Salem School Committee

Meeting Minutes

Monday, December 7, 2015

A regular meeting of the Salem School Committee was held on Monday, December 21, 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:** Dr. Brendan Walsh, Rachel Hunt

**Others Present**: Ms. Margarita Ruiz, Superintendent, Kate Carbone, Assistant Superintendent, Margaret Marotta, Assistant Superintendent, Philip Littlehale, School Business Manager, Dr. Jill Conrad, Chief of Operations Strategy 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. Bryant moved to approve the agenda as presented. Ms. Hunt seconded the motion. The motion carried.

**Approval of Minutes**

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

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

**Questions and Comments from the Audience**

There were no questions or comments from the audience.

## **Action Items**

## Deliberation on the approval of participation at School Committee Meetings by Remote Participation (tabled 11/16/15)

Mayor Driscoll noted that the matter was tabled at the last meeting and called for a motion to take the matter off the table. She noted that the matter is pending a clarification of a School Committee Policy and there has been a recommendation from Attorney Kulak that the new School Committee vote on this matter after the new Committee takes office in January.

Mr. Fleming moved to table the matter. Dr. Walsh seconded the motion. The motion carried.

## Deliberation on the approval of a Charter Amendment for the Bentley Academy Charter School relative to Early Release Time.

Mr. Bryant moved to approve the Charter Amendment for the Bentley Academy Charter School. Ms. Amaral seconded the motion carried.

## Deliberation on the approval of the First Reading of the recommended revisions to the

## following policies by the Policy Subcommittee

## 5714 - Transportation to School

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

## Deliberation on the approval of the Second Reading of the recommended revisions to the

## following policies by the Policy Subcommittee

## 5711 Wellness Policy

## 5711:02 – Nutrition

## 5711.03 – Physical Activity

## 5711.04 – Social Emotional Health

## 5203 - Academic Program (Title Change from Curriculum)

## 5208 – Homework Policy

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

## e. Deliberation on the approval of the Third Reading of the recommendations of the Policy

##  Subcommittee for the following policies in the 5000 Section of the Policy Manual

##  5223 Student Advisory Committee

##  5400 Student Conduct

##  5405 Interrogations and Searches

##  5406 Demonstrations and Strikes

##  5411 Student Dress

##  5805 Use of Hand Held Devices – Name Change

## Mr. Bryant moved approval. Ms. Amaral seconded the motion. The motion carried.

**Superintendent Report** – **Ms. Margarita Ruiz**

Superintendent Margarita Ruiz addressed the School Committee and reported that there was a serious medical emergency at Salem High School that was responded to by Salem Public Schools staff and students as well as the Salem Fire Department. She commended the staff and students at Salem High School for their efforts in helping the individual in need and notes that the members of the Salem Fire Department came back to the school to commend them on the stellar job that they did in helping to save the persons life.

Ms. Ruiz reported that on December 17th she served as a celebrity Judge along with Mayor Driscoll as the student apprentices at Collins Middle School explained their projects. She notes that it was fabulous to see the students so engaged in their work. She also noted that this was a wonderful opportunity for students and members of the community to collaborate and thanked the students and community members who participated.

Ms. Ruiz reported that tonight Salem High School Principal David Angeramo will present Part Two of the Salem High School SAT and ACT presentation.

Ms. Ruiz reported that tonight she will present her findings from her 100 day listening tour and entry plan observations. She thanked Mayor Driscoll and members of the School Committee who participated in the process and notes that she is very excited to present her findings.

Ms. Ruiz noted that this is the last School Committee meeting for outgoing members Deborah Amaral and Nate Bryant. She thanked them for their service and wished them well in their next endeavors.

**Presentations and Reports**

**Superintendent’s Entry Plan Findings**

Ms. Ruiz addressed the School Committee and made a presentation on her 100 Day Listening Tour and Entry Plan. She explained tat as the Superintendent of Schools in Salem, I see that the work ahead is to deeply understand the challenges and opportunities that we have in Salem and beyond, and to engage and leverage all stakeholders in creating a strategic plan that will propel our schools towards excellence in the 21st century. Before undertaking this larger task, I knew that I must first deeply understand the challenges and learn about the work previously done in the district and the city.

To accomplish this, for the last few months, I implemented an entry plan designed to listen to multiple voices and stakeholders. This entry plan, entitled *Listening and Learning to Lead and Understand* was designed to equip me 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. My 100-day Listen and Learn campaign involved multiple stakeholders and methods of data collection scheduled from July through November. This document reports the findings from this data gathering process.

The goals of the 100-day *Listening and Learning to Lead and Understand* campaign were 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?**

**Core Values**

During the 29 years of my career as an educator, I have been guided by a clear set of values that have informed my work as a teacher, school leader, district administrator and now as a Superintendent. These core values have instilled in me the belief that we must engage the community in developing and executing a strong vision of excellence for all our students.

* **Excellence for all**
	+ Every one of our students, regardless of their background or learning styles, deserves access to high quality education and high expectations.
* **Relationships are important**
	+ Building strong relationships with staff, students, families and community partners is key to engaging them in the process of reforming and improving our schools.
* **Equal access to information and fair play; Transparency**
	+ Honor the importance and participation of all stakeholders, not just of some. This is the cornerstone of trust and respect.
	+ Build trust by gathering and by providing accurate information in a timely manner
* **Culture of learning at all levels & Reflection; Reflection**
	+ Create conditions for learning at both district and school level
	+ Reflection sets the foundation for reform and change

**Entry Plan Process**

In order to gather data and listen and learn about the district, I asked the following entry questions to guide all conversations that I had with stakeholders in our district:

1. **What has gone well in the district?**
2. **What do you see are the challenges in Salem Public Schools?**
3. **What are your expectations of me as your Superintendent?**
4. **What are your hopes for Salem Public Schools?**

The following sections provide the framework that I used to organize the way I was to engage in conversations and collect data from the district:

**A. One-on-One Interviews with Key Stakeholders**

During one-on-one interviews, I had the opportunity to meet with engage in conversations, which were prompted by the questions above. However, most of the conversations were done in an informal manner as to encourage those being interviewed to be honest, open and direct about their responses to the entry questions and about their insights into the district.

**Some of the stakeholders I held interviews with to listen and learn included:**

* School Committee members
* Mayor and other elected officials
* Parents
* Teachers
* Students
* Central office Staff
* Principals
* Chiefs of public safety organizations
* Salem Teachers Union
* Salem State University and other higher education partners
* Community organizations
* Salem based and outside foundations

**B. Public Forums**

Public forums provided opportunities for large groups of stakeholders in the SPS community to engage in in discussion using the questions outlined above. During the forums, I met with teachers, parents and students in the district and gathered their responses to the entry questions.

**C. Online Entry Questions Portal**

An online portal where stakeholders could enter their responses online was developed and added to the Salem Public Schools website. This provided a convenient, easy to access portal that allowed for easy collection and organization of responses to the entry questions by the stakeholders.

**D. District Data Analysis**

I also conducted an analysis of a wide array of data and information sources that included:

* MCAS and other student performance data reports to discern trends and patterns, areas of accomplishment and areas for needed focus.
* Other relevant student performance indicators, such as graduation rate and AP course taking, disaggregated by subgroups and programs.
* Operational and capital budgets
* AIP Plan and other important district level documents
* Reports giving feedback regarding programs and compliance in SPS
* Human Resource management systems
* Operational functions in central office – Transportation, Parent Information Center, Food and Nursing Services

**D. School Visits & Classroom Observations**

I conducted daylong observations at each of the Salem Public Schools. Observations allowed me to gain insights as to the quality of instructional practices and implementation of the district initiatives. These visits also included conversations with the principal and key staff members with the goal of understanding the structures and systems that each school has to drive their academic agenda.

**Entry Findings Analysis: Major Themes Uncovered**

The process to analyze the data collected and generate findings began once all the interviews, forums and online survey data was gathered and the review of documents was completed. As each of the responses were tallied and organized during the analysis, it was clear that there was much overlap in many of the stakeholders’ responses. The majority of the responses provided have been organized in five main themes or categories:

**1. Teaching and Learning**

**2. Communication**

**3. Engagement**

**4. Recruiting and Retaining Talent**

**5. Infrastructure**

**6. Other**

In order to organize the entry findings in relation to the questions posed to all stakeholders, each theme will be divided into two sections: **strengths** – areas that are perceived as strong practice in Salem; **opportunities for growth** – areas that are perceived as challenges and areas in need of work in the district.

Following the themes, the report outlines the main responses related to the hopes and aspirations for the district as well as the expectations of the superintendent.

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**1. Teaching and Learning**

**Strengths**

* Great dedicated teachers and staff; many are from Salem and have chosen to work and remain in the city to work with our students.
* Salem Public Schools has a great music program, which is the pride of the city. The district also has good arts programs, which are supported by partners such as the Peabody Essex Museum and others.
* The increased focus and implementation of more inclusive practices at our schools.
* During the past two years, the Teaching and Learning Office has done great work in aligning the curriculum through the creation of curricular maps that are aligned with the formative assessments administered in the district.
* There have been good investments in the areas of coaches (Math, ELA and Science) to support and build and support content knowledge among our teachers.
* Salem Public Schools offers high quality professional development for teachers both at the district and school level.
* Salem Public Schools has a variety of high quality special education programs, services, and has established schools (Salem Prep High School and Early Childhood Center), that provide specialized instruction and support to students with various disabilities in the district.
* Salem Public Schools has developed and continues to improve the structure for data analysis in all our schools through partnership with ANet.
* Salem Public Schools is currently implementing the Positive Behavior Interventions and Supports (**PBIS**) approach in all our schools to establish behavioral supports and positive school culture needed for all students’ social, emotional and academic success.
* Extended learning time has been implemented in three schools in the district, Collins, Bowditch and Saltonstall.
* Salem Public Schools offers a variety of good after school programs.

**Areas for Growth**

* There is a lack of effective training and support for the instruction of English language learners in the district.
* Lack of rigor in the instruction; lack of challenging curriculum.
* Many confuse rigor with rigid instruction devoid of creativity.
* Many teachers in the district struggle with differentiating instruction for the diverse learners in their classrooms. Many teachers lack strategies to address high needs students.
* While there are often more than one adult in classrooms to support high needs students, often their efforts are not coordinated and focused resulting in high needs students not having their instructional needs met.
* There are pockets in the district where there is no consistency in the instructional practices of the teachers.
* Not enough time in the instructional day for social studies and science.
* The district lacks a strategy to increase the quality of early childhood education (Kindergarten).
* There has been a lot of focus on students who are struggling to meet proficiency but not enough focus on the high achievers in the classroom.
* There is a perception of excessive testing and a narrowing of the curriculum.
* Low ranking on test scores.

**2. Communication**

**Strengths**

* There is great desire from parents, teachers and community members to receive information about what is happening in the district.
* Many schools and PTOs are leveraging social media to communicate with their stakeholders about events and other information related to students.
* Many parents and members of the community take to social media to discuss issues related to education in our schools.

**Areas for Growth**

* Parents, teachers and community members express frustration with the lack of communication from the district.
* Central office staff reports not having enough communication internally about the work being done by other functions in the district. Work is done in silos.
* Salem Public Schools have a public perception problem; many people outside the district have a negative sentiment toward the district.
* It is difficult to get local newspapers to highlight the very positive things happening in SPS.
* Lack of effective/updated infrastructure to support communication: outdated, unhelpful website; ineffective and inconsistent use of social media; lack district publications that promote the programs and strengths of the district.

**3. Engagement**

**Strengths**

* There is strong support for our schools from parents; the majority of our schools have active PTOs in place.
* There is also strong support from many organizations in Salem. The Community Advisory Board and, the recently organized, Salem Public Schools Partnership Collaborative include partners from the business, higher education and social and medical agencies all willing to support SPS.
* Salem State University has been a long time partner of the district providing training opportunities for our teachers and SSU students as well as learning support for our students through summer learning opportunities.

**Areas for Growth**

* While many schools have PTOs that are active in fundraising and developing events for the school, many parents express the desire to have workshops and information on how to support their children with their academic work at home. Many feel our schools are not doing enough to build the capacity of our parents to support their children with new, more challenging curriculum they are not familiar with (i.e. Math)
* Some parents, especially those speaking other languages and coming from other cultures, do not feel welcomed at some of our schools and by other parents in the district. Many are frustrated by the school’s inability to provide information or accommodate meetings about their children in a timely manner in their language.
* Many members of PTOs across the district express their frustration with their inability to consistently engage parents of different cultural and linguistics backgrounds. The overall opinion expressed by most parents is that the district should have a strategy and resources to support effective parent engagement in the district.
* We have many families leaving the district. Many leave because they are not confident that their children will get a first class education in Salem.

**4. Recruiting, Developing and Retaining Talent**

**Strengths**

* The number one strength expressed throughout all of my entry conversations was the fact that Salem Public Schools has highly dedicated teachers and staff. Nearly all stakeholders who attended forums, were interviewed or entered their responses online expressed the same sentiment about our teachers.
* School Committee conducted a highly inclusive and effective process to solicit feedback and input from the community during the superintendent search for the district last school year.
* All our schools have Assistant Principals, instructional coaches, full time nurses, student support personnel that guide and support teaching and learning. The great majority of our classrooms have between 2 to 3 adults on the average working with students in any given period.
* SPS is planning to launch the Teacher Leaders Initiative in the 2015-2016 school year with the goal of increasing leadership opportunities for our teachers.

**Areas for Growth**

* The district has a challenge with retaining teachers. Each summer a large number of teachers either leave current positions or decline job offers to work in other districts with higher pay.
* The hiring process for teachers in Salem takes place too late in the year. The height of hiring season takes place in the early summer after the SPS budget has been approved. This greatly hinders SPS capacity to be competitive with districts, which complete these processes much earlier and are able to recruit top talent for their schools.
* Staff morale is low. Teachers have felt unappreciated and not valued by the district and city. They feel the Level 4 status brought a lot of pressure and blame on teachers and not enough support. The Bentley “take-over” and later conversion into an in-district Horace Mann Charter further lower morale and prompted a lot of turnover of teachers.
* While the student population is very diverse, there is very low diversity in the teacher and staff ranks. Very few are bilingual educators, especially in Spanish.

**5. Infrastructure**

**Strengths**

* Buildings in Salem Public Schools are in great condition.
* Many classrooms in the district have been outfitted with wall-mounted projectors and many have Smartboards that teachers and students can access. Every school has a relatively newer computer lab.
* Salem Public Schools has a great breakfast program and meals that are prepared fresh and onsite at each of our schools.
* The SPS Student Assignment process provides families choice among the diverse schools and offerings in the district.

**Areas for Growth**

* **Human Resources** – Hiring processes begin too late in the season, are reactive rather than driven by a proactive strategy, are not clear; are paper dependent and as a result difficult to extract data to inform recruitment strategies. The process to onboard new employees is a manual process by which paper is sent to several offices within the organization (Benefits, Payroll and back to HR), which involves duplicative efforts and many inefficiencies. No online systems to support and expedite this process.
* **Budget Process** – The allocation of resources is not guided by a clear set of priorities that directly relate to the priority needs of the district. This lack of focus on priorities makes difficult fiscal decisions a challenge to support and explain to stakeholders. The late timeline for budgets in Salem seriously impacts the district’s ability to hire top talent for our schools**.** Resources are unevenly distributed across the schools. Schools with the highest needs students do not necessarily receive more resources to support their work.
* **Communication –** See Section #2
* **Parent Information Center -** PIC serves primarily as the registration center for the district, but lacks a parent engagement function or strategy. See Section #3.

**6. Other**

**Strengths**

* The diversity of the city and the student population was the number one strength identified by the vast majority of stakeholders who provided feedback during the entry process.
* There is a shared desire in the Salem community for the schools to improve.
* Salem has a demonstrated openness to innovation; has two Horace Mann charter schools (New Liberty and Bentley Academy) and one Innovation School (Carlton).

**Areas for Growth**

* The district lacks a vision to strive for and guide the work. This results in many initiatives that give many staff the feeling that they are working toward different directions and there is constant change in programs.
* There is lack of cultural proficiency among many staff members in the district.

**Hopes and Aspirations for Salem Public Schools**

* To be the best, highly rated district in MA (promoted by realtors). To be a highly chosen district by families looking for a world-class education for their children.
* Restore the pride in our schools.
* Become a vibrant school district that inspires the love of learning in all students.
* Develop and promote a strong vision for the future that unites the work and efforts of all our stakeholders.
* To be an inclusive district where all diverse populations feel welcomed, respected and celebrated.
* To be a district of high expectations for all students. To ensure college and career readiness for all.
* Increased academic achievement for all student populations in SPS. We must have trust that the needs of ALL students are being met.
* Ensure that we have a rigorous curriculum that also focuses on teaching the whole child.
* Attract and retain great teachers, leaders and staff to our district.
* Ensure high levels of collaboration across all stakeholders. School leaders to collaborate more with the community.
* Better leadership and communication from the administration in SPS.
* Develop a better budget process that aims to allocate resources based on the needs of students, thus reducing inequities across the system.

**Expectations of the New Superintendent**

* Build consensus and a shared vision for the district.
* Continue reaching out to parents, teachers and other stakeholders in the district and to listen to and consider their input.
* Provide regular, clear and consistent communication to all in Salem Public Schools and beyond.
* Raise the bar, insist on high expectations for all.
* Exhibit courageous, passionate leadership.
* Have accountability for results at all levels.
* Be visible; visit schools frequently.
* Improve our schools; restore our sense of pride in Salem Public Schools.
* Be a transparent leader who develops a culture of trust and respect at all levels.
* Foster better, more positive connections with minority communities, parents, teachers and our community in general.

**Planning for Now and the Future**

Now, shifting toward the future, it is clear that these findings point us in the direction we need to focus our efforts on in the coming months and years. Some of the findings reinforce work that is already well underway in the district and others provide a starting point for longer-term planning and efforts. Moving forward, we will continue to focus on implementation of the Accelerated Improvement Plan in the near-term and begin to develop a long-term strategic planning process in other areas. The entry plan findings tell us that our district strategic planning process should include the following key priorities:

**1. Ensure Learning and Growth for Every Student, Every Day**

* Focused, Effective, and Engaging Instruction to Prepare All Students for Success in 21st Century College and Careers
* Increase rigor
* Meeting needs of diverse learners

**2. Strengthen Our Infrastructure to Ensure Support for Schools and to Develop Strategies for the Future**

* Stronger HR systems and strategy to effectively recruit, develop, and retain talent in our district
* More strategic and transparent budgeting process to distribute resources to schools based on student need
* Robust data and technology systems that increase efficiencies and build a data- and performance-driven culture across the district

**3. Inform and Engage Our Parents and Community at Every Level**

* Develop and implement systems of informing and soliciting input from stakeholders levering print and social media and other forms of contact
* Engage parents and community in the academic and social growth of our students

**4. Develop a Powerful Vision and Strategic Plan for the Future**

* Develop a more robust strategic planning function, data-driven
* Exploring opportunities to bring more 21st century learning strategies into the district
* Identify, articulate, and develop the strategic opportunities that will make Salem Public Schools **THE** district of choice on the North Shore

In the coming weeks, we will develop an engagement strategy to include all interested staff, students and parents and community members in the development of a long-term strategic plan for the district. This work will include articulation of a vision statement, the identification of district core values and long term strategic goals for Salem Public Schools will be developed. The goals generated by these groups will lead the Leadership Team and staff of Salem Public Schools into action planning and objective setting. All together, this will be the roadmap that will ensure that we are well on our way to success for all students and families in Salem.

Mayor Driscoll stated that Ms. Ruiz is the first Superintendent that she has seen that brought this level of detail to an entry plan. She stated that she likes that things that were identified that are going well as well as some hard truth that we need to face. She also notes that she appreciates the thoughtfulness and the excitement that Ms. Ruiz has shown in her presentations.

Mr. Schultz stated that he agrees with all of what the Mayor said and note that he has been involved with the Salem Public Schools for 16 years and he feels that the item of fundamental importance for the district is the Vision for the district. He stated that he is impressed with Ms. Ruiz leadership of the district and her understanding of it as well as her unflappable belief that this could be a high performing district.

Mr. Bryant agreed noting that he appreciates that we are raising the bar and notes that this is his third Superintendent during his service on the School Committee and this is the first time he has seen such an in depth entry plan. He also praised the leadership team and noted that they have been instrumental in guiding the leadership team as well.

Superintendent Ruiz’s full presentation is online at [www.salemk12.org](http://www.salemk12.org) and [www.salem.com](http://www.salem.com). The presentation can be found in the School Committee Meeting Materials for the December 21, 2015.

**Update on Salem High School AP and SAT Data- Salem High School Principal David Angeramo**

Salem High School Principal David Angeramo made an updated the School Committee on the Salem High School AP and SAT data. Mr. Angeramo’s presentation can be found in the School Committee meeting materials at [www.salemk12.org](http://www.salemk12.org) and [www.salem.com](http://www.salem.com).

## **Finance Report – Mr. Philip Littlehale, Business Manager**

**Approval of Warrants**

December 10, 2015 in the amount of $127,705.74

Mr. Fleming moved approval of the warrants in the amounts indicated. Ms. Amaral seconded the motion. The motion carried.

**Budget Transfer Requests**

**FY16 Budget Transfer Request #13 – Collins Middle School**

Mr. Littlehale reported that he is requesting the following budget transfers. These transfers will repurpose part of the remaining $350,000 of the $355,000 that was budgeted for Collins ELT expenses. $5,000 was previously transferred in budget transfer #8. Funds for which a repurpose has not yet been determined will be transferred to 13930120 5161 Retroactive Wages to isolate the funds. These funds have become available as the district received the ELT grant to cover the ELT expense.

The transfer request is summarized as follows:



Mr. Littlehale reported that he recommends approval of the budget transfers.

Mr. Bryant moved approval of Budget Transfer FY16-13 as presented. Ms. Amaral seconded the motion.

Mr. Fleming reported that the Personnel Subcommittee has reviewed the proposed request and explained that he would like to see the School Committee review the last entry regarding retroactive raises. He explained that the non union personnel would getting a 2% increase but he would like to review the exceptions to the 2% increase. Ms. Amaral recalled that there were some contracts that the Personnel Subcommittee requested to review at their last meeting. She also explained that there is $125,000 suggested for non union increases which is not in the budget and Mr. Littlehale will have to identify the funds within the existing budget. She recommended that the School Committee adopt the recommendations subject to receipt of the three contracts the Personnel Subcommittee requested to review.

Mr. Fleming agreed that he could agree to that. Mayor Driscoll called for a vote on the motion. A vote was taken and the motion carried.

Ms. Amaral reported that the Finance Subcommittee also reviewed the request to fund the new Student Information System with Dominion Funds. She stated that the Finance Subcommittee recommends approval of the expenditure of $130,000.

Ms. Amaral moved to approve the expenditure of $130,000 from the Dominion funds for a new Student Information System. Mr. Bryant seconded the motion. The motion carried.

**Subcommittee Reports.**

**Buildings and Grounds**

Mr. Bryant reported that the Buildings and Grounds Subcommittee has been working on the matter of the data collection for the cold classrooms and they will be reporting back to the School Committee at a future meeting. He also noted that Mr. L’Heureux is pursuing pricing information on the repairs that need to be made.

**School Committee Concerns and Resolutions**

Mr. Fleming addressed the School Committee and expressed his thanks to outgoing members Nate Bryant and Deborah Amaral. He stated that they have made tremendous contributions to this body and complimented Ms. Amaral’s leadership during the budget process as the Chair of the Finance Subcommittee. He wished them well as they leave the School Committee.

Mayor Driscoll thanked Mr. Bryant and Ms. Amaral for their service to the City of Salem as School Committee Members and presented them with gifts as a token of our appreciation.

Mr. Bryant addressed his colleagues and thanked them. He stated that he has enjoyed is service on the School Committee and noted that although it was challenging at times he feels that the district is heading in the right direction.

Ms. Amaral addressed the School Committee and thanked them for their help over the years. She noted that she is looking forward to being home with her children more. She stated that she has enjoyed her service on the Committee and notes that she feels that the district is heading in the right direction.

**Questions and Comments from the Audience Regarding the December 21 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. Bryant moved that the School Committee adjourn the meeting. Mr. Fleming seconded the motion. The motion carried.

The meeting adjourned at 10:30 p.m.

Respectfully submitted by:

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Eileen M. Sacco, Secretary

Salem School Committee

**Meeting Materials and Reports**

Minutes of Regular School Committee Meeting December 7, 2015

School Committee Agenda December 21, 2015

Budget Transfer Request #FY16-13

Presentation on Superintendent’s Entry Plan Findings

Presentation on Salem High School AP and SAT Data

**Policies Reviewed:**

5714 Transportation to School

5711 Wellness Policy

5711.02 Nutrition

5711.03 Physical Activity

5711.04 Social Emotional Health

5203 Academic Program – Formerly Curriculum

5208 Homework Policy

5223 Student Advisory Council

5400 Student Conduct

5405 Interrogations and Searches

5406 Demonstrations and Strikes

5411 Student Dress

5805 Use of Hand Held Devices