



**THE GLOUCESTER PUBLIC SCHOOLS**

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**PROGRAM SUB-COMMITTEE MEETING**

Thursday, March 8, 2012

6:00 pm

Superintendent 's Conference Room – District Office

**AGENDA**

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**I. CALL TO ORDER**

**II. REPORTS/DELIBERATIONS/DISCUSSION**

- \*A. FY 2012/2013 District Improvement Plan Draft (30 Minutes)
- \*B. Consideration of an Annual Timetable for Program Sub-Committee Topics in Support of the FY 2012/2013 District Improvement Plan (30 Minutes)
- C. Update on K-12 Survey Process/Your Voice Website Section and Timeline Survey Completion, including Communication Plans (15 Minutes)
- D. Educational Merit of Smaller vs. Larger Class Sizes/Preliminary Discussions (10 Minutes)
- \*E. State of the Schools Educational Forum/District Improvement Plan and SIP Presentations/Discussion of Format/Invitees (10 Minutes)
- F. School Committee Website/Discussion of Best Practices and Next Steps (10 Minutes)
- \*G. Next Step GHS Student Council/School Committee Bi-Monthly Meetings and Process (20 Minutes)
- H. 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**

\*Enclosures

**DISTRICT IMPROVEMENT PLAN DRAFT 2012-2013**

District				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Common Core Standards:</b> Schools will implement the Common Core Standards in their curriculum, instruction, and assessment</p>	<p>Curriculum unit work and pacing guides will be aligned with the Common Core Standards</p> <p>Instructional lessons will indicate what standards are being taught</p> <p>Assessments—align existing and new assessments (common assessments) with the Common Core</p> <p>Establish the Common Core as one of the fundamental elements of PLC's</p>	<p>Asst. Supt., Principals, Programs Leaders and Teachers</p>	<p>2012-2014</p>	<p>New curriculum units will display the incorporation of the Common Core Standards</p> <p>Lessons will demonstrate standards being addressed</p> <p>Assessments will indicate which standards are being assessed.</p>
<p><b>Teacher/Administrator Evaluation System:</b> The district will implement a new evaluation system based upon the new state regulations</p>	<p>See Blueprint for development and rollout of evaluation system which includes:</p> <p>Review of Implementation and Planning Guides by Administration and staff</p> <p>Review of Implementation and Planning Guides by the Evaluation Committee</p> <p>Collective Bargaining:</p>	<p>School Committee, Supt., Asst. Supt., Administration, Teachers</p>	<p>2012-14</p>	<p>All key elements of the new evaluation system will be established. Subsequent elements (student growth; feedback from students, etc. will be incorporated as required)</p> <p>Contractual language will be determined and agreed upon</p> <p>Professional development will clarify responsibilities</p>

	<p>Administration and GTA</p> <p>Professional development for staff and administration including inter-rater reliability for evaluators</p> <p>Establish team goals for use in individual evaluations</p>			<p>(e.g., self assessment, establishing goals) for teachers and administrators and provide the necessary support for meeting goals</p> <p>Implementation of the new evaluation system</p>
<p><b>MCAS Results:</b> Each school will meet its MCAS "Improvement Target"</p>	<p>Ensure that curriculum, instruction, and assessment is aligned with the Common Core Standards</p> <p>Analyze MCAS data and evaluate trends in student results;</p> <p>Identify strategies for focusing in on particular areas of need;</p> <p>Employ MCAS strategies at each level: HS, middle, and elementary</p> <p>Employ tutorial strategies such as Study Island, Success Maker software</p>	<p>Asst. Supt., Principals, Program Leaders, staff</p>	<p>2012-13</p>	<p>MCAS results in 2013 will meet their Improvement Targets.</p> <p>Schools will set further goals based upon MCAS data</p>
<p><b>Professional Learning Communities:</b> Schools will continue the establishment and development of professional learning communities for the purpose of collaboration leading to SMART Goals as a</p>	<p>The district will continue to promote professional duty time, after school meetings (contractual) and release time during the school day as the means for promoting teacher collaboration and the setting of goals</p>	<p>Supt., Asst. Supt., Principals, Program Leaders, Teachers</p>	<p>2012-13</p>	<p>Staff activity in PLCs will be documented in terms of measurable goals</p> <p>Elementary schools will increase the amount of PLC time to at least once every three weeks</p>

<p>means for student achievement</p>	<p>Elementary: increase enrichment opportunities that allow for increased PLC time for teachers</p> <p>Continue to develop protocols for common planning time and the development of SMART Goals</p> <p>Establish school and team goals for use in teacher and administrator evaluation</p>			
<p><b>District Data Team:</b> The district will establish a District Data Team for the purpose of further coordinating the process of data-informed instruction</p>	<p>Establish a districtwide coordinated system for the collection, organization, processing, distribution, and analysis of data</p> <p>Promote a district-wide culture of collaborative inquiry and data-driven decision making.”</p> <p>Create the means for strategically analyzing data from a wide variety of sources, triangulating and cross-referencing evidence as much as possible to gain new insight on the work taking place in service of teaching and learning.</p>	<p>Supt., Asst. Supt., IT Staff, K-8 Math Coordinator, Director of Data Accountability Systems, members of the Leadership Team</p>	<p>2012-14</p>	<p>Develop a written plan that includes specific protocols for the processing of data as a district;</p> <p>Establishment of a coordinated system (feedback loop) with each of the schools</p>
<p><b>District Technology Committee:</b> The purpose of the establishment of a District Technology</p>	<p>Establish a committee that will interact with the schools to develop a needs assessment, vision, mission,</p>	<p>Supt., Asst. Supt., IT Staff Math Coordinator, representation from the principals</p>	<p>2012-13; 2013-14</p>	<p>The committee will develop a needs assessment, vision, mission, and a strategic plan of 1, 3, and 5 years</p>

<p>Committee is to coordinate the future direction of the district systematically through coordination of efforts at the primary and secondary levels.</p>	<p>and a strategic plan of 1, 3, and 5 years that focuses in on curriculum, instruction, and assessment.</p> <p>Coordinate the above plan with the district's Technology Plan</p> <p>Visit districts that have established 1:1 platform to consider the possibility of such in GPSD</p> <p>Conduct a district-wide assessment of tech. skills, competencies, and PD needs</p>			
<p><b>Bay State Reading Institute:</b> Institute BSRI at the East Gloucester Elementary School</p> <p>Establish the means for expanding BSRI to West Parish and Plum Cove</p>	<p>Finalize the necessary supports for maintaining BSRI at East Gloucester Elementary School</p> <p>Introduce the requisite professional development—</p> <p>Develop a strategic plan for bringing BSRI to West Parish and Plum Cove</p>	<p>Supt., Asst. Supt., East Gloucester principal, BSRI</p> <p>BSRI, Marketing Agency affiliated with BSRI</p>	<p>2012-13</p> <p>spring, summer, fall, 2012</p>	<p>Implement BSRI at East Gloucester Elementary</p> <p>Implement the strategic plan that establishes BSRI at West Parish and Plum Cove</p>
<p><b>Family and Community Engagement/Publicity</b></p>				

**Elementary Schools**

**Overarching Goal: Read and comprehend complex literary and informational texts independently and proficiently**

<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>Literacy:</b> Students will demonstrate their ability to determine central ideas or themes of a text and analyze their development; to summarize the key supporting details and ideas; to make logical inferences and support conclusions drawn from the text.	Administrators and teachers will become fully knowledgeable of new Massachusetts Curriculum Frameworks.	Administrator and teachers	2012 – 2013 School Year	Reading Street Assessments  MCAS Results  GRADE Results
	Teachers will learn and fully implement the Reading Street program with an emphasis on higher order comprehension skills.	Teachers	2012 – 2013 School Year	
	Teachers will model higher order comprehension skills using appropriate texts.	Teachers		

**Overarching Goal: Students will write daily and routinely over short (a single sitting or a day or two) and extended time frames (times for research, reflection, or revision) for a range of tasks, purposes, and audiences consistent with the anchor standards for writing in the Massachusetts Curriculum Frameworks for ELA and Literacy (2011).**

<b>Team SMART Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>Writing:</b> Daily writing will emphasize the writing of arguments to support claims and informative/explanatory writing that examines and	Administrators and teachers will become fully knowledgeable of new Massachusetts Curriculum Frameworks. Teachers will learn and fully	Administrators and teachers	2012 – 2013 School Year	Student Portfolios  Reading Street writing assessment results  MCAS results – Long

conveys complex ideas and information.	<p>implement the Reading Street writing component.</p> <p>Teachers will regularly meet to share, analyze, and score student work.</p> <p>Teachers will model the elements of effective writing.</p>	<p>Administrators and teachers</p> <p>Administrators and teachers</p>	<p>1 x month during 30 min common planning</p> <p>3 x per year enrichment release (90 min)</p>	Composition and Open Response
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### Elementary Math

<b>Overarching Goal: Staff will demonstrate an understanding of and fidelity to the revised, enhanced, comprehensive math program K – 5.</b>				
<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Continue to fully implement pacing charts that reflect the Common Core Standards and incorporate approved supplemental materials	Consolidate revisions from Veterans' School initiative (Common Core alignment)	<p>Mary Matson, Alyce McMenimen, Cherylann Parker</p> <p>Principals notify staff</p>	<p>2011 Revision – 8/29/2011</p> <p>2012 Revision (Common Core) – June 1, 2012</p>	<p>Observations/walkthroughs</p> <p>Daily objectives and learning standard posted (transition to Common Core Standard over course of year)</p> <p>Performance Tracker unit assessment reports</p>
Continue to fully implement revised, approved supplemental materials listed on the pacing chart	Based upon the Common Core Standards, identify program gaps and supplements common to all schools (refer to Common Core Standards aligned in Investigations).	Mary Matson, Alyce McMenimen, Math Committee, Principals	Spring 2013	<p>Benchmark assessment review</p> <p>Data meeting report and evidence of effective use of supplements based on all available assessments</p>
Staff will incorporate	Professional development			

regular common MCAS Open Response questions aligned with each individual unit and reflecting the Common Core Standards	regarding Open Response vocabulary, rubrics, and scoring. Teachers will document bi-monthly Open Response using a score template spreadsheet	Mary Matson and Principals (with Math Committee member support)	TBD (one introduction by October 15 <sup>th</sup> – ongoing release 4 x per year) <i>Tower Grant</i>	Gr. 3, 4, 5: Review of bimonthly Open Response Student Samples; Gr. 2 once per month in second half of the year Report presented to principal monthly MCAS results
Consistently utilize common Math vocabulary identified from Common Core, Investigations, and MCAS.	Review and approve grade level vocabulary, definitions, and teaching protocols	Principals, Mary Matson	2012 – 2013 Staff meeting time	Students develop and routinely use vocabulary booklets/cards  Benchmark assessment
Establish common assessments (e.g. Benchmark assessments)	Administer pre and post Investigations Unit Assessments (offer assistance with data entry into Perf. Tracker)  Administer Grade Level Benchmark Assessments three times per year	Teachers, Principals  Teachers, Mary Matson	September 2012-June 2013  September 2012, Jan. 2013, May 2013	Review school and district level assessments: local assessments, benchmark assessments, GMADE, MCAS  Standards-Based Report Card Data  Determine percentage proficiency goals (TBD) for assessments

Middle School				
Overarching Goal:				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<b>Inclusion:</b> Continue the implementation of the inclusion model for Special Education students	Identify students who are eligible  Modify schedule to	Math coordinator/Sped. coordinator/teachers  Administration	2012-13	Teachers will establish measurable student goals and monitor progress throughout the year



	<p>accommodate math instructional needs</p> <p>Established blocks of time for planning between Sped. and math teachers.</p> <p>Schedule designated times for strategic use of math intervention program (Success Maker), and enrichment program (Study Island)</p> <p><i>Co-teaching professional development</i></p>	<p>Administration</p> <p><i>Math coordinator/teachers/adm.</i></p>	<p>2012-13</p>	<p>Same as above (in tandem)</p> <p><i>Completed by the end of the school year</i></p>
<b>Establish a remediation program for students in math (MCAS)</b>	<p>Schedule a block for MCAS remediation; establish criteria for student enrollment</p>	<p>Math Coordinator Administration</p>	<p>Spring, summer, 2012</p>	<p>Progress monitor students in areas of need.</p>
<b>Interdisciplinary Project-Based Learning w Integrated 21<sup>st</sup>-Century Skills</b>	<p>Form Teacher teams that will examine project-based learning</p> <p>Develop and implement two interdisciplinary projects per grade, one of which is based upon STEM; projects to include rubrics</p> <p>Integrate "21<sup>st</sup>-Century" skills into the project</p>	<p>Teachers, administrators</p>	<p>spring 2012</p> <p>summer-fall 2012</p>	<p>two interdisciplinary projects per grade, one of which is based upon STEM will be implemented</p>
<b>Accountability</b>	<p>Establish a study group to analyze the means for increasing student accountability</p>	<p>Teachers, administrators</p>		
<b>Governance</b>	<p>Establish the means and the</p>	<p>Teachers, administrators</p>	<p>2012-13</p>	<p>Demonstrate increased level</p>

	structure for increase participatory decision making			of governance that is more horizontal
<b>Scheduling:</b> design a schedule that reduces the number of interrupted five-day weeks	Review the current calendar and revise			
<b>Technology</b>	<p>increase student access to high quality mobile computing resources during and beyond the school day.</p> <p>Seek to employ dedicated integration technology staff, engage in ongoing training opportunities and embedded coaching, and secure funds to equip each grade level with mobile computing resources to support daily use by every student.</p>	District Technology Committee in conjunction with O'Maley Tech. committee	2012-14	Develop a plan that lays out the specifics for the actions steps
<b>Professional Development</b>				
<b>Goal: to further develop best instructional practices through observation, use of data, professional development, and collaboration</b>				
<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<i>Increase interactive dialogue between teachers and administration re: curriculum, instruction, and assessment</i>	<p><i>Regular attendance at curriculum meetings</i></p> <p><i>Facilitate work on integration of common core standards into curriculum and assessment</i></p>	<p>2012-13</p> <p>2012-13</p>	<i>Administrators/teachers</i>	<p><i>Formalized documentation of meetings</i></p> <p><i>Units developed reflecting adoption of the Common Core standards</i></p>

	<i>Ongoing review of MCAS data and all other student performance data as it relates to daily instruction</i>	<i>2012-13</i>	<i>Adm./teachers/data team</i>	<i>Ongoing formal analysis using the Data Team process; document implementation of data into lessons, assessments</i>
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**Overarching Goal: To increase literacy in all content areas**

<b>Team SMART Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<i>Provide Professional development for literacy in the content areas</i>	<i>30 hours per subject in literacy in the content areas (14 in general content; 16 in specific subject area)</i>	<i>Department of Education</i>	<i>2011-12 school year</i>	<i>Participation in the professional development</i>  <i>Teachers will report out on how content literacy has been integrated into lessons</i>  <i>Content literacy objectives will be posted in the classroom</i>
<b>Literacy Within the Content Areas:</b> Continue to develop instructional time to include literacy within the content areas	Schedule changed to increase class time to 60 minutes  Daily literacy intervention for underperforming students (GRADE data)	Administration  Special Education coordinator/teachers	2011-13  40 minutes daily	Documentation of how time is being applied to literacy
<i>Implement a schoolwide writing program</i>	<i>Provide professional development and implement Writer's Workshop</i>  <i>Incorporate writing process on a daily basis</i>	<i>Department of Education trainers/administration/teachers</i>	<i>2011-12 school year</i>	<i>Writing instruction will reflect the principles of Writers' Workshop</i>

<b>High School</b>				
<b>Goal</b>	<b>Strategies and</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of</b>

	<b>Action Steps</b>			<b>Effectiveness</b>
Engage students in higher-order thinking, problem solving and the application of knowledge and skills	<p>Assessments—design and/or modify a series of assessments that consciously assess critical thinking (standards)</p> <p>Use PLC time to discuss strategies for critical thinking instruction, develop lesson plans, and implement the above assessments</p> <p>Looking at Student Work—teachers will review student work, revise strategies, and provide prompt feedback to students using the critical thinking rubrics</p> <p>Students should be asked to peer assess using the analytic rubric</p> <p>All of the above work is a continuation of the development of curriculum units with links to assessments, and core standards.</p>	<p>Administrators will provide structured time for PLC work (collaborative time)</p> <p>Program leaders/data coaches will supervise and review the action steps of this goal</p> <p>Classroom teachers will collectively develop and/or modify assessments, lesson strategies, and looking at student work</p> <p>The high school will pursue a program for curriculum storage.</p>	<p>August Meet with program leaders last week of August</p> <p><u>September</u> Freshmen teachers—provided data for review</p> <p>Sophomore—science teachers will review Science MCAS</p> <p>Junior teachers—analyze ELA and Math MCAS data</p> <p>Seniors—review Math Accuplacer scores</p> <p>Program Leader meetings</p>	<p>Presentations of actions plans and supplemental materials of action plans</p> <p>Assessments will be developed and administered</p> <p>Assessment results will be reviewed</p>
Submit analytic rubrics for each of the school's learning expectations	<p>Connect analytic rubrics currently being used by departments to the school's learning expectations</p> <p>Evaluate analytic rubrics for future use; i.e., consistent with the goals of critical thinking and problem solving</p>	Administration and Program Leaders	September for the October 1 report to NEASC	<p>Analytic rubrics will be aligned with the school's learning expectations</p> <p>This aspect of the NEASC report will be complete and submitted.</p>
<i>Teachers will continue to</i>	<i>Administration will establish 3</i>	<i>Administration</i>	<i>Teachers are to work on 4 days</i>	<i>Program leaders will receive</i>



2. Increase formal time and develop a process for teachers to collaborate both within and across content areas for the purpose of improving conversations around instructional and assessment topics.
3. Submit examples to demonstrate that the curriculum includes higher order thinking skills, problem-solving, and authentic application of skills and knowledge for all students, no matter the course or level.
4. Develop and implement a comprehensive plan for the regular evaluation, review, revision, and development of curriculum documents.
5. Report how the district/school provides sufficient leadership for the on-going coordination, review, and development of curriculum.
6. Ensure that teachers make use of effective instructional strategies to maximize the long-block schedule.
7. Provide increased technology in many classrooms to support instruction and student learning.
8. Insure that all teachers are using a variety of assessment strategies designed to meet the needs of all students.
9. Develop and implement a process to communicate achievement of the school-wide learning goals, based on the use of the school-wide rubrics, to individual students and their families...
10. Implement a process in which the school will use the school's mission and learning expectations to inform policies, procedures, and decision-making in the school. BRIDGE DOCUMENT
11. Insure that all students no matter or level are afforded equitable opportunities to practice and achieve learning expectations.
12. Develop a formal program through which each student has one adult in addition to the school counselor who personalizes the student's learning experience, knows the student and assists the student in achieving learning expectations.
13. Develop a plan to fully integrate the library services, including information literacy skills, into the curricular and instructional programs.

<b>Professional Development</b>				
<b>Overarching Goal: Staff has the knowledge and skills to meet the needs of students and to improve student achievement.</b>				
<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
<b>Literacy across the Content Areas</b>	<b>All Schools:</b> Common Core Team presents with the Principals on the New Common Core Standards.	Principals with Common Core Team Members from their school.	By mid-Nov. 2011	Teachers integrate new standards in their units and lessons.
	<b>Middle School:</b> Prof. Dev. on		Sept. 29, Oct. 18, Dec. 6, Feb. 7	Teachers integrate literacy

	all prof. days is focused on literacy across the content for FY2012	Consultants: Jay Ippolito and Joshua Lawrence	and March 27 2011-2012	standards and strategies within content areas.
<b>Co-teaching</b>	<b>Middle School:</b> Co-teaching strategies are taught to math and sped teachers who are teaming at O'Maley.	Ed Nazzaro from Teachers 21.	Oct. 12 and 20 with follow-up 2011	Teachers who are team teaching demonstrate co-teaching strategies in planning and instruction
<b>Project-Based Learning</b>	<b>Middle School:</b> As part of the Innovation School Planning, teachers create integrated project-based units of study.	Mariann Nogrady from Teachers 21	March 27 <sup>th</sup> ½ day July 10 <sup>th</sup> , 2012 Follow-up can be planned.	Teachers successfully create integrated project-based units of study that allow students to demonstrate standards-based knowledge and skills based on products, tasks and performances.
<b>Literacy Program K-5</b>	<b>All Elementary Schools:</b> Prof. Dev. for the new Reading Street Program  Teacher discussion and planning regarding the new Reading Street Program	Consultants from Scott Foresman publisher  Administrators and Teachers	Summer 2011; Oct. 18; Dec. 6  Common time throughout the year and on the Nov. 8 <sup>th</sup> Prof. Day FY12	Teachers demonstrate a knowledge of the Reading Street Program through lesson planning and instruction.
<b>Writing K-12</b>	Teachers receive training in the Six Traits of Writing. Audience can be Grades K-12.  John Collins on Improving Student Performance through Writing and Thinking Across the Curriculum (Grades 4-12).  John Collins on the Four Essential Writing Assignments to Improve Student Achievement (Grades 4-12).	Consultant: Fred Wolfe (3-5 or 3-9) and Debbie Rutherford (K-2)	Summer 2012: 3 days for K-2 and 3 days for 3-9 . Follow-up possible in 2012-2013.  August 8, 2012  August 9, 2012	Teachers attend prof. dev. and integrate the teaching of the six traits of writing.  Teachers will support students in writing, revising and evaluating their writing on a regular basis. They will implement a portfolio and authentic assessment model that is manageable.

			Follow-up could be planned for 2012-2013	
<b>Professional Learning Communities at Work PreK-12</b>	Administrators and teachers work in teams to improve student achievement – results. Design curriculum lessons/units; develop common assessments; integrate the new common core standards; review and use multiple forms of data to improve teaching and learning.	Administrators, Program Leaders and Teachers  Common Time made available	2011-2015 and beyond	Administrators and teachers will ensure student learning; develop a culture of collaboration and focus on results.
<b>Race to The Top New Common Core Standards K-12</b>	Begin to align curriculum to the New Common Core Standards (attend any state sponsored meetings)	Teachers, Principals and New Common Core K-12 Team	2011-2013	Teachers incorporate the New Common Core standards into units and lessons using the new frameworks and the supplemental materials in math and literacy at the elementary level.
<b>Race to the Top Evaluation Framework PreK-12</b>	Review of the state's Evaluation Framework when released. Training modules from the DESE will be available.	District Evaluation team Leadership	2011-2012 and 2012-2013	Ultimately, educators are evaluated based on an evaluation rubric and on progress made by students using student data.
<b>Race to the Top MASS Tells Survey</b>	A staff survey will be administered.	Teachers, Principals District/Union Team	Spring of 2012 and Fall/Winter 2012-2013	An identified area of need will be addressed and progress assessed. The focus will be on improved student achievement.
<b>Race to the Top NISL Workshop</b>	Four administrators attend the workshops which keep districts and schools abreast of "best practices" (12 to 18 months).	Principals	2010-2011, 2011-2012	Principals will collaborate with other state administrators to learn about "best practices" and incorporate their learning into school practice when appropriate and possible.
<b>Race to the Top English Language Learner (ELL) Category Training</b>	Teachers K-12 attend ELL training to support Sheltered English Language Learning in classrooms for ELL students.	Teachers( one per grade at the elementary and 4 core teachers per grade 6-12), Principal, ELL Coordinator	2011-2012, 2012-2013	Teachers will be trained in Categories 1-4 in order to be in compliance with the state regarding Sheltered English



				Language Learning in our classrooms for ELL students.
<b>Race to the Top MASSCORE</b>	Increase the percentage of high school graduates completing MASSCORE by coming up with a plan to provide a three year lab science to all or most students. One additional science teachers is included in the FY13 and FY14 Race to the Top funds.	Principal, Assistant Principal, Teachers	2011-2012, 2012-2013, 2013-2014	Teachers will enhance the rigor of offerings prior to graduation.
<b>Race to the Top Vocational Technical Tracking System</b>	Educators attend a training day to pilot the Vocational Technical Tracking System.	A team of five and a designated coordinator at the high school. Administrators.	2011-2012, 2012-2013	The system will track students in the vocational program.
<b>Race to the Top Turn-Around Schools</b>	Baystate Reader's Institute (BSRI) will work with Veteran's Memorial to support literacy.	Principal, Teachers, Assistant Superintendent, Literacy Coach	2011-2014	The school will improve student achievement in literacy.
<b>Math K-9</b>	Teachers continue to receive training in the content and pedagogy of math (30 hours per course). Developing Mathematical Ideas (DMI): Numbers and Operations Part 1; Numbers and Operations Part 2; Fractions, Decimals, Ratios and Percents: and How the Brain Learns Mathematics.	Mary Matson K-8 Math Program Leader and Alyce McMenimen K-5 Math Coach	Fall 2011: Numbers and Operations Part 1 Fall/Winter 2011: Numbers and Operations Part 2 Winter/Spring 2012: How the Brain Works  Summer 2012: Fractions, Decimals, Ratios and Percents 3-9 Aug. 20-23  Examining Features of Shape (DMI) K-8 July 9-12  Subitizing in First Grade June 25 & 26 (Bowling and Cormier)	Teachers K-9 attend courses and use their knowledge to design Math Investigations' lessons at the elementary level or as part of math programs at the 6-9 levels.
<b>Math K-5</b>	Teachers continue to analyze open response math questions and answers from students and develop classroom strategies with and for students.  Teachers continue to use end of unit common math assessments and student scores are entered into	Teachers with support from Mary Matson and Alyce McMenimen  Mary Matson, Alyce McMenimen, Math Committee,	2011-2012 (release time or common time)	Teachers improve on their student's strategies for answering open response math questions and scores on the MCAS in math open response questions improve.  Teachers use data to meet student's math needs and to

<p><b>Math K-5 (continued)</b></p>	<p>Assessment Builder. Math Committee for 2011-2012 will review data for distribution.</p> <p>Teachers continue to use the electronic standards-based math program. The Math committee will review score results by the standards and distribute results.</p> <p>Math Benchmark Assessment analysis.</p>	<p>Teachers and Principals (assure that scores have been entered into Assessment Builder on regular basis).</p> <p>Teachers, Principals, Math committee with Mary Matson and Alyce McMenimen</p> <p>Teachers, Principals, Mary Matson and Alyce McMenimen</p>	<p>2011-2012 (release time or common time).</p> <p>2011-2012</p> <p>2011-2012</p>	<p>follow progress.</p> <p>Teachers will get a programmatic view of standards across the grade, the school and the elementary schools regarding those standards in which students are doing well and which need more support. This will be in addition to the MCAS and the end of the year common assessments.</p> <p>Teachers will use the Math Benchmark Assessment three times a year to follow the progress of students on a multiple choice math assessment. This data will inform their instruction.</p>
<p><b>MATH</b></p> <p><b>Use of Data</b></p>	<p>One to One or Small Group Sessions on the Investigation Math Program</p> <p>Administrators and teachers will become fluent in the use of data to improve instruction to achieve improved student achievement. Continued prof. dev. in the use of data and</p>	<p>Teachers, Mary Matson and Alyce McMenimen (math coaches) and Principals</p> <p>Administrators and teachers. District Data Team Literacy and Math Coaches Data Coaches</p>	<p>2011-2012</p> <p>2011-2015</p>	<p>Teachers will use the Investigation's program effectively and with fidelity. A sound knowledge of the conceptual/abstract components of the program in addition to the program activities will be acquired. Supplements will be used appropriately. Administrators and Teachers will use data to inform instruction to improve student achievement. They will participate in professional learning communities. They</p>

	interpretation of data, data protocols, action steps and data tools such as Performance Tracker and Assessment Builder.			will participate in trainings for using and analyzing data such as the use of Performance Tracker.
<b>Science K-5</b>	Review K-5 science pacing charts and alignment with the new Reading Street Program for teaching science where appropriate.	K-5 Science Leaders and District Science Leader, Principals, Teachers	2011-2012	The Reading Street Program will support the science curriculum whenever possible. The goal is to have a science program that includes reading selections and hands-on inquiry.
<b>NEASC Accreditation Work at GHS</b>				
<b>Mentoring Course Prek-12</b>	Teachers will participate in the mentoring course to continue to support the district's mentoring program.	Albina Papows Flo Campbell Peg Brown	August 1-2	Teachers will successfully complete two year mentoring support with a new teacher.

**Social/Emotional District**

**Overarching Goal: staff will identify and demonstrate teaching/instructional strategies that enhance social emotional learning (SEL) skills K-12**

<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Each school will establish a coordinating committee that will research SEL instructional approaches that further student learning and success.	1. Review and assess available evidence-based curricula	Ann-Marie Jordan, principals with school staff	Spring/Summer 2011 – completed by elementary schools and O'Maley School Spring 2012 – high school	SEL curriculum analysis report
	2. Review and assess current evidence-based	Principal with coordinating committee	Spring 2012	SEL curriculum/instructional approaches

	SEL curricula/strategies currently in use in the school and identify gaps <i>Note: Please use district Bullying Prevention and Intervention Plan for reference</i>			recommendations created by each school,
Each school will develop a school-wide implementation plan	Using the school's SEL curriculum/instructional approaches recommendations as a foundation, each school will develop a comprehensive implementation plan which will include, but not be limited to plans for professional development, types of programs and instruction, a timeline and how progress will be assessed	Principal with coordinating committee	Summer 2012	
School staff will demonstrate SEL instructional approaches that further student learning and success	Establish professional development for administrators, classroom teachers and other school personnel that focuses on: 1. developing relational skills and relationship building 2. how to integrate academic content and SEL	Ann-Marie Jordan, principals with coordinating committee	Fall 2012 – Spring 2013	Observations, classroom walkthroughs

	3. how to model and reinforce skills and behaviors throughout the school day			
Each school will be able to identify progress and barriers to progress in SEL instructional approaches that further student learning and success	Establish a continuous SEL evaluation plan to ensure progress and impact	Ann-Marie Jordan, Principals with coordinating committee	Spring 2013	Rubrics, assessment tools, self-assessment tools
Each school will develop a plan collaborate with families to create a safe, welcoming school environment	School administrators and staff will receive professional development and skill-building on interacting with families in an effective/supportive way, and being comfortable and knowledgeable addressing student's emotional/behavioral challenges with parents	Ann-Marie Jordan, principals	Spring 2013	Observations, parent feedback

Technology				
Overarching Goal: Staff has the knowledge and skills to meet the needs of students and to improve student achievement.				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<b>District Technology Committee:</b> The purpose of the establishment of a District Technology Committee is to coordinate the future direction of the district systematically through coordination of efforts				

at the primary and secondary levels.				
<b>Standardization:</b> Standardization of and increased access to technology across the district	Consolidating all staff into an active directory environment (name and passwords; deployment of tools; network file sharing; policy mgmt. and security; internet content filtering based upon the individual or group)  Creating a separate active directory environment for students	IT Dept.	Fall 2012	Ability to use the authentication mechanism for integration to wireless access, Google docs, third-party cloud services  Printing management system established (cost savings)  Automated file backups for staff and students  Creation of collaborative environments for sharing content and delivering educational resources
<b>Consolidation:</b> Consolidation of Server and Storage into a Virtual Platform (reduce exposure for data loss and corruption)	Consolidation 40+ servers into one-quarter of its current size	IT Dept.	2012-2014  Phase I: consolidate the data  Phase II: convert physical servers into virtual servers  Phase III: providing virtual desktop environments to staff and students	Capacity for data recovery  Increased energy efficiency and savings  Ease of migration and expansion of data storage
<b>Expand Wireless Access Districtwide:</b> Increase the density of wireless access points in all facilities	Purchase additional access points  Provide segmentation between student and staff wireless environment  Instituting single sign-on wireless authentication	IT Dept.	2012-2014	Provide greater access to infrastructure and educational resources  Greater connectivity, expansion, and access to workstations and mobile devices

**DISTRICT IMPROVEMENT PLAN DRAFT 2011-2012**

**Special Education District**

**Overarching Goal: To comply with all Federal and State laws and regulations as outlined in the CPR (2011)**

<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Students with disabilities receive their programs in the least restrictive environment from highly qualified staff.	At Team meetings, the question, " Why is removal considered critical? Should be discussed and recorded in the appropriate section of the student's IEP	Principals General Educators Special Educators Director of Special Education	2011-2012	Documentation placed in student IEPs as well as the N1 letter. Evidence of licensure in core subjects.
Facilities for students with disabilities equal to those for students without disabilities	Veteran's Library re-designed to accommodate necessary arrangements for students	Principal Asst. Superintendent Facilities	June 2012	Completion of building plan

Re-establishment of the Gloucester Special Education Parents Advisory Council	<ol style="list-style-type: none"> <li>1. Advertise workshop for parents on Feb. 13, 2012 at 4:00 in MO.</li> <li>2. Conduct workshop</li> <li>3. At workshop, solicit membership</li> <li>4. Schedule meeting for SEPAC and discuss mission and by-laws.</li> </ol>	Director of Special Education	<p>1/2012</p> <p>2/13/12</p> <p>2/13/12</p> <p>2/12</p>	<p>Sign in sheet from workshop</p> <p>Sign in sheet from SEPAC meeting</p>
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**Special Education District**

**Overarching Goal: To strengthen the student services at GHS in terms of organization, communication and priorities**

<b>Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
1. Redefine student services department at GHS	1. Collect data to determine school need regarding barriers to learning, ie., prevention and intervention, home involvement, transition supports, community involvement, student assistance teams, crisis response and prevention of bullying, violence, and substance abuse	GHS administrators, Guidance, Adjustment Counselor, School Psychologist, Nurses, Special Educators, General Educators Compass staff Central Office Administrators	2011-2012	Data collection



	<p>2. Map student and learning support resources at school and in the community</p> <p>3. Resource gap analysis and identification of most pressing program development needs</p> <p>4. Coordination and integration of existing school resources.</p> <p>5. Setting priorities and planning for system development</p> <p>6. Recommendation of resource deployment</p> <p>7. Enhancement of communication among school staff and the home</p> <p>8. Evaluation of system development, capacity building, maintenance and outcomes</p>	<p>Above</p> <p>GHS Principal  Director of Special Education  Central Office  GHS Staff</p> <p>GHS administrators, Guidance, Adjustment Counselor, School Psychologist, Nurses, Special Educators, General Educators  Central Office Administrators</p>	<p>2011-2012</p> <p>2011-2012</p> <p>2012-2013</p> <p>Fall 2012</p> <p>Budget FY '13  December 2012</p> <p>Feedback, survey of staff, parents, students, other pertinent individuals</p>	<p>Map of learning supports</p> <p>Analysis of most pressing program development needs</p> <p>Evidence of a coherent system of existing school resources</p> <p>List of priorities</p> <p>Documentation in FY'13 Budget</p> <p>2013-2014</p> <p>Formal written evaluation, improved prevention and intervention, home involvement, transition supports, community involvement, student assistance teams, crisis response and prevention of bullying, violence, and substance abuse</p>
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Title I				
Overarching Goal: Staff has the knowledge and skills to meet the needs of students and to improve student achievement.				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
School wide designation				

English Language Learners				
Overarching Goal: Staff has the knowledge and skills to meet the needs of students and to improve student achievement.				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness

Facilities				
Overarching Goal: Staff has the knowledge and skills to meet the needs of students and to improve student achievement.				
Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<b>Preschool to Pathways:</b> If deemed appropriate, and contingent upon approval by the School Committee, the district will facilitate the transition of the Gloucester Public Schools Integrated Preschool to the facilities at Pathways	Complete negotiations with Pathways Establish and implement a work chart of necessary steps for the departure of the preschool program from the Fuller and its arrival at Pathways	Administrator for Preschool Program, Lead Teacher for Preschool Program, Director of Special Education, Supt., Asst. Supt. Services and Operations, CFO	Tentative: Summer 2012	Completion of work chart plus follow up of issues as they arise
<b>Massachusetts School Building Authority:</b> Fulfill all requirements of the MSBA's 270-day Eligibility Period	Participation in the completion of the 7 requirements for Feasibility Study	Building and Finance Subcommittee, School Committee, Supt., Asst. Supt. Services and Operations, CFO, West Parish Principal	Jan. 25, 2012-September 2012	Completion, with the city, of all requirements for the Statement of Interest
<b>Fuller School:</b> Provide the necessary information that will	Establish plans for the following:	Building and Finance Subcommittee, School	Jan. 25, 2012-September 2012	Complete a plan for the relocation of the preschool

enable the School Committee to decide on the fate of the Fuller School.	Relocation of the Gloucester Public Schools Integrated Preschool Program  Relocation of Central Office, Transportation, Playing Fields	Committee, Supt., Asst. Supt. Services and Operations, CFO,		program, Central Office, and Transportation
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In-Progress

## **SUB-COMMITTEES OF THE SCHOOL COMMITTEE**

Appointed subcommittees shall have three or fewer members. All meetings of appointed subcommittees shall be conducted in accordance with the provisions of the Open Meeting Law and a report of each meeting shall be presented to the full Committee at the next regularly called meeting.

### **Building and Finance Sub-Committee**

- Represents the board during the various budget preparation stages.
- Represents the board in public meetings where budget matters are discussed.
- Meets and conducts quarterly reviews of the enacted budget to assess conformance to the planned document.
- Approves contract bids over \$10,000.
- Approves transfer of funds as stipulated in transfer policy.
- Reviews federal and state grant programs that have budgetary implications for the general fund.
- Reviews, approves, and recommends bids over \$10,000 involving maintenance, repair, renovation, construction, and reconstruction of school buildings.
- Reviews the capital improvements plan and annually updates prior to submission to Capital Improvements Advisory Board (C.I.A.B.).
- Reviews arrangements for the provision of school meals and transport.
- Reviews arrangements for safety and emergency preparedness.
- Reviews audit reports.
- Provides board liaison activities to charter mandated building committees and reports activities back to the full School Committee.
- Periodically tours facilities with Superintendent and/or staff and reports condition to full Committee.
- Inter- and Intra-governmental relations as they relate to the sub-committees charge.
- Reviews policy changes within the scope of the Committee charge.

### **Personnel Sub-Committee**

- Represents the board in personnel matters and various stages of litigation.
- Responsible for labor negotiations: provides the chairpersons of the negotiating teams (additional members of negotiating teams will be appointed by the chairperson).
- Represents the board in liaison sessions with the faculty and service units.
- Provides the initial board contact on all personnel and grievance matters.
- Reviews arrangements for the recruitment and retention of staff.
- Review staff benefits and liability issues.
- Reviews professional performance standards.
- Reviews the professional development program.
- Reviews the School Calendar.
- Inter- and Intra-governmental relations as they relate to the sub-committees charge.
- Reviews policy changes within the scope of the Committee charge.

### **Program Sub-Committee**

- Reviews the curriculum, including after school programs.
- Reviews arrangements for assessing student progress.
- Reviews student achievement.
- Reviews arrangements for the successful transition of students between schools.
- Reviews student guidance services.
- Reviews arrangements for meeting the needs of students with special needs.
- Reviews grant applications.
- Reviews arrangements for public engagement in facilities development initiatives.
- Inter- and Intra-governmental relations as they relate to the sub-committees charge.
- Reviews policy changes within the scope of the Committee charge.

### **Sub-Committee Reports**

Committees assigned to study problems and standing Cs should whenever practicable submit written drafts of proposed motions to the full Committee, prior to meetings, with the agenda, not including an addendum, to permit their review well in advance of public voting.

If the subcommittee report is not submitted to the full Committee prior to the meeting date, no vote shall be taken except by unanimous vote of the Committee.

### **Student Advisory Council**

The School Committee recognizes the Student Advisory Council according to Massachusetts General Laws, Chapter 71, Section 38M.

#### **Purpose**

A Student Advisory Council will provide the School Committee with a means of obtaining student opinion; provide the students of Gloucester High School with means of expressing their viewpoint to the School Committee; and establish a liaison between the Gloucester High School students and the School Committee.

The Student Advisory Council Chairperson will serve as a non-voting member of the Gloucester School Committee, and will, if desired, respond to School Committee positions.

Adopted 3/2010

SOURCE: Gloucester

## SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee shall appoint members to subcommittees at their annual organizational meeting for a period of one year. These subcommittees may be created for a specific purpose and to make recommendations for Committee action.

1. The subcommittee will be established through action of the Committee.
2. The Committee chairperson, subject to approval by the Committee, will appoint the subcommittee chairperson and its members.
3. The subcommittee will be provided with a list of its functions and duties.
4. The subcommittee may make recommendations for Committee action, but it may not act for the School Committee.
5. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

SOURCE: MASC

LEGAL REF.: M.G.L. 30A:18-25

CROSS REF.: BEC, Executive Sessions

**NOTE: Include in this category statements on Committees made up of School Committee members (but not advisory committees to the School Committee).**

**The cross reference on the above policy is to a related policy in this manual. The open meeting law, and its exceptions, applies to both School Committee meetings and meetings of the subcommittees of the School Committee; thus this cross-reference is necessary.**

**If School Committee policy permits standing subcommittees, the current standing subcommittees should be included in the policy, and regulations may be needed on their duties and operations. Or, the duties of specific Committees sometimes are included as an informational document coded BDE-E.**

## THE GLOUCESTER PUBLIC SCHOOLS

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

### **G.H.S. Student Council Meeting Minutes**

School Committee Member Val Gilman and Superintendent Dr. Richard Safier

Monday, January 30, 2012

GHS Cafeteria

1:00 to 2:07 pm

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After an introduction by G.H.S Student Council President, Eleanor Keller, School Committee Member, Val Gilman, introduced herself and began the meeting by welcoming our new Superintendent, Dr. Richard Safier, and reviewing the description of Massachusetts General Law, Chapter 71, Section 38 M.

#### **Description of Chapter 71, Section 38 M**

*School committees of cities shall meet at least once every other month, during the month's school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.*

*The members of such student advisory committee shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee. Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation.*

Mrs. Gilman explained that the School Committee has traditionally benefited from the G.H.S. Student Council members attending the beginning of all School Committee meetings to share what is happening at Gloucester High School. However, the School Committee would like to establish more opportunities for collaboration between the School Committee and the student body. The School Committee hopes that the introduction of regularly scheduled meetings between School Committee member(s), the Superintendent, and the G.H.S. Student Council will allow students to have a greater voice on district policy and budget matters.

#### ***Brainstorm of Council of what students like about Gloucester High School***

- Honors classes, and the levels of classes offered for everyone
- Variety of classes
- The student artwork displayed around the school
- The Language Department is good (amount of choices helps students)
- Science Department is stimulating and interesting for students
- Child Study Program is very unique (internships, preschool, etc.)
- School pride for sports – pep rallies, games, etc.
- Guidance Department gets students ready for college; the Naviance Program is impressive and helpful

**Brainstorm of Student Council to improve G.H.S. and provide issues/suggestions for discussion. Each table was given five minutes to discuss and a spokesperson reported back to Superintendent Safier and Mrs. Gilman**

**1. Lunch**

- Open campus lunch for National Honors Society students and for Student Council; maybe open campus for all upperclassmen in the future? Or perhaps seniors only?
- PRO – teaches teens responsibility, positive for local businesses
- Students must come back to school, or consequences will occur

**2. Fix up the Field House**

- Tarp ripping on track, possibility of student injury
- Holes in bleachers, another safety hazard
- Huge safety hazard, as a majority of students are in the field house for gym class, sports, etc.
- OVERALL MAINTENANCE- Patches in track, field house could be a major renovation?
- The budget of the School Committee should include these small maintenance fees and maybe the labor could be considered work study groups for students?
- Mrs. Gilman suggested determining if there were cosmetic repairs that could fall under the GFAA work study program

**3. Athletics**

- The user fees are outrageous for students and families to pay
- If the fee is roughly \$300, where does it go?
- Lower fees would increase the enrollment in sports and equal opportunities for everyone to play, which means an overall healthier lifestyle for students
- It was suggested that the School Committee could be clearer on the distribution of the money and to educate students and parents/guardians who play for and pay for sports
- Money caps for families that have several children in the high school who play sports (Mrs. Gilman explained the recent money cap per family is \$2,000)

**4. More custodians, better maintained**

- More custodians are necessary in the school
- Bathrooms are a mess, unsanitary
- There have been mice spotted in cafeteria, culinary arts, and library
- Superintendent says it is disturbing that the building is not clean and agrees that we need to improve the quality of the environment in Gloucester High School. He has reported and will continue to report this concern to the City Facilities Director.



**5. Absences**

- If excused absence, then you can participate in athletics
  - i. Administration and Student Council need to review the absence and tardy policies and clarify the absence flexibility
  - ii. Tardy to school is like being tardy to a job, you will be fired and if not you can get away with it
- The Superintendent suggested that there needs to be a code of conduct of the consequences and the student handbook must then be edited (Student Council should review the handbook either way and make clarifications)

**6. Student Evaluation of Teachers**

- Students should evaluate teachers on their teachings
- Students know best how they learn, if the teachers teach different ways and get involved should see the raise not the teacher who strictly follows the book
- Student growth in teachers' evaluation will take part next year and the details of the process are being reviewed with the Gloucester Teachers' Association in compliance with the new state standards on teacher evaluations
- Per Dr. Safier, in 2013-2014 student feedback will be a part of this new evaluation process
- Teachers will be a part of their administrators' evaluations

**7. Attendance of Teachers**

- All students are expected to learn the same material for common assessment midterms and finals. When one particular teacher is absent frequently, it hurts the academic performance of students
- The constant interruption of multiple substitute teachers upsets the environment of the classroom and hurts student motivation

**8. Study Period**

- Put back study halls
- Department of Education called for the elimination of studies, the state thinks there is no time for breaks but only time for more learning
- Superintendent Safier personally thinks that study halls are an opportunity for students to get work done (many have sports and/or jobs), and a study period during the day can offset the work that is expected during the school day
- Students think study halls are a healthy time for stress release and a catch up period for students to complete homework and improve the quality of their work for teachers to grade

**9. Bill at School- would allow school to start earlier**

- At the state level, state student council member Erika Morse described a bill that is being considered where schools would start later in the morning
- She explained that studies that have shown that a later start of school reduces the overall stress level of students
- The bill is presently a controversial bill in Massachusetts and even the Student Council had mixed opinions on this legislation, due to after school sports and work commitments

**10. Communication**

- Being freshman, it is sometimes hard to know what is going on
- The peer mentoring program could be improved; for example, freshman did not have the full tour of the building until after the first month of school
- Announcements need to be clearly shown or heard for the student body to know what is going on in the school
  - i. Possibility- putting your email in the computer to get email sent to you on the “goings-on” of the school. This could be done by allowing students to join list serve
- Students need to be quiet when the announcements are on and teachers should not be teaching
- Send announcements to phones?

**11. Student Council Future and Relationship with School Committee**

- Mrs. Gilman stated that the School Committee would value hearing student opinions on issues regarding policy and student issues
- The legislation reviewed on the agenda encourages the student elected president or his/her designee to actually deliberate and attend School Committee meetings in its entirety, with the exception of executive session
- She encouraged hearing from the Student Council on matters related to the upcoming budget
- Currently, Mrs. Gilman explained that members of the Student Council attend our meetings on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday’s of the month at City Hall to share GHS news with the School Committee. We hope that this enhanced meeting/communication process allows for even more student involvement in School Committee policy and budget decisions

**Overview of what School Committee does**

- Hires the Superintendent
- Comes up with measurable goals for the Superintendents, checks the progress and gives the Superintendent feedback
- Provides oversight on policy and budget
- Seven members – two-year terms, including the Mayor. We adhere to the City Charter and all School Committee meetings, including sub-committee meetings, are open to the public

## FOR THE FUTURE

- Prior to the March meeting, develop an agenda of priority issues. What can G.H.S. students do to ensure quality? A brief conversation occurred with the students at the end of the meeting. They agreed that they could produce a survey and find out what the student body thinks and feels in order to begin a productive dialogue.
- The School Committee should look into forming sub-committees consisting of students to help them in making decisions
- OWNERSHIP - Are students comfortable? Do they have a commitment to their school and their peers?
- There must be a willingness on the part of both the students and the School Committee to ensure the high school as the best educational place for them
- Val Gilman thanked the students for their input. She said that she hopes that this meeting is the first of many productive sessions between the School Committee and the students at GHS

*The School Committee would like to thank Principal Goodwin for arranging the first of many meetings between the Gloucester School Committee and our G.H.S. students. We would also like to thank Student Council advisors and G.H.S. teachers, Rayenne Menery and Carol Finacey for their support. Finally, we would like to thank Student Council President, Eleanor Keller, Class of 2012, for helping to lead this first session as well as Anna Oshiro, Secretary of the Student Council, for taking timely and detailed minutes/notes of the content of the meeting. It was great to have over 50 members of the Gloucester High School Student Council in attendance at our kick off meeting.*

*Minutes respectfully submitted by School Committee Vice-Chairperson, Val Gilman.*

**Subject: Next step student council collaboration/chapter 71, section 38**

**Date:** Monday, March 5, 2012 12:21 PM

**From:** Valarie Gilman <vgilman@gloucester.k12.ma.us>

**To:** Stephanie Delisi <sdelisi@gloucester.k12.ma.us>

**Cc:** Jonathan Pope <jpope@mezel.net>, Richard Safier <rsafier@gloucester.k12.ma.us>

**Conversation:** Next step student council collaboration/chapter 71, section 38

Stephanie,

Please include this email as a document in the packet for the Program Sub Committee meeting on March 8th, 2012 at 6:00 p.m. It supports item 7, "Next step GHS Student Council/School Committee bi monthly meetings".

Thanks,

Val

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

From: "Michael J. Gilbert" <mgilbert@masc.org>

To: "Valarie Gilman" <vgilman@gloucester.k12.ma.us>

Cc: "Richard Safier" <rsafier@gloucester.k12.ma.us>, "Jonathan Pope" <jpope@mezel.net>, vhgilman@concast.net

Date: 02/23/12 11:28 AM

Subject: Next step student council collaboration/chapter 71, section 38

Val,

While many districts are closed for school vacation this week, MASC is not, so feel free to call me.

I am assuming here that we are talking about the following statute – Chapter 71 S38M – the M is important

as 71 38 is about teacher standards.

*Section 38M. School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.*

*The members of such student advisory committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, nonvoting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee. Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation.*

I am not aware of any full School Committee or a quorum thereof holding bimonthly meetings with the SAC. The most prevalent practice I am aware of is that a single member, often the chair, would attend SAC meetings every other month and the SAC chair attends School Committee meetings as a non-voting member of the School Committee. In my opinion, that satisfies the spirit of the statute – providing students with a voice in the governance of the district. That said, you may wish to seek definitive guidance from legal counsel on this issue.

## **Mike**

Michael J Gilbert

Field Director

Mass. Association of School Committees

One McKinley Square Boston, MA 02109

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(office)1-800-392-6023 (cell)1-508-277-6011

*"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