



THE GLOUCESTER PUBLIC SCHOOLS

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PROGRAM SUB-COMMITTEE MEETING

Friday, May 31, 2013

3:00 pm

Superintendent's Conference Room – District Office
6 School House Road, Gloucester, MA 01930

AGENDA

I. CALL TO ORDER

II. REPORTS/DELIBERATIONS/DISCUSSION

- *A. Approval of 2013/2014 District Improvement Plan
- *B. School Committee Overarching SMART Goals
- *C. Homework Policy Review
- *D. Fundraising Policy Review
- E. Update of Frequently Asked Questions for the West Parish MSBA Project
- F. Discussion items that were not reasonably anticipated by the Chairperson, in accordance with M.G.L., Chapter 30A, Section 18-25

III. ACTION

IV. ADJOURNMENT

District Improvement Plan 2013-14 Executive Summary

Theory of Action

If we establish a unified, coherent approach to the instructional core, create a system that meets the needs of individual students, support instruction through accurate and timely information and the necessary supports to identify and promote best practices, and establish a highly collegial, results-driven environment, then the district as a whole will significantly improve student learning and achievement.

Strategic Objectives

To achieve the above, the district's strategic initiatives have been organized into four principal strategic objectives. Those overarching strategic objectives include:

- **Unification and Coherence**—the creation of a systemic approach to the work of the district, which places a primary focus on high-priority, high leverage goals of the elementary schools, middle school, and high school;
- **Meeting Individual Needs**—a focus on the individual needs of students, the barriers to achievement and the means for remediating those challenges. Meeting individual needs also means attention to enrichment opportunities and an array of diverse offerings for students;
- **Use of Data**—to ensure that data management and analysis support and inform instruction; and,
- **Professional Culture**—the continuous development of a culture of professional growth and dialogue about curriculum, instruction, and assessment through collegial partnerships.

Strategic Initiatives—Unification and Coherence

Curriculum Mapping, Alignment, and Development of a Five-Year Plan

The district will develop a five-year comprehensive, curriculum review and development plan/cycle which will implement a formal process for organizing and documenting curriculum, with clear annual benchmarks. This is a multiyear process.

Benchmark/Common Assessment System

The district will develop an aligned and ESE-approved benchmark/common assessment system, which will include 2 district-determined measures per grade in all subjects. Like the curriculum mapping initiative, this is a multiyear process.

Professional Learning Communities

Schools will continue the establishment and development of professional learning communities for the purpose of collaboration leading to SMART Goals as a means for student achievement.

Special Education

The Director of Special Education will revise the current policy and procedures manual clearly delineating process and procedures leading to compliance with due process requirements for the IEP Team Process. This includes: identifying areas that need updating due to changes in Federal or State regulations that relate to 603 CMR 28; and, a referral to

the DESE's Coordinated Program Review in order to identify areas that may currently still be out of compliance and develop plan for continuous improvement or monitoring...readying the district for mid-cycle CPR 2013-2014.

Technology

This is a highly technical initiative developed by the Information Technology Director and is aimed directly at the district's technology infrastructure. This includes: a) the standardization: of and increased access to technology across the district; b) the consolidation of Server and Storage into a Virtual Platform (this is designed to reduce exposure for data loss and corruption); and, c) the expansion of wireless access Districtwide.

Strategic Initiatives—Meeting Individual Needs:

Mathematics

As a District, we will meet the Math Progress and Performance Index (PPI) on the 2014 MCAS exam and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.

English Language Arts

As a District, we will meet the ELA Progress and Performance Index (PPI) on the 2014 MCAS exam and the Student Growth Percentile (SGP) of 51 as established by the DESE accountability report.

Bay State Reading Institute

The district will continue the implementation of the partnership with the Bay State Reading Institute at all five elementary schools.

Special Education Academic Performance

The Director of Special Education will assist in the district's initiative toward continued improvement of academic performance of special education students as measured by state assessments. The director will; identify instructional deficits in special education; provide staff development on data collection and analysis; ensure that assessment personnel have appropriate training, knowledge, skills, and materials to provide diagnostic evaluations that lead to appropriate special education determinations and supports; review IEP's and MCAS accommodations for those students who consistently score in the Warning level on MCAS; and, use a case study approach at Program leader meetings to make recommendations.

Strategic Initiatives—District Data Analysis

MCAS

The district will systematically analyze MCAS Data for trends, areas of strength and weakness, and achievement gap issues. In addition to MCAS analysis, the district will be analyzing local assessment data of all types—Dibels, and GRADE in literacy, literacy benchmark exams, GMADE and math benchmark exams, and the developing District Determined Measures in all subjects.

Conditions for School Effectiveness and TellMASS

In addition, the district will be closely reviewing the results of the Conditions for School Effectiveness (CSE) and the TellMASS survey results. The CSE measures teachers' and administrators' perceptions about various aspects of education and compares those perceptions with real data. The information we will be looking at this coming year include

the categories of Effective instruction, Student Assessment, and Students' Social, Emotional, and Health Needs. TELL Mass is an opportunity for all educators in Massachusetts to provide valuable input on key education issues such as available time, facilities and resources; community engagement and support; instructional practices and more. The purpose of this survey is to collect perceptual data on the working conditions, and school climate and culture in order to promote collaborative discussions between educators and school leadership within schools and districts.

Common Assessments

The district will be engaging in a comprehensive analysis of prevailing common assessments. These assessments and the construction of new assessments are important for a variety of reasons, not the least of which is the establishment of a common set of assessments to measure student progress, as well as a means for measuring teacher impact on student learning as part of the new evaluation system.

Strategic Initiatives— Professional Culture

Communications/Public Relations

The district will maintain a comprehensive public relations initiative using the media as well as school automated email and phone contact systems. This includes: Cable TV shows (two per month); Publicist Articles (documented through monthly submissions); School Websites (documented monthly updates); Press Articles (My Views, e.g.); School Newsletters; State of the Schools; Education Forum(s); Visits with site-based councils; Acquiring parent emails (in process); Communication with prospective Kindergarten parents

Second Step

The district will be implementing an across-the-board social/emotional education program called Second Step in all five elementary schools. This program is research based, and is designed to promote respect for all.

Technology Pilot Programs

Several pilot programs have either been implemented or will come online this coming school year. These include the continuation of the iPad program at the middle school and the establishment of a high school technology integration pilot program. We will also be developing a long-term plan that will lead to creating a 1:1 environment in some of our schools.

Professional Development

There are a number of professional development initiatives anticipated for 2013-14. I recommend reviewing the section on PD on pages 17-20.

Michael Gilbert <mgilbert@masc.org>

May 28, 2013 4:41 PM

To: Richard Sotler
RE: homework policy

Rich,

I checked section I on my hard drive (my notes and paper copies are in the office and I won't be there until Thursday) and there is no policy IKB in the file. This would lead me to believe that we removed it.

In looking at the proposed policy you sent me I would advise that it is way too detailed and prescriptive. If I was required to have such a policy I would use the first paragraph (item 1) and the last paragraph (item 6) which clearly indicate the "what" and "why" and eliminate the middle as it clearly appears to go to the "how, when, and where" which belong to administration. The setting of staff, student, and parent expectations are more appropriately a handbook issue and may vary from building to building or at the very least from level to level.

Mike

Michael J Gilbert

Field Director

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"Your representative owes you, not his industry only, but his judgment; and he betrays instead of serving you if he sacrifices it to your opinion."

"All government, indeed every human benefit and enjoyment, every virtue, and every prudent act, is founded on compromise and barter."
Edmund Burke

HOMework

1. **Introduction**

The School Committee shares the view that homework is an important extension of the instructional program. It contributes to the mastery of content knowledge and skills, and provides an opportunity for students to take responsibility for their own learning, and develop time management, study, and organizational skills.

While homework is important, the School Committee shares the view that children should have the opportunity to participate in family life, and that homework should not become so burdensome that such opportunity is prevented.

2. **Purpose of Homework**

Homework has the following principal purposes:

- a) to provide opportunity for students to review and practice or apply what they have learned
- b) to prepare for a future lesson or lessons
- c) to extend the work of the classroom in greater depth
- d) to develop independent study or organizational skills

Homework is not intended for students to self-teach new material or concepts.

3. **Quality Expectations and Indicators**

Quality homework programs:

- a) are founded on clear school-wide expectations regarding the importance of homework which are communicated to students and their parents, and reinforced consistently by all teachers
- b) are relevant to work in the classroom and content standards
- c) are appropriate to the needs of the individual learner
- d) do not expect parents to be teachers
- e) foster the development of good study habits and research skills
- f) assign tasks that are meaningful, useful and engaging, and can be completed within a predictable amount of time
- g) avoid "busy work"
- h) provide timely feedback to students
- i) provide appropriate accommodations and modifications for students

4. Responsibilities of Principals and Teachers

4.1 Principals are expected to:

- a) communicate homework policy to teachers, students, and parents through student and staff handbooks
- b) monitor the implementation of the policy and take corrective action where necessary
- c) ensure that students are not overburdened, and accommodations and modifications are provided appropriately
- d) support teachers in developing homework assignment strategies that are effective for the student and manageable for the teacher; and
- e) ensure that school practice is reviewed on a regular basis

4.2 Teachers are expected to:

- a) communicate expectations regarding homework to students and parents
- b) be consistent through the year
- c) ensure that assignments are communicated to students orally and in writing
- d) check that students understand their assignment, its purpose, and how it relates to prior or planned learning
- e) consider providing time for homework to be started in class when it involves work on a new or complex concept
- f) give assignments that are varied, meaningful, and relate to class activity and the curriculum
- g) provide appropriate accommodations and modifications
- h) provide timely review and feedback to students
- i) contact parents of students when there is any pattern of late or incomplete homework
- j) when necessary provide guidance to parents on how to supervise homework and help a student without doing the homework
- k) ensure that students who are absent know how they may makeup missed assignments
- l) check how much time students are taking to complete assignments
- m) respect parent advice that a student has tried and done as much as s/he can
- n) make accommodations for faith-community observances and celebrations
- o) coordinate with other teachers so that
 - students are not overwhelmed by too many assignments or multiple test preparation on any one evening

- in aggregate, time spent on homework will normally take about:

Kindergarten:	Up to 10 minutes and occasional projects
Grades 1-3:	10-15, 15-20, 20-30 minutes per night
Grades 4-5:	30-40, 40-50 minutes per night
Grade 6:	55-65 minutes per night
Grade 7-8:	80-90 minutes per night
Grades 9-12:	100-180 minutes per night

The above time periods should be regarded as averages. It is expected that actual assignments may vary from day to day.

- p) use a variety of types of homework assignments to try to ensure that the assessment of homework does not become overwhelming.

5. Responsibilities of Students and Parents/Guardians

5.1 Parents and guardians are expected to:

- a) emphasize the importance of the child applying himself or herself diligently to homework assignments
- b) try to provide a suitable, quiet, well-lit place for study
- c) help students by establishing family routines that support homework
- d) help students to balance short-term and long-term assignments
- e) help students by asking questions about homework assignments or making suggestions, without doing the homework for the child

5.2 Students are expected at grade level to:

- a) make a careful note of homework assignments and the due date
- b) ask questions if the assignment is not understood
- c) seek immediate help from the teacher if the work is not understood
- d) ensure the necessary books and materials are taken home
- e) plan their homework study time, including work on long-term assignments
- f) be satisfied with nothing less than their best effort
- g) be responsible for their own work – work independently and not copy the work of other students
- h) make up homework which has been missed during an absence or in circumstances in which family obligations make homework difficult to complete

6. **Homework and Grades**

The School Committee's policy for the curriculum confirms that formative and summative assessments are an integral part of the teaching and learning process, and that students should have opportunities to demonstrate independently what they know and are able to do. The School Committee understands that in completing a homework assignment a student may receive assistance which may result in the completed assignment reflecting the capabilities of a third party or parties rather than the student. The School Committee therefore expects teachers, students, and families to ensure that homework assignments reflect the work of the student, and that homework grades do not create an inaccurate picture as to what a student knows, understands, and is able to do.

Note: To be reviewed in twelve months.

Adopted by the School Committee: June 15, 2006



Massachusetts Laws

General Laws

[Massachusetts Constitution](#)

[General Laws](#)

[Session Laws](#)

[Rules](#)

[Print Page](#)

PART I	ADMINISTRATION OF THE GOVERNMENT (Chapters 1 through 182)	PREV	NEXT
TITLE XII	EDUCATION	PREV	NEXT
CHAPTER 71	PUBLIC SCHOOLS	PREV	NEXT
Section 47	Athletic programs; school organizations; student activity accounts	PREV	NEXT

Section 47. The committee may supervise and control all athletic and other organizations composed of public school pupils and bearing the school name or organized in connection therewith. It may directly or through an authorized representative determine under what conditions the same may compete with similar organizations in other schools. Expenditures by the committee for the organization and conduct of physical education, athletics, sports, games and play, for providing proper apparatus, equipment, supplies, athletic wearing apparel, including appropriate souvenir garments and trophies, and facilities for the same in the buildings, yards and playgrounds under the control of the committee, or upon any other land which it may have the right or privilege to use for this purpose, and for the employment of experienced athletic directors to supervise said physical education, athletics, sports, games and play, shall be deemed to be for a school purpose. Expenditures by the committee for making special awards to pupils who have performed meritoriously in the fields of art, debating, distributive education, music, science, social studies or languages shall also be deemed to be for a school purpose. Cities and towns may appropriate for the employment of coaches to supervise in public schools physical education, athletics, sports, games and play, and for the transportation and expenses of public school athletic teams, coaches, cheerleaders, bands and any other groups composed of public school pupils which bear the school name and are under the control of the school committee, within and without the commonwealth, to places where athletic contests or physical education, sports, games, play, musical festivals, competition or other events are held, and for the purchase of band and cheerleaders' uniforms and musical instruments for the members of bands composed of public school pupils and bearing the school name and under the control of the school committee. All receipts by the committee in connection with the conduct of activities provided for under this section or any other activity not expressly provided for in this chapter but sponsored by the school committee in which participation is contingent upon the payment of a fee by the participant, shall be deposited with the treasurer of such town or, in cases where the town is a member of a regional school district, with the treasurer of such district and held as a separate account

and expended by said school committee without further appropriation, notwithstanding the provisions of section fifty-three of chapter forty-four. No moneys may be expended from an appropriation or from the separate fund authorized by this section except upon the approval of the school committee, or of the selectmen in towns and of mayors in cities, for travel to other states.

Notwithstanding the provisions of the preceding paragraph or section fifty-three of chapter forty-four, the school committee of a city, town or district may authorize a school principal to receive money in connection with the conduct of certain student activities and to deposit such money, with the municipal or regional school district treasurer, into an interest bearing bank account, hereinafter referred to as the Student Activity Agency Account, duly established by vote of the school committee to be used for the express purpose of conducting student activities. Interest earned by such Student Activity Agency Account shall be retained by the fund and the school committee shall determine for what purpose such earnings may be used. In addition to such Student Activity Agency Account, the school committee may authorize the municipal or regional school district treasurer to establish a checking account, hereinafter referred to as the Student Activity Checking Account, to be operated and controlled by a school principal and from which funds may be expended exclusively for student activity purposes for the student activities authorized by the school committee. Such account shall be used for expenditures only and funds received for student activities may not be deposited directly into such account.

The school committee shall vote to set the maximum balance that may be on deposit in such Student Activity Checking Account. The principal designated to operate and control such Student Activity Checking Account shall give bond to the municipality or district in such amount as the treasurer shall determine to secure the principal's faithful performance of his duties in connection with such account. To the extent that the funds are available in such Student Activity Agency Account, funds up to the maximum balance set by the school committee shall be transferred from the Student Activity Agency Account through the warrant process to initially fund such Student Activity Checking Account.

Periodically, to the extent that funds are available in such Student Activity Agency Account, the municipal or regional school district treasurer shall reimburse such Student Activity Checking Account, through the warrant process, to restore the limit set by the school committee. The principal shall adhere to such administrative procedures as the municipal or regional school district treasurer or accountant may prescribe. There shall be an annual audit of the student activity funds which shall be conducted in accordance with procedures as agreed upon between the school committee and the auditor based upon guidelines issued by the department of education.

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Exemption requirements: 501(c)(3) organizations

To be tax-exempt under section 501(c)(3) of the Internal Revenue Code, an organization must be organized and operated exclusively for exempt purposes set forth in section 501(c)(3), and none of its earnings may inure to any private shareholder or individual. In addition, it may not be an action organization, *i.e.*, it may not attempt to influence legislation as a substantial part of its activities and it may not participate in any campaign activity for or against political candidates.

Organizations described in section 501(c)(3) are commonly referred to as *charitable organizations*. Organizations described in section 501(c)(3), other than testing for public safety organizations, are eligible to receive tax-deductible contributions in accordance with Code section 170.

The organization must not be organized or operated for the benefit of private interests, and no part of a section 501(c)(3) organization's net earnings may inure to the benefit of any private shareholder or individual. If the organization engages in an excess benefit transaction with a person having substantial influence over the organization, an excise tax may be imposed on the person and any organization managers agreeing to the transaction.

Section 501(c)(3) organizations are restricted in how much political and legislative (*lobbying*) activities they may conduct. For a detailed discussion, see Political and Lobbying Activities. For more information about lobbying activities by charities, see the article Lobbying Issues; for more information about political activities of charities, see the FY-2002 CPE topic Election Year Issues.

Additional Information

- Application Process Step by Step: Questions and answers that will help an organization determine if it is eligible to apply for recognition of exemption from federal income taxation under IRC section 501(a) and, if so, how to proceed.
- Private foundations - requirements for exemption

SOLICITATION IN SCHOOLS

It is the desire of the School Committee to place limits on commercial activities and fund-raising activities in the schools for the following reasons:

1. The school system should provide students, parents/guardians, and employees some measure of discretion and protection from exploitation by commercial and charitable fund-raising organizations.
2. The school system should not give the public the impression of generally endorsing or sanctioning commercial and fund-raising activities.
3. Commercial and fund-raising activities may disrupt school routine and cause loss of instructional time.
4. Activities must be shown to be related to the objective of the School/School District.

Following these guiding statements, the Superintendent, relative to profit making group requests, and principals, relative to non-profit group requests, may permit occasional student/staff distributions relative to fund-raising activities.

STUDENT ACTIVITY ACCOUNTS

Student activity accounts will be maintained in accordance with the provisions of Massachusetts General Law (M.G.L.), Chapter 66. In compliance with said M.G.L., the Gloucester School Committee:

1. Establishes student activity accounts for the expressed purpose of conducting student activities.
2. Authorizes each school principal to receive money in connection with the conduct of certain student activities and to deposit such money with the Treasurer of the City of Gloucester into an interest bearing account. The interest earned by the student activity accounts shall be retained by the fund and the School Committee shall determine for what purpose such earnings may be used.
3. Authorizes the Treasurer of the City of Gloucester to establish a checking account (The student activity checking account) to be operated and controlled by the Principal of each school and from which the funds may be expended exclusively for the student activities as authorized by the School Committee.
4. Sets the maximum balances that may be on deposit in the student activity checking accounts as listed below:
 - Gloucester High School/Ralph B. O'Maley School \$20,000.00
 - Milton L. Fuller School \$12,000.00
 - All other elementary schools \$ 8,000.00

LEGAL REFERENCE: Chapter 66 of the Acts of 1996 Massachusetts General Laws.

ATHLETIC AND CHEERLEADING BOOSTER ORGANIZATIONS

PURPOSE

All Booster Organization fundraising activities shall specify the beneficiary of the funds raised.

To engender, foster, and promote the Athletic Program and school spirit at Gloucester High School.

To assist and support coaches and other staff involved in the administrative and conduct of the interscholastic and cheerleading programs.

POWERS

To solicit contributions including in-kind donations on behalf of Gloucester High School's Athletic Program.

To engage in activities which will assist or contribute to the furtherance of the Gloucester High School Athletic Program.

To cooperate with the Principal, Athletic Director, and other designated officials of Gloucester High School in programs that further the well-being of the student body.

To raise funds for special equipment and programs deemed desirable by the Athletic Director.

POLICY STATEMENT

Good communication between the School Committee and the Booster Organizations is important to ensure coordination, accountability, and unified values. It is also the means to ensure integrity, clarity, and consistency with respect to the use of the school name for Booster activities.

As a means to proactively establish and maintain essential communication with the School Committee, the building principal of where a Booster Organization exists will require the Booster Organization to submit a written annual report prior to September 1st. The report shall include the following:

2. Prior 12 months income and expenditures
3. List of activities planned and held
4. Names of Booster Organization officials/representatives

File: KJA

The principal shall forward the reports to the Superintendent who shall forward them to the School Committee's Building and Finance Sub-Committee. Each principal will keep a file of such reports.

Raising funds to pay coaches, assistant coaches, or people representing themselves as official coaches of Gloucester school programs is prohibited without the expressed advanced approval of the Superintendent of Schools. All such people shall be required to submit to a Criminal Offender Records Information (C.O.R.I.) check.

DEFINITION

A Booster Club is defined as a non-profit organization of interested parents/guardians and other citizens who voluntarily assist in the furtherance of interscholastic athletics or cheerleading programs consistent with the educational process at Gloucester High School.

Adopted by the School Committee on January 22, 2003

<i>Policy</i>	<i>Title</i>	<i>Code</i>
	STUDENT AND STAFF FUNDRAISING	JJE

HOLLISTON

I. PURPOSE

The purpose of this policy is to address fundraising efforts and the care and safety of the Holliston students and staff involved in those efforts. The Holliston School Committee recognizes and appreciates the value and importance of the many fundraising activities undertaken by various groups for the benefit of the programs of the Holliston Public Schools.

II. GENERAL STATEMENT OF POLICY

A. The Holliston School Committee recognizes the need for fundraising and aims to support groups in their fundraising efforts.

B. The School Committee also recognizes a need for coordination to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, community, and the general public. Coordination is also important to encourage equity across different fundraising efforts and their recipients.

C. The School Committee has the responsibility to monitor, supervise and control all fundraising activities associated with official school programs, activities, and the use of the school names and logos in fundraising activities per Massachusetts General Laws Chapter 71, Section 47.

D. All fundraising activities must be conducted per established fundraising procedures.

E. Fundraising activities that involve students should promote positive educational values such as student responsibility, student leadership, and student service to others. Fundraising activities should also ensure that student and staff safety is maintained.

F. Elementary or middle school students may engage in door-to-door sales only to friends and family.

G. Fundraising activities should not interfere with the educational priorities of the Holliston School District.

H. Participation in fundraising activities is voluntary. No student, staff, parent/guardian, or community member shall be forced, coerced, or otherwise unduly pressured, to participate in fundraising activities. Likewise, no reprimand, condemnation, nor criticism shall be made of any student who does not participate or succeed in fundraising. No elementary student will be excluded from an event or program because of non-participation by the student or their parents/guardians.

I. Parent/guardian must be notified prior to student participation in fundraising activities outside of the school setting. School transportation guidelines must be followed where appropriate.

J. The School District expects all students who participate in approved fundraising activities to represent the school, the student organization and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.

K. Fundraising activities during the school day will be limited and must not conflict with federal and state laws and regulations relating to food service programs.

L. All fund-raising activities must comply with federal and state law.

M. In no case shall students engage in the direct monetary selling of raffle tickets, lottery tickets, games of chance or other forms of gambling as defined by Massachusetts General Laws Chapter 271, Section 7A.

N. All funds raised and placed under the care of the Holliston School Department will be administered per Massachusetts General Laws Chapter 71, Section 47 and established financial management practices.

O. Student organization fundraising conducted either on or off the premises of the Holliston Public Schools will be subject to established administrative procedures.

P. Charitable giving campaigns and outside organization fundraising conducted on Holliston Public Schools premises will be subject to established administrative procedures.

Q. All other funds raised for the benefit of Holliston Public Schools will be received through the Gift Policy KCD.

III. DEFINITIONS

A. Fundraising is the selling of a product; providing a service or activity for money or other consideration; or requesting of donations. School fundraising directly funds school programs and benefits students.

B. Student organizations are groups that are sponsored by the School District and recognized by the School Committee. Student organizations are directed or supervised by School District staff. Examples include but are not limited to: athletics, speech, drama, music performances, intramural athletics, banquets, individual class clubs, language club, music clubs, National Honor Society, student concessions, student council, and yearbook.

C. Outside organizations are groups that exist to support the activities of the Holliston Public Schools and the activities and students within but that operate outside the direct control and supervision of the Holliston School Department.

D. A charitable cause is a group that operate for the exclusive benefit of the public and as defined by State and Federal tax laws (i.e. American Heart Association).

IV. GUIDELINES FOR MANAGEMENT OF FUNDRAISING ACTIVITIES

The administration will maintain a set of fundraising procedures and consider fundraising proposals and approve or disapprove fundraising activities per established procedures.

First Reading:	May 5, 2011
Second Reading:	May 19, 2011; June 2, 2011, June 16, 2011
Third Reading:	July 19, 2011; Oct 13, 2011
Policy Adopted:	November 17, 2011
Policy Amended:	
Legal References:	M.G.L. Chapter 71, Section 47; M.G.L. Chapter 271, Section 7A; M.G.L. Chapter 71, Section 47
Policy Cross Reference:	<u>Public Gifts to the School - Policy KCD</u>
Procedure Reference:	

THE GLOUCESTER PUBLIC SCHOOLS

Our mission is for all students to be successful, engaged, lifelong learners.

Program Subcommittee Meeting Minutes

Wednesday, March 6, 2013

Superintendent's Conference Room – District Office

6:00 p.m.

Members Present

Val Gilman, Chairperson
Roger Garberg, Vice Chairman (6:09)
Kathy Clancy

Administration Present

Dr. Richard Safier, Superintendent
Gregg Bach, Assistant Superintendent

I. CALL TO ORDER – Chairperson Gilman called the meeting to order at 6:06 p.m. and stated the mission of the Gloucester Public Schools.

II. REPORTS/DELIBERATIONS/DISCUSSION

- A. School Committee SMART Goals** – Dr. Safier provided a SMART goal worksheet and a sample worksheet from Plum Cove's School Improvement Plan. It was the consensus of the subcommittee to begin the development of SMART goals with overarching goal number 1, namely that "The Gloucester Public School District will seek to cultivate a greater understanding and appreciation among city leaders and the community at large for the importance of education and the requisite funding needed for 21st century programs and learning environments."

The subcommittee agreed that feedback received thus far from the site-based councils on the overarching goals will not be included in this discussion of SMART goals since some School Committee members have not yet met with their site-based councils. Chairperson Gilman will remind members at the next School Committee meeting that the committee has made a commitment to get that feedback and will ask them to attend the next site-based council meeting. Mr. Garberg noted that the comments he received from the O'Maley site-based council did not suggest a change in direction of the overarching goals.

After a lengthy discussion, the subcommittee developed several SMART goals for overarching goal number 1, including strategies and action steps, timelines, and evidence of effectiveness. (See attached.)

The subcommittee agreed to share this partially completed SMART goal with the full committee at our upcoming meeting for input and to continue the development of these SMART goals at subsequent Program Subcommittee meetings. Their goal is to have this draft completed for full committee vote at our governance meeting on April 8, 2013.

- B. 2013-2014 School Calendar** – Dr. Safier and Mr. Bach proposed adding four early release professional days for the elementary schools in order to support curriculum development, the new evaluation system, planning, assessment, Common Core, etc. Chairperson Gilman suggested scheduling early release days on Fridays so that parents can have a long weekend. In light of issues such as staff and student attendance, the subcommittee decided to schedule an early release day on Friday, September 20, 2013 and then review the attendance records before considering future early release days on a Friday.

With respect to the proposed two-week break in December/January, Kathy Clancy reported that some teachers have stated in the past that it is hard to get students to settle down after such a long break. Chairperson Gilman agreed and further shared feedback that she received from working parents about the difficulty they have in the winter months to find childcare. It was the consensus of the subcommittee to have the students return to school on January 2nd and shorten the school year in June by two days.

Chairperson Gilman made a motion, seconded by Kathy Clancy, to recommend to the full School Committee that, pending review by the GTA, we approve the 2013-2014 School Calendar with the following amendments:

- The professional development early release day in September is moved to September 20, 2013.
- School reopens after the December school break on January 2, 2014.
- The last day for students is moved to June 17, 2014. The last day for snow days becomes June 24, 2014.

After discussion, Chairperson Gilman amended her motion as follows:

On a motion by Chairperson Gilman, seconded by Kathy Clancy, it was unanimously

VOTED: To recommend to the full School Committee that we support the addition to the 2013-2014 School Calendar of four professional development early release days for the elementary schools and, pending review by the GTA, we approve the 2013-14 School Calendar with the following amendments:

- The professional development early release day in September is moved to September 20, 2013.
- School reopens after the December school break on January 2, 2014.
- Last day for students is moved to June 17, 2014. The last day for snow days becomes June 24, 2014.

Mr. Bach reported that Phil Padulsky would like to provide bag lunches on early release days that students can take home, which would ease the burden on parents and increase revenues for the food service department. This matter was referred to the Building & Finance Subcommittee for discussion.

Chairperson Gilman suggested making arrangements for bus service to the YMCA on the four additional early release days for elementary school students since older siblings will be in school for the full day.

- C. Updated Sawyer Medal Policy** – The subcommittee reviewed Chairperson Gilman’s preliminary revisions to the policy and came up with a second draft to be formatted by Mr. Garberg and reviewed at the next subcommittee meeting. (See attached.)
- D. Review of Homework Policy** – Dr. Safier indicated that he and Mr. Bach will take a look at this policy for review at the next subcommittee meeting.
- E. Fundraising by School Groups** – Chairperson Gilman reviewed the notes from Chairman Pope’s email regarding this matter and provided sample policies for the subcommittee’s review, which she had sent to Mike Gilbert for comment. The subcommittee reviewed Holliston’s sample policy and decided to use it as a template. There was a discussion about auditing PTO accounts and reporting to the Building & Finance Subcommittee. Dr. Safier will speak with Naomi Stonberg regarding 501(c)(3) organizations and will ask Mr. Baumhauer to get more information on Chapter 71, Section 47.

III. ACTION – See II.B.

IV. ADJOURNMENT – On a motion by Kathy Clancy, seconded by Mr. Garberg, it was unanimously

VOTED: 3 in favor zero opposed, to adjourn the Program Subcommittee Meeting of March 6, 2013 at 9:00 p.m.

All reference documents and reports are filed in the Superintendent’s office.

*Maria Puglisi
Recording Secretary*

SC SMART Goal Worksheet

Overarching Goal: The Gloucester Public School District will seek to cultivate a greater understanding and appreciation among city leaders and the community, at-large, for the importance of education and the requisite funding needed for 21st Century programs and learning environments.

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline
<p>To ensure requisite funding needed for educational programs and goals as identified in school and district improvement plans, reflected in the FY14 budget.</p>	<p>Attend school-based meetings prior to public hearings and present an overview of the budget.</p>	<p>School Committee Liaison</p>	<p>February – March 2013</p>
	<p>Solicit feedback and seek support from Site-based Councils and PTOs</p>		<p>Sept. – November 2013</p>
	<p>Seek to increase parent support (e.g. email, letters, and LTE) and turnout at City Council public budget hearing.</p>		<p>March – May 2013</p>
	<p>B&F Chair will submit at least one letter to the editor encouraging attendance at the City Council public hearing.</p>		<p>March – May 2013</p>
	<p>School Committee members will meet with respective councilor liaisons to provide pre-hearing overview of budget priorities.</p>		<p>April – May 2013</p>