13% were other staff members, and 9% were students.

Role Within the District	#	%
Parent/guardian	817	49.3%
Teacher	371	22.4%
Other Staff (non-teaching)	226	13.6%
Student	152	9.2%
Did not answer	5	0.3%

The respondents had affiliations across all of the schools with 447 identifying more than one school affiliation (2103 affiliations – 1656 individual responses = 447).

School Affiliations						
	Parents	Students	Teachers	Other Staff	Other	Total
Bates Elementary School	125	2	44	33	11	215
Bentley Academy Charter School	31	1	27	25	5	89
Carlton Innovation School	80	2	30	31	13	156
Horace Mann Laboratory School	85		29	29	9	152
Saltonstall K-8 School	136		39	36	14	225
Witchcraft Heights Elementary School	185	6	58	43	19	311
Collins Middle School	160	12	74	57	16	319
Salem High School	162	125	101	59	31	478
New Liberty Innovation School	2	11	8	21	6	48
Salem Prep High School	6	1	5	18	5	35
Salem Early Childhood Center	30		11	28	6	75
						2103

## School Vacations

Respondents were asked the degree to which they liked six different school vacation scenarios. A majority (55.4%) liked the option of maintaining the current school vacation system with 1 week in mid-February and another week in mid-April, best. The scenario of extending the December holiday vacation and eliminating the April vacation week was the least liked of the group. Overall, these results indicate a preference of keeping the school vacations as they are.

School Vacation Time Options				
	Like	Somewhat Like	Not Sure	Do Not Like
Maintain traditional school vacation schedule with 1 week in mid- February and another week in mid- April	55.4%	18.4%	6.9%	14.2%
Have two long weekends (one over President's Day weekend in February and the other over Patriot's Day weekend in April) and have a 1 week vacation in March (instead of the traditional February and April vacations).	20.7%	19.7%	9.5%	42.8%
Eliminate the traditional February and April vacation weeks and instead have one longer school vacation in March (e.g., a total of 8 days away from school in March - specific dates to be determined)	11.6%	15.8%	11.8%	53.4%
Extend the December holiday vacation to be a two-week vacation and eliminate the February vacation week	16.4%	17.6%	10.7%	47.2%
Extend the December holiday vacation to be a two-week vacation and eliminate the April vacation week	5.8%	8.2%	9.9%	67.9%
Extend the December holiday vacation to be a two-week vacation, eliminate both the February and April vacation week, and add a vacation week in March	17.4%	15.5%	10.0%	50.2%

Digging a little deeper into the responses for the first option (to keep the school vacations the same), it seems that this was true for about two-thirds of the student and teacher respondents and about half of the parent/guardian and “other staff” respondents.

% of Roles Who Liked Option to Keep Same		
	Total Who Liked Option	% of Total Population
Parents	408	49.9%
Students	104	68.4%
Teachers	248	66.8%
Other Staff	117	51.8%

## School Year

Stakeholders were asked to identify whether or not the district should consider starting the school year – for students – prior to the traditional Labor Day holiday. The results for this question were mixed with 47.6% of respondents indicating that they would not like to start the school year before Labor Day and 46.2% indicating that they would like that. Another 6.2% submitted other thoughts and ideas regarding the matter.

Start School Year Before Labor Day?		
	#	%
Yes	765	46.2%
No	789	47.6%
Other	102	6.2%

Looking at the responses of different groups more closely, more parents and students responded “no” to the question of whether to start school prior to Labor Day and more teachers and staff members responded “yes.”

Stakeholder Views on Pre-Labor Day Start to School Year		
	Yes	No
Parents	363	406
Students	30	117
Teachers	185	153
Other Staff	133	84

## Saltonstall Calendar

A total of 220 people who were affiliated with the Saltonstall K-8 School responded to a set of questions that were specific to that school’s calendar.

Saltonstall Respondents	
Parent or Guardian	156
Student	4
Staff member	60
	220

Parents were asked about their degree of satisfaction with the current Saltonstall calendar. 40% of the respondents stated that they were very satisfied with the current calendar and did not want to see a change. An additional 26% said they were satisfied, but would be open to looking at other options. Approximately 30% of respondents indicated more interest in wanting to change the Saltonstall calendar. Taken together, a majority of the respondents (56.4%) indicated at least an interest in exploring options for change.

Degree of Satisfaction with Saltonstall Calendar	
Very Satisfied - Do Not Change	40.0%
Satisfied - But Open	25.9%
Somewhat Satisfied - But Explore	14.5%
Not at all Satisfied - Want Change	15.9%

Looking more closely at the views of different stakeholders regarding this issue, the majority of parents, teachers, and student respondents were satisfied with the current Saltonstall calendar. Results were more mixed for “other staff,” however. Still, more stakeholders, overall, indicated some level of openness to exploring potential changes.

Stakeholder Views on Saltonstall Calendar				
	Parents	Students	Teachers	Other Staff
Very Satisfied - Do Not Change	66	2	13	6
Satisfied - But Open	40	1	6	9
Somewhat Satisfied - But Explore	18		7	7
Not at all Satisfied - Want Change	20		9	5

Respondents confirmed their view that the Saltonstall calendar should remain the same in their response to the final question on the survey.

Should the Saltonstall Calendar Change or Stay the Same	
The Saltonstall calendar should be changed so it is aligned with the rest of the district	84
The Saltonstall calendar should remain as it is	107
Other (please specify)	23

Once again, parents drove the responses focused on keeping the calendar as it is while responses for “other staff” indicated interest in seeing a change. Responses for teachers and students were mixed.

Stakeholder Responses - Salts Calendar				
	Parents	Students	Teachers	Other Staff
The Saltonstall calendar should be changed so it is aligned with the rest of the district	48	2	15	18
The Saltonstall calendar should remain as it is	82	2	16	6

<sup>i</sup> The online survey is formatted to accept one response per person. This feature, however, for an anonymous survey, is primarily controlled by a respondents IP address. Any responses coming from the same IP address were reviewed to ensure that no patterns of duplication occurred.



### April Vacation Science Camp

#### 3-day Science Camp for Students in Grades 5 and 8

- Program meets 8:00 – 1:00 at CMS
- Engaging, inquiry-based activities
- Taught by district science teachers
- Planning support from district science coaches
- Designed to review key science concepts before the Gr. 5 and 8 Science, Technology, and Engineering MCAS



*Transportation, breakfast, and lunch provided.*

### Afterschool STEM Magnet Program

#### 6-week Afterschool STEM Magnet Program for Grades 3 & 4

- Sessions offered at Bates, Carlton, HMLS, Salts, and WHES
- Program meets one day/week for 90 minutes
- Content focused on the “big ideas” in science for each grade level
- Rich, multi-layered activities for all learners
- Taught by district science teachers
- Planning support from district science coaches

*Afternoon snack and transportation home provided.*

### Imagine, Invent, and Inspire: Read Middle School STEM Career Night

#### STEM Career Night, April 9 at CMS Open to Students in Grades 5 – 8

- More than 20 presenters will share information about their STEM careers as students rotate through three sessions of their choice
- Presenters include: physical therapist, shipbuilder, mathematician, mechanical engineer, chemist, sports scientist, veterinarian, archaeologist, geologist, and more
- Parents will be contacted to encourage student participation: [Parent Flyer](#)
- Students will be surveyed about their interest in STEM careers following the event



*Free pizza dinner provided.*



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# HIGHROCK NORTH SHORE

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February 21, 2019  
Superintendent Margarita Ruiz  
Salem Public Schools  
29 Highland Avenue  
Salem, MA 01970

RECEIVED

FEB 22 2019

S.P.S.  
Supt.'s Office

Dear Superintendent Ruiz and the School Committee,

First, please accept our apologies in the delay of submitting payment for last year's facility rental fee for use of the Saltonstall School. We transitioned Treasurers this past summer, and payment appears to have been missed in the transition.

Upon notification that last year's facility usage fee was still due, it came to my attention that we were charged both for facility usage and for a custodian to be present. We are eager to bring our account current, however, we noticed that we were charged for both the facility and the custodial fee, unlike our first year at Saltonstall.

Due to our non-profit status and because of our endeavors to support the city of Salem through our immigration legal clinic subsidiary, Open Door Immigration Services, the school committee waived the facility fee portion of the rent in 2017.

We therefore respectfully request a similar facility fee waiver for the previous 2018 bill, as well as a facility fee waiver for our subsequent 2019 Easter celebration at the Saltonstall School.

Please do not hesitate to contact me if you have any additional questions.

Sincerely yours,

Aaron B Engler

Lead Pastor



# Request from Salem Resident



GonzalezMejia, Scarlett <gonzalezmejs@merrimack.edu>

Tue 2/19, 12:27 PM

mayor@salem.com; mmanning@salem.com; James Fleming; mcruz@salem.cor



Reply all |

Inbox

You forwarded this message on 2/19/2019 12:30 PM

Dear Salem School Committee,

My name is Scarlett González Mejía.

I arrived in Salem, MA as a young child in 1998 from the Dominican Republic with my family's dream to have a better life and education. I am proud that Salem schools offered me the education I needed to grow and discover my purpose and future career.

From Nathaniel Bowditch School to Salem High School, my grades, dedication, and passion for education allowed me to succeed during my four years at Endicott College in Beverly, MA, graduating in the Honor's Program. Now, I am currently enrolled at Merrimack College as a Master student to receive a M.Ed. degree in Community Engagement.

As part of my final Social Justice Education Capstone Project, I am creating a Film Festival called *Kiskeya Reimagined* followed by community discussions to explore the realities of life and the conflict between Haiti and the Dominican Republic. Besides the film itself, I am also inviting panelists from the Dominican Republic and Haiti, as well as people who work in this field to talk about their personal experience or knowledge of the subject to speak to Haitian and Dominican communities of the North Shore.

Because my master's program is an accelerated program with a required additional 25- hour a week fellowship, I am not able to work during this year and have low funds for the venue spaces that are available to rent for such an event. As of now, the cost of hosting my event at Collins Middle School is around \$460.65 *not* including the extra liability insurance fee. Could the school committee consider reducing the price or waiving some of the fees?

I hope you will consider my request and help me achieve this next milestone in my future. I appreciate your time and consideration.

Thank you,

Scarlett González Mejía



July 2018



North Shore Rugby Football Club, Inc. – 8 Derby Street, Salem, MA, 01970 – EIN: 01-0567051

To: Salem School Committee Board Members

Re: North Shore Rugby Lower Field Proposal at Salem High School

My name is Desmond Crowley and I am the Director of North Shore Youth Rugby and serve on the Executive Board of North Shore Rugby Football Club. I am contacting you to request a meeting with you regarding the use of the Lower Field at Salem High School as the primary playing field for North Shore Rugby. Our club is looking to re-root itself in the city it was established in and believe with our resources we can increase the utilization of the Lower Field which will be beneficial to the Club and the City of Salem.

North Shore Rugby consists of a Men's, Women's, and Youth teams. Due to field constraints our teams have not been able to share a single field for some time. Currently our Youth teams are based in Salem at Palmer Cove and operate in a partnership with Salem Recreation and Community Services, the Men's and Women's teams currently use GEEAA Field in Lynn. After careful consideration, we feel The Lower Field at Salem High School has significantly more potential to grow the game of rugby than our current locations. The Lower Field also has the unique ability to accommodate a regulation size rugby pitch(field) and to become the focal point for rugby on the North Shore.

The game of rugby has had a significant impact on my life, I began playing at the age of seven and since then have had the pleasure to support clubs in multiple capacities to this day. I cannot count the number of friends I have made worldwide and the positive experiences that rugby has provided me. In a world where it appears there are more detrimental outside influences than ever, rugby, a globally played sport, is a great activity that can strengthen the character of the students of the Salem School District and have a positive and meaningful impact

on their lives. The core values of the game include honesty, integrity, discipline, teamwork, fitness, confidence, respect, and above all the friendships that stretch from Tonga to Toronto.

North Shore Rugby Football Club Inc. is Salem based organization and is a 501(3)(C) non-profit organization. The club is affiliated with NERFU (New England Rugby Football Union), MYRO (Massachusetts Youth Rugby Organization) and United States Rugby Football Union (USA Rugby). The coaches are USA Rugby certified and background checks are completed through these affiliations. The North Shore Rugby teams and their members are insured by USA Rugby, if given permission to use the Lower Field, we will provide a Certificate of Insurance with the Salem School District and City of Salem as additionally insured parties. Our teams have participants ranging in age from 7 to 30+ and have a diverse range of backgrounds and professions. Rugby's popularity in the United States has increased substantially in the past decade, contributing factors include the continued play at the collegiate level, the MIAA recognizing rugby as a varsity sport and United States Rugby Football Union's push for more televised games that included the participation of the New England Patriots' Nate Ebner.

#### Typical Rugby Field Usage:

##### Spring

Saturday – 9:30 AM to 4 PM (If both Men's and Women's games are home)

Saturday – 11:30 AM to 4 PM (If only one team's game is home)

Sunday – 2 hours (Youth team practice, time of day can be adjusted)

Sunday – 1 PM to 4 PM (Youth team game)

##### Summer

Saturday and/or Sunday – All day, if an NSR team hosts a tournament

##### Fall

Saturday – 9:30 AM to 4 PM (If both Men's and Women's games are home)

Saturday – 11:30 AM to 4 PM (If only one team's game is home)

Sunday – 2 hours (Fall Youth Rugby Skills Clinic)

All practices, games, tournaments, and clinics are open to the public and no fee for admission will ever be required. North Shore Rugby's executive board has reviewed and understands the 'Rules and Regulations for the Use of Salem Public School Facilities for other than Regular School Purposes'. We would be interested in working with the Salem Athletic Department to help develop a school rugby team. As part of North Shore Rugby's use and designation of the Lower Field as its home field we are willing to make a yearly contribution to the Salem Athletic Department. The Club would like to take part in supplementing the Facilities Department with their maintenance of the field and will make sure the field is free of debris and trash, annually aerate and overseed

the playing field, install a small shed to keep equipment secure when not in use and keep the field free of clutter. Additionally, The Club would look to purchase and install new, permanent goal posts and a new set of aluminum stands for spectators. North Shore Rugby is willing to pay custodial fees to use the field house's facilities on game days. An added benefit of North Shore Rugby becoming a Salem-centric organization is that out of state and international clubs we host will create an influx of additional support to Salem businesses.

North Shore Rugby understands that long term development plans for Salem High School Campus have been submitted for approval with the MSBA. In the event an artificial turf field is an approved component of the campus's development at the Lower Field location, North Shore Rugby would like to remain using the field and encourage the inclusion of rugby markings incorporated in the new field design.

It is understood by North Shore Rugby that an agreement or Memorandum of Understanding on field usage would be renewed each year. The M.O.U. will be signed by North Shore Rugby Football Club's current officials. If North Shore Rugby was asked to vacate the Lower Field permanently we would request eighteen months' notice for us to find a new, suitable home in Salem.

On behalf of North Shore Rugby, I look forward to meeting with you, to further discuss the potential of making Salem the home of North Shore Rugby and working with the Salem School Department in developing a rugby program for all students to enjoy.

Sincerely,

Desmond Crowley

Director of North Shore Youth Rugby

[www.nsyrfc.com](http://www.nsyrfc.com)





***Mr. James M. Fleming  
Ms. Ana Nuncio  
Ms. Mary A. Manning***



***Mr. Manny Cruz  
Ms. Amanda Campbell  
Ms. Kristine Wilson***

***Mayor Kimberley Driscoll, Chair***

**Memorandum of Agreement between the Salem School Committee and the Falchek Family regarding the Enrollment of their daughter Gabriella Falchek and son Samuel Falchek in the Salem Public Schools**

Whereas the Salem School Committee, hereinafter the "Committee," on December 18, 2017 revised and updated the district's student assignment policy;

Whereas the Committee recognizes the unique circumstances impacting the family of an active duty member of the military who is deployed for an extended period of time such that the entire family relocates;

Whereas the revised Student Assignment Policy did not contain a provision applying to the children of a family that relocates due to the deployment of a family member who is active duty military personnel;

Whereas Gabriella Falchek was enrolled at the Carlton Innovation School from 9/8/15 to 2/16/18 until such time as her family relocated due to the father's military deployment;

Whereas the Parent Information Center has determined that there is adequate space for Gabriella Falchek to return to Grade 4 at the Carlton Innovation School in Fall 2019;

With that in mind, the parties hereby agree as follows:

1. The Committee agrees to allow Gabriella Falchek to be re-enrolled in the Carlton Innovation School beginning in Grade 4 for the 2019-20 school year.
2. The Committee further agrees that the Kindergarten application for Samuel Falcheck shall be processed as a sibling, in accordance with the Student Assignment Policy.
3. The Falchek family shall return to Salem and the Carlton Innovation School by the end of December 2019.
4. This agreement shall expire on December 31, 2019.

This agreement is entered into this 11<sup>th</sup> day of March 2019.

For the Committee

For the Falchek Family

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***Comité Bandera Dominicana ~ Salem, Mass***

comitedominicano2019@gmail.com

February 25, 2019

Honorable members of the Salem School Committee:

As many of you know, February 27th is Dominican Independence Day. This celebration extends beyond the physical borders of the Dominican Republic, and is mainly visible in other countries with communities having high percentages of residents who are of Dominican origin.

Because the City of Salem has long been a nurturing place for Dominican families whose children have been, and still are, part of our school community, and because of the high percentage of students in our schools who are of Dominican origin, the Dominican Flag Committee respectfully seeks your support in officially declaring that the date of February 27 will henceforth be observed as the ***Day of Dominican Pride*** in the Salem Public Schools.

Through this initiative we seek not only recognition of our contributions as active participants in the civic life of our city, but also to establish the observance of this date, so significant in the lives and hearts of all Dominicans, as another vehicle for incorporating our history as part of the educational programming that enriches the curriculum in our schools. Our history can be a tool for teaching about the qualities of character and the values that we want to foster and develop in our children.

For example, the fact that the Dominican people fought for their independence three times throughout their history, rejecting the control of Spain, France, and later Haiti highlights the quality of perseverance.

Another example that can be proudly given is that the first university in the Western Hemisphere, the Autonomous University of Santo Domingo, originally named after St. Thomas Aquinas, was established in the Dominican Republic in 1538 and still continues to provide high quality education to Dominicans. This fact demonstrates the high value that Dominican culture has always placed on education.

It's worth noting here that the Dominican Republic is the birthplace of many important figures who have made significant contributions not only in the fields of literature and baseball, but that it possesses a rich culture that could contribute much to our schools if students and teachers are given the opportunity to explore this culture in an academic context.

Finally, this petition for declaring **February 27 as Dominican Pride Day** reinforces one of the goals of School Committee Policy on School - Community Relations, Policy #1101, which states: "The Salem Public School District has the responsibility to overcome, inasmuch as possible, any barriers that prevent children, students and staff from achieving their potential. To create that environment, the Salem School Committee shall: Encourage positive experiences in human values for all its students, staff, and other members of the community, affirming the diversity of familial backgrounds, socioeconomic status, and ethnicities represented in the Salem school community."

We also wish to take this opportunity to express, in the name of the entire Dominican community of Salem, not only our gratitude for your dedication and continued support in the education of our children but to also extend an invitation to the flag raising ceremony that will take place on February 27, at 4:30pm in the park in front of 135 Lafayette Street.

Sincerely,

Yoleny Ynoa

Perla Peguero

Father of a 1<sup>st</sup> grader at  
Witchcraft Heights Elementary School