



## **School Committee**

### **MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING**

December 1, 2016

**APPROVED 1-5-2017**

The Chelsea School Committee met on Thursday, December 1, 2016, in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

**Members Present:** Jeannette Velez, Shawn O'Regan, Richard Maronski, Robert Pereira, Diana Maldonado, and Yessenia Alfaro-Alvarez.

**Also Present:** Superintendent of Schools Dr. Mary M. Bourque, Executive Director of Administration and Finance Gerry McCue, Chief Academic Officer Sarah Kent, and School Business Manager and Clerk to the School Committee Barbara Martin.

**The meeting was called to order at 7:00p.m.**

**Pledge of Allegiance:**

**School Committee Minutes:** The minutes of the November 10, 2016 School Committee Meeting were unanimously approved after a correction on voice votes for Head Lice Policy and Athletic Policy.

**Presentations:** Kim Huffer, Districtwide Coordinator Social Work Services Reported on YRBS (Youth Risk Behavior Survey) Data. A copy of the report is attached and forms a part of these minutes. Questions and discussion ensued.

**Public Comment:** None

**Superintendent's Report:**

**Student Achievement:** Dr. Bourque called upon Chief Academic Officer Sarah Kent to review the indicators of success. Ms. Kent reported on Indicator 2 –Districtwide Attendance and noted that November decreased slightly to 94.4%. Ms. Kent noted that Grades 1-8 met the 95% goal, while CHS was between 90%-91%.

Indicator 4- 85% of grade 4 students will exit grade 4 with a 3 or better in ELA, Math and Science, at the end of quarter 1 students were at 39.9% for Reading, 23.6% for Writing, 42.7% for Math and 74.4% for Science.

Indicator 5- 85% of grade 8 students will exit grade 8 with a “C” or better, at the end of quarter 1 only Writing met the goal at 86.7%.

Indicator 8 – CPS Dropout Rate no students dropped out during the month of November. Student Mobility is 9.8% year to date, with an increase of 33 students.

CHS students failing one or more classes at the end of quarter one in grade 9 is 56.6% and 56.4% for grade 10.

A copy of the report is attached and forms a part of these minutes. Questions and discussion ensued.

**Personnel Report:** Dr. Bourque commended the personnel report to the record.

**Enrollment Report:** Dr. Bourque commended the enrollment report to the record. As of November 28, 2016 the district-wide enrollment was 6,587 students, including 138 students in out-of-district placements. In addition, there are 26 Chapter 768 students for whom the district has financial responsibility.

In the absence of the Student Representative, Dr. Bourque reported on happenings at CHS. The CHS Drama Club had a very successful adaptation of *The Crucible*. Chelsea High Football beat Magninon 36-0, with all scoring done by the 6 seniors on the team.

Chelsea High was awarded the *Good Sportsmanship Award*, by the MIAA.

Next, Dr. Bourque made the following announcements:

- 12-17 Community Walk through at Clark Ave
- 12/22 Clark Ave Early Release
- 12/23 No School- Clark Ave only
- 12-24/1-4 December Break-No School
- 1-5-17 School Committee Organizational Meeting (6:30)
- 1-5-17 School Committee Meeting (7:00)
- 1-7-17 School Committee Retreat

Lastly, Dr. Bourque reminded everyone to check the CPS website for dates of the Schools’ Winter Concerts and also for dates of School Site Council Meetings.

**Committee Reports:** Policy & Procedures-A copy of the report is attached and forms a part of these minutes.

Human Resources - A copy of the report is attached and forms a part of these minutes. The report includes Dr. Mary Bourque’s Formative Performance Evaluation which was submitted for the record.

**New Business:**

- Consideration and action to approve a budget transfer in the amount of \$15,000.00 from Rent line to Clark Ave Health-PE supplies line. Chairman Velez called for a roll call vote.

Jeanette Velez	Y
Rosemarie Carlisle	Y
Ana Hernandez	AB
Kelly Garcia	AB
Shawn O'Regan	Y
Richard Maronski	Y
Yessenia Alfaro-Alvarez	Y
Robert Pereira	Y
Diana Maldonado	Y

Having seven votes in the affirmative and two absent the motion was approved.

- Consideration and action to accept a donation from Boston University in the amount of \$550 to the Hooks School for the purchase of classroom literature books. Chairman Velez called for a roll call vote.

Jeanette Velez	Y
Rosemarie Carlisle	Y
Ana Hernandez	AB
Kelly Garcia	AB
Shawn O'Regan	Y
Richard Maronski	Y
Yessenia Alfaro-Alvarez	Y
Robert Pereira	Y

Diana Maldonado	Y
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Having seven votes in the affirmative and two absent the motion was approved.

- Consideration and action to reimburse Hooks School \$78.87 from the Misc. School Gift Account for DESE Commendation School Celebration. Chairman Velez called for a roll call vote.

Jeanette Velez	Y
Rosemarie Carlisle	Y
Ana Hernandez	AB
Kelly Garcia	AB
Shawn O'Regan	Y
Richard Maronski	Y
Yessenia Alfaro-Alvarez	Y
Robert Pereira	Y
Diana Maldonado	Y

Having seven votes in the affirmative and two absent the motion was approved.

- Consideration and action to approve Substance Use Prevention Policy tabled for January 5, 2017 meeting.

**Communications:** Lead Testing Results- Final Report accepted and filed. Mr. Pereira, Shore Collaborative Representative reported that Shore Collaborative has just completed work on their parking lot and refinanced their current loan.

**Adjournment:** The meeting adjourned at 8:05 p.m.

**Recorded by**

*Barbara A. Martin*

**Barbara A. Martin**  
**Business Manager**  
**Clerk to the Chelsea School Committee**

Chelsea Middle & High School  
Youth Risk Behavior Survey  
Key Indicators and Areas of Concern  
2015

**Data analysis completed by:  
Massachusetts General Hospital  
Center for Community Health Improvement**

## YRBS Purpose and Value

Monitor priority health risk behaviors of middle and high school students to:

- ◆ Identify areas of need
- ◆ Make decisions about effective prevention strategies and use of resources

- The Youth Risk Behavior Survey is a national survey developed by the Center for Disease Control (The CDC) beginning in 1997
- It's given nationally every other year to schools across America.
- It's one of the main ways that schools and communities get data the health risk behaviors of their students We use this data to identify areas of need in district as well as made decisions about effective prevention strategies.
- There are some concerns within the data, but it speaks to some of the trends that we are seeing across the schools and community.

## YRBS Implementation

- Administered to middle and high school students
  - Anonymous and confidential
  - Voluntary with passive consent

▣ Middle School Responses= 1,084 students\*  
\*(6<sup>th</sup>-8<sup>th</sup> graders)

▣ CHS Responses = 1,220 students

• Administered in December 2015

• Responses included Spanish translations for our ELL students in both middle and high schools

## CPS Priority Areas of Concern

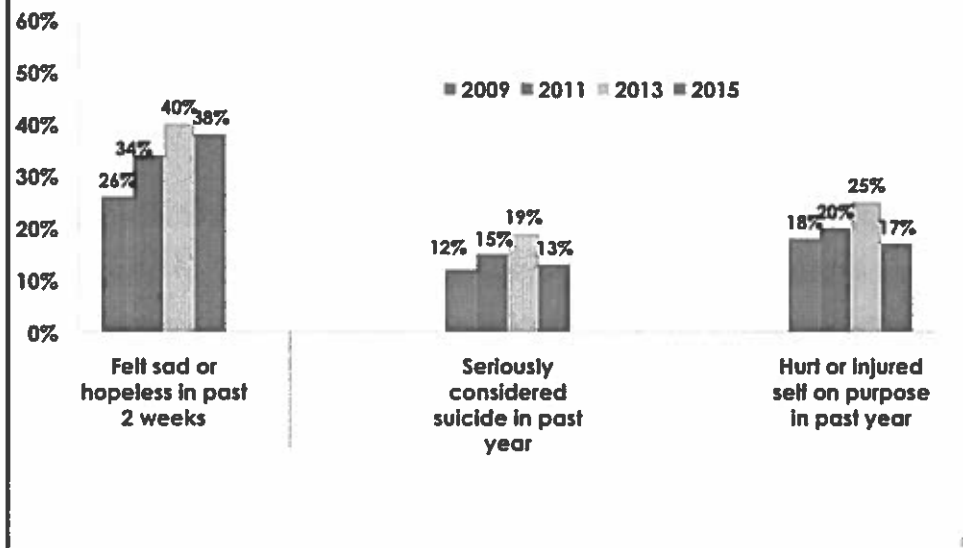
- **Mental Health**
- **Substance Use**
- **Gang Involvement/Community Safety**

• After reviewing the data with both the team from MGH as well as our own internal Health and Human Services Committee, these are the areas that are of greatest concern to us.

• These issues are either on a high level, or are strikingly higher than the state data.



## Mental Health: Chelsea High School



• This graph is a representation of the overall feelings of our students.

• In clinical terms, feeling sad or hopeless for over 2 solid weeks is one of the main criteria for meeting a diagnosis of depression. While there are other criteria involved, such as a loss of interest in activities, changes in eating/sleeping, or tearfulness...the constant feeling of sadness for over 2 weeks is the most critical.

• The number of students who have felt sad or hopeless continues to be high – while our numbers of students who seriously considered suicide has gotten lower, the 13% could relate to 3 students in a class of 25 students.

• We have been seeing a growing trend with our students with cuts on their arms, stomachs, and thighs. Many of these students report that they are performing these cutting behaviors to help deal with the emotional pain that they are feeling.

Felt sad or hopeless for 2 weeks or more in past year:

Middle School: 31.9%

High School: 39.9%

Hurt or injured themselves on purpose in past year:

Middle School: 28.1%

High School: 24.9%

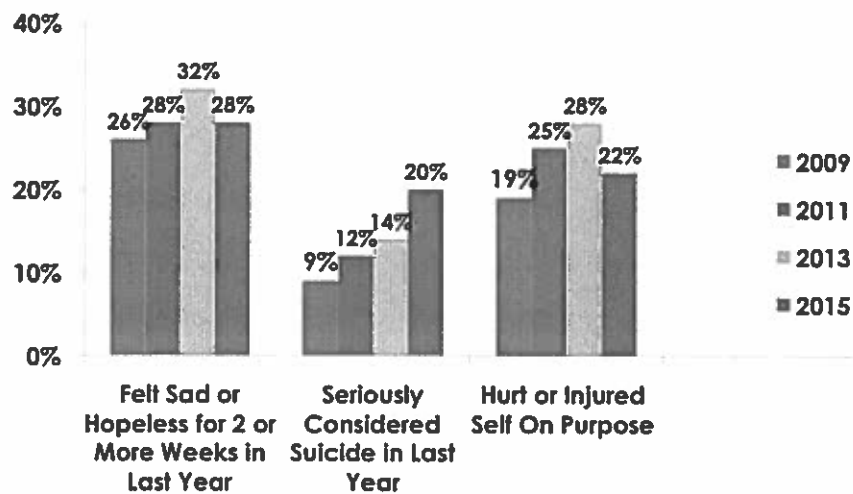
Seriously considered suicide in past year:

Middle School: 13.7%

High School: 18.5%

Attempted suicide in past year:  
Middle School: 9.6%  
High School: 14.2

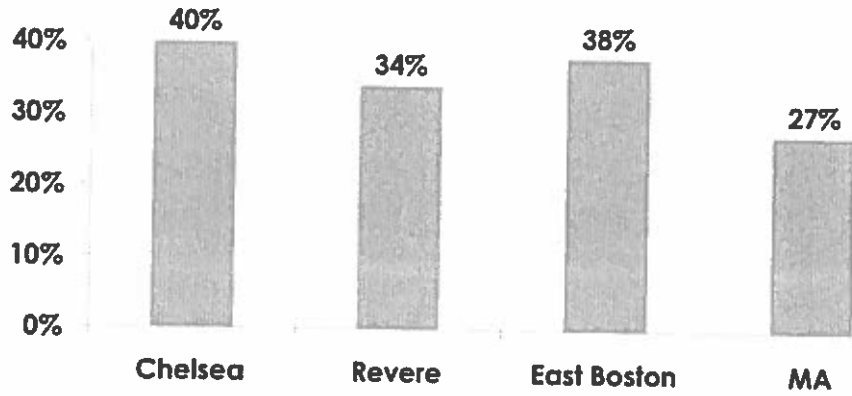
## Mental Health: Chelsea Middle Schools



- While we have seen the numbers decrease in a couple of areas for our middle school students, the alarming number is the increase in the number of students who have considered suicide in the last year.
- This is seen as we've had an increase in middle school students who have been hospitalized or who have needed additional evaluations.
- One change that might be related to this is the fact that many of our students have trauma, untreated mental health, and limited access to services – the survey was given to our middle school ELL students this year which is a change

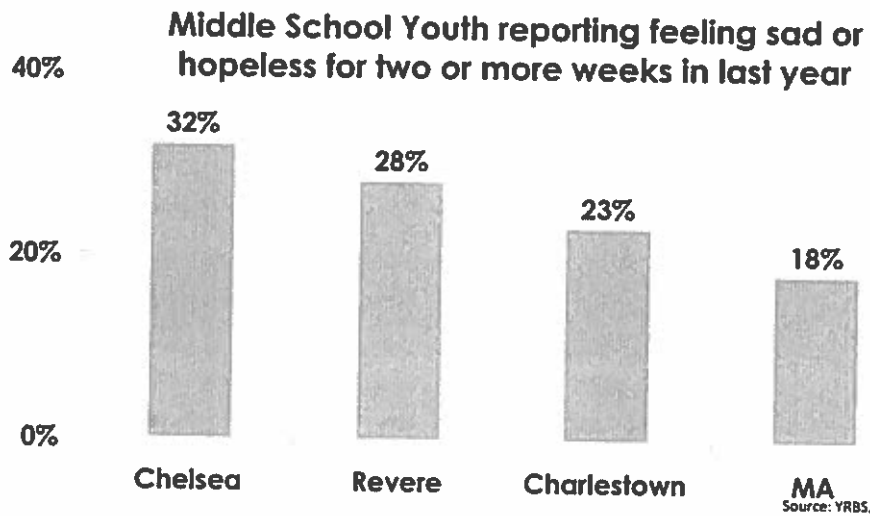
## High School Youth Compared to State Average

High School Youth reporting feeling sad or hopeless for two or more weeks in last year

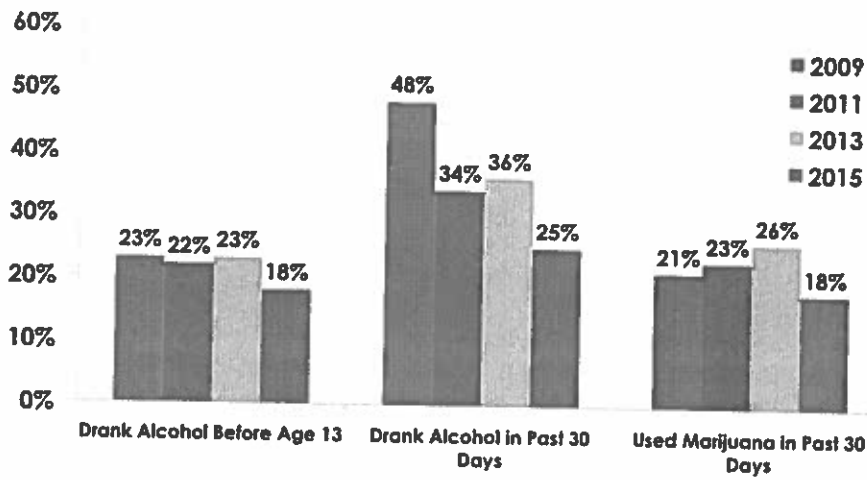


Source: YRBS 2015

## Middle School Youth Compared to State Average

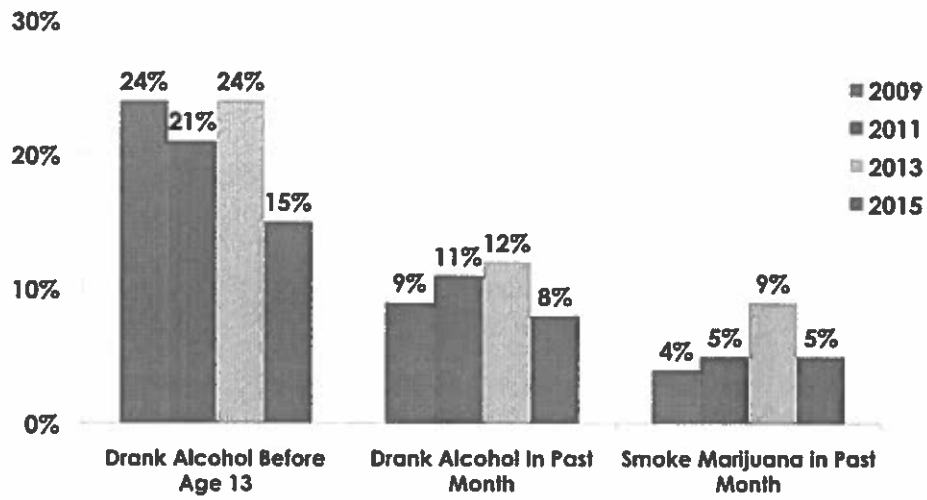


## Substance Use: Chelsea High School



•We've noticed a decrease in the student's admission of using substances in the past 30 days. So while this data looks good, it doesn't completely relate to what we are seeing at school. Interestingly this trend was also seen in Revere however there's been some speculation about that as well.

## Substance Use: Chelsea Middle Schools



## Gang Involvement: Chelsea High School

In the past 12 months...

- **Member of gang – 4% (5% in 2013)**
- **Spent time with people who are identified as gang members – 24%**
- **Been approached to join a gang– 7%**

We definitely have some students who state that they spend time with people who are identified as gang members, however it is unclear if they recognize that people in turn see them as gang members or they don't realize they are?



## Gang Involvement: Chelsea Middle Schools

In the past 12 months...

- **Member of gang – 4% (1% in 2013)**
- **Spent time with people who are identified as gang members – 21%**
- **Been approached to join a gang – 8%**
- **Thought about joining a gang – 6%**

The big concern is the increase in gang interest, gang knowledge, and potential recruitment of our younger students – typically we see these numbers as lower than those of high school students – this is the first time that they have been almost the same.

## Perceived Safety in Chelsea

CHS			Middle Schools		
	Somewhat or Very Safe	Somewhat or Very Unsafe		Somewhat or Very Safe	Somewhat or Very Unsafe
Walking in the community at night	39%	61%	Walking in the community at night	47%	53%
In parks, playgrounds and other recreational areas	75%	25%	In parks, playgrounds and other recreational areas	84%	16%

61% of our high school students indicated that they are afraid of walking in the community at night – we’ve heard it from students, from parents, and there have been numerous statements about not wanting a student to participate in an after school program/sport because of walking home.

While it may look like kids are feeling safe in parks and playgrounds, that 25% is saying 1 in 4 students don’t feel safe or 5 students in a class of 25 don’t want to spend time in the park.

Middle school students reported being more safe so it could be for a variety of reasons – they aren’t there as much, they aren’t out as late, they may be a little naïve...

## Risk Factors

### **Risk Factor: Youth Reporting High Levels of Stress**

- Youth are reporting multiple sources of stress:
  - Trauma
  - Safety Concerns and Violence in Community
  - Family Issues (violence, financial, substance use, housing)

### **Risk Factor: Misperception of Harm from Substances**

- Many youth do not understand the dangers of alcohol and other drugs, particularly regarding marijuana.

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Looking at those 3 areas... we have a couple of risk factors that are evident: this information was taken from conversations with students either within social work offices or some focus groups that the MGH Center for Community Improvement completed over the last six months.

Trauma – students are reporting trauma related to recently arriving to Chelsea and experiencing violence in their country of origin or on their trip here,

Marijuana is not seen as dangerous

## Protective Factors

### **Protective Factor: Positive Relationships with Adults**

•Research indicates that students who report a caring relationship in school and meaningful community participation demonstrate increased test scores and increased academic achievement.

### **Protective Factor: Involvement with Extracurricular Activities**

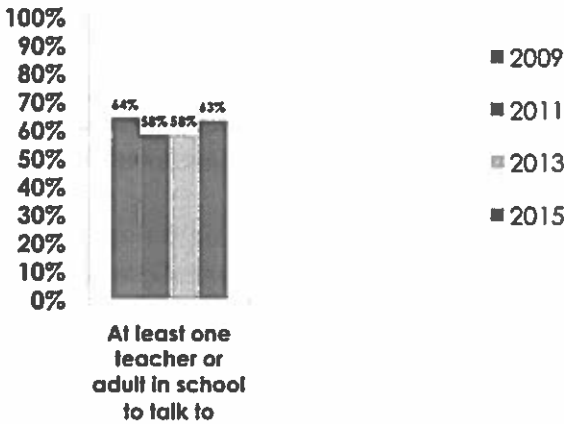
•Youth who participate in interscholastic sports and/or other extracurricular activities are less likely to drop out as these activities foster an environment of connectedness that keeps students in school.

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protective factors are those areas the the supports and activities that help prevent high-risk behavior.

Building up a child's protective factors decreases their likelihood of substance use and mental health issues.

# Protective Factors: CHS

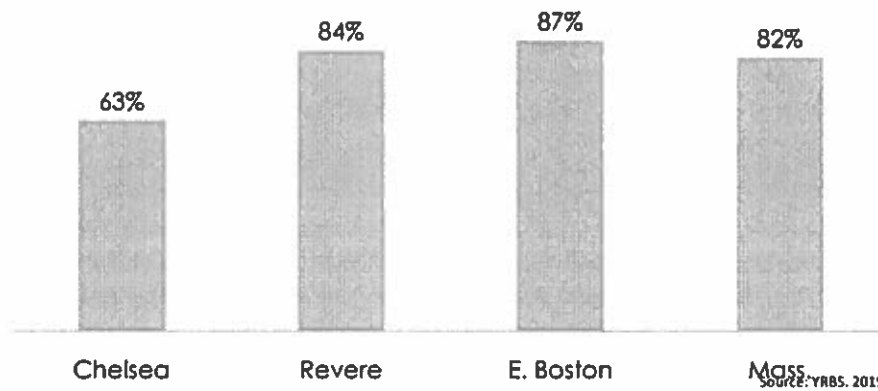


# Protective Factors: Middle Schools



## High School Student Perception of Having Trusted Adult

Youth Have at Least 1 Adult (family or non-family) to talk to



Compared to Mass... we are lower – again, this could be related to students recently arriving to this country with family members that they haven't lived with for many years.

Additionally, they are living in constant stress – they may be fearful to talk to adults because of the fear of being a snitch or for safety reasons. --- could be trust

# Next Steps in Supporting Our Students...



## **Three Tiered Approach**

• Increase in Social Work Staff (Middle School/ELL)

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• Strengthening Families Program  
• Small Groups (Prevention/Intervention Groups)  
• Increased Collaboration with Community Agencies

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• Social Emotional Learning Curriculum (All students)  
• Trauma Sensitive Classroom Professional Development for Teachers/Staff  
• Increased Health Education (Substance Use Prevention)

## CPS Strategies

### □ **Mental Health:**

- **Collaboration with MGH and South Bay. School-based services at CHS and middle schools through South Bay (Elementary school clinician to be added).**
- **Social Emotional Learning Curriculum in middle schools and CHS. SEL Pilot Program "Mind Up" in two elementary schools.**
- **Professional Development for Teachers on the Impact of Trauma through CPLA and partnership with Lesley University.**

High depression scores are associated with low academic achievement, declines in test scores, increased school suspensions, and decreased ability or desire to complete homework, concentrate, and attend class.

Research supports the conclusion that emotional regulation significantly contributes to higher grade-point averages of students.

## CPS Strategies

### ☐ Substance Use:

- **Substance Intervention Group at CHS for students found to be under the influence or in possession of substances during the school day.**
- **Introduction of evidence based substance use prevention curriculum in conjunction with Healthy Chelsea and Wellness Committee (in progress)**

## CPS Strategies

### Gang Involvement/Community Safety:

- **Collaboration with Community Agencies through OJDDP Grant received to provide:**
  - **Overcoming Violence Prevention Curriculum to 7<sup>th</sup> Grade students**
  - **Increased collaboration with ROCA for potential gang-affiliated high school youth**
  - **Partnership with Youth Navigator to work with middle school youth who are disengaged from school and disconnected to services.**

# Questions?

**For more information, please contact:**

**Kim Huffer, LICSW  
Coordinator of Social Work Services  
Chelsea Public Schools**

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(617) 466-5107**



## November 2016

### Monthly:

2. District-Wide daily attendance rate will be 95%. (p. 3)
8. The CPS dropout rate will decrease by 2% per year. (p. 6)

### Quarterly Updates:

4. 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in ELA, Math and Science. (p. 4)
5. 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science. (p. 5)

### Winter/Spring:

3. 75% of Kindergarten students will score in the Proficient or In Progress range on the Nonsense Word Fluency Correct Letter Sounds (NWF-CLS) DIBELS subtest. (p. 4)

### Annual:

1. All CPS Schools will be on track to be Level 2 or better in the State's accountability system. (p. 2)
6. 85% of High School Students in AP courses will attain a 3, 4, or 5. (p. 5)
7. The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year. (p. 6)
9. All students will graduate from Chelsea High School with a plan for college, career and life. (p. 7)
10. Annual staffing data will show improved teacher retention. (p. 8)

### Appendix: Additional Relevant Data:

- Mobility (p. 9)
- Mobility Rate (p. 9)
- CHS Grade 9 & 10 Failing Grades (p. 10)
- CHS Grade 9 & 10 Retention (p. 10)



Indicator 1: All CPS Schools will be on track to be Level 2 or better in the State's accountability system.

PARCC/MCAS

School	ELA CPI 2016	ELA CPI 2017	ELA SGP 2016	ELA SGP 2017	Math CPI 2016	Math CPI 2017	Math SGP 2016	Math SGP 2017	Science CPI 2016	Science CPI 2016
Berkowitz	69		61		73.6		38			
Hooks	73.6		74		94.7		61			
Kelly	66.6		47		74.4		46			
Sokolowski	65		53		75.8		55			
Browne	59.2		46		48		31		36.4	
Clark	69.4		40		60.5		29		51.7	
WSTA	64.8		38		55.2		29		45.4	
CHS	83		55		62.3		26		65.6	

Chelsea Public Schools Indicators of Success 2016 - 2021



Indicator 2: District-Wide daily attendance rate will be 95%.

	% 2016	Sept	Oct	Nov		Dec	Jan	Feb	March	April	May	June
		Month	Month	MTD	YTD							
Grade 1	95.1%	95.9%	96.0%	95.5%	95.8%							
Grade 2	95.7%	95.9%	95.9%	95.8%	95.9%							
Grade 3	95.5%	95.9%	95.8%	96.1%	96.0%							
Grade 4	96.1%	96.4%	96.4%	96.0%	96.3%							
Grade 5	95.6%	95.7%	96.3%	96.2%	96.0%							
Grade 6	95.6%	96.3%	95.8%	95.8%	96.0%							
Grade 7	95.4%	95.5%	96.2%	96.0%	95.8%							
Grade 8	94.0%	95.1%	95.0%	94.9%	95.0%							
Grade 9	89.1%	89.8%	90.9%	89.3%	90.0%							
Grade 10	90.4%	92.4%	91.8%	90.1%	91.5%							
Grade 11	90.6%	91.6%	91.4%	90.2%	91.1%							
Grade 12	90.8%	93.2%	92.1%	90.4%	91.1%							
Post-Graduate	74.6%	72.1%	98.3%	100%	84.5%							
Kindergarten	94.1%	93.9%	94.0%	92.2%	93.5%							
Grade PreK	93.7%	94.6%	93.4%	92.9%	93.7%							
District Total	93.3%	94.6%	94.6%	93.9%	94.4%							





**Indicator 3:** 75% of Kindergarten students will score in the Proficient or In Progress range on the Nonsense Word Fluency Correct Letter Sounds (NWF-CLS) DIBELS subtest.

	2015-2016	2016 - 2017
Winter (% students)	49%	
Spring (% students)	61%	

**Indicator 4:** 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in ELA, Math and Science.

	2015-2016 (% students)	Quarter 1 (% students)	Quarter 2 (% students)	Quarter 3 (% students)	Final Grade (% students)
Reading	65.6%	39.9%			
Writing	55.0%	23.6%			
Math	76.0%	42.7%			
Science	53.7%	74.4%			



**Indicator 5:** 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science.

	2015 - 2016 (% students)	Quarter 1 (% students)	Quarter 2 (% students)	Quarter 3 (% students)	Final Grade (% students)
ELA	73.6%	57.0%			
Writing	78.3%	86.7%			
Math	57.1%	69.1%			
Science	59.3%	62.0%			

**Indicator 6:** 85% of High School Students in AP courses will attain a 3, 4, or 5.

	2015 - 2016	2016 - 2017
# of students enrolled in AP courses	428	454
# AP tests taken	400	
# of tests scored 3, 4, or 5	128	
% of tests scored 3, 4, or 5	32%	



**Indicator 7:** The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year.

	2014-2015	2015-2016
4 year graduation rate	63.6%	62.9%
5 year graduation rate	67.1%	

**Indicator 8:** The CHS dropout rate will decrease by 2% per year.

Data for each year is period to date

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Oct. 1 <sup>st</sup> Enrollment*	1369	1353	1330	1372	1408	1527	1536	1556
# of Drop-Outs	48	29	54	32	37	54	34	31
Drop-Out %	3.51%	2.14%	4.06%	2.33%	2.63%	3.54%	2.21%	1.99%

\*CHS enrollment as of 9/30/16

CHS Programmatic Breakdown this year to date

CHS Enrollment	Regular Ed Students	Sped Students	ELL Students
Oct. 1 <sup>st</sup> Enrollment*	927	141	488
# of Drop-Outs	10	2	19
Drop-Out %	2.0%	1.4%	3.9%

\*CHS enrollment as of 9/30/16

Chelsea Public Schools Indicators of Success 2016 - 2021



**11/1/2016-11/28/2016 DROPOUT NOTES:**

- There were no dropouts during this period

**Indicator 9: All students will graduate from Chelsea High School with a plan for college, career and life.**

Plan	Class of 2016	Class of 2017
Attend 2 or 4 year college	71%	
Enter directly into workforce	15%	
Enter military	4%	
Enter certificate program	5%	
Take gap year and/or enroll in Year Up or City Year Program	3%	
Enter a trade school	1%	
	total: 99%	



**Indicator 10: Annual staffing data will show improved teacher retention.**

**Retention**

	2015- 2016	2016 - 2017
Total teachers in CPS	443.75	100%
Teachers who left CPS	77	17.4%
Teachers who retired or were terminated	32	7.2%
Teachers who left on their own*	45	10.2%

\* reasons for leaving included: moving back home, new job in another district, returning to school, health

**Promotions**

	2015- 2016	2016 - 2017
Paraprofessional to teacher	6	
Teacher to administrator	3	
Administrator promotion	3	
Substitute to paraprofessional	2	
<b>Total promotions</b>	<b>14</b>	



**APPENDIX:**

Mobility:

	2015-16 Total		Sept		Oct		Nov		Dec		Jan		Feb		Mar		Apr		May		June		TOTAL	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
ELC (K only)	61	25	46	10	16	4	7	4															69	18
Elementary	172	127	58	39	21	16	13	13															92	68
Middle School	153	135	43	34	23	11	15	8															81	53
High School	201	202	77	76	35	31	24	1															136	108
District Total	587	489	223	159	95	62	59	26															378	247

\*District-wide mobility rate (sum of transfers in and transfers out divided by October 1<sup>st</sup> enrollment (6374)) is 9.8% year to date.

**Student Mobility Rate September 1 – June 30 (10-month calculation)**

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Rate	32.0	32.4	33.7	33.5	23.9	36.0	28.6	37.5	23.6	32.0	28.5	25.0	24.8	17.0	20.0	17.6	20.6
Year	2014	2015	2016														
Rate	17.0	18.7	17.0														

## Chelsea Public Schools Indicators of Success 2016 - 2021



### CHS Failing Grades

	2016-2017	Quarter 1	Quarter 2	Quarter 3	Final Grade
Grade 9 Total # Students		442			
G9: One failing grade		90			
G9: Two failing grades		45			
G9: Three failing grades		35			
G9: Four or more failing grades		80			
G9: Total percent		56.6%			
Grade 10 Total # Students		436			
G10: One failing grade		85			
G10: Two failing grades		42			
G10: Three failing grades		35			
G10: Four or more failing grades		84			
G10: Total percent		56.4%			

### CHS Retention

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grade 9 retained	23%	13.6%	18.7%	34.9%	30.1%	15.6%	
Grade 10 retained	20%	11.8%	16.9%	12.9%	18.1%	11.3%	

A Policy and Procedures Sub-Committee was held on Thursday December 1, 2016.

Present were Yessenia Alfaro-Alvarez, Rich Maronski, Shawn O'Regan, Jeanette Velez, Superintendent Mary Bourque, Chief Academic Officer Sarah Kent. Also present Robert Pereira.

Meeting was called to order at 6:32pm.

On the agenda was to review the Substance Use Prevention Policy.

A motion was made that it go before the full School Committee at the January 5th for a vote.

Meeting adjourned at 6:50pm.



November 16, 2016

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CHELSEA SCHOOL

HUMAN RESOURCES SUB- COMMITTEE

Present : Robert Pereira, Diana Maldonado, Yessenia Alfaro Alvarez and Ana Hernandez. Also in attendance were Mary Bourque, Tina Sullivan, and Ellen Benson.

The purpose of the meeting was to discuss Superintendent Mary Bourque's Formative performance evaluation and the Committee entered into Executive Session at 6:04 p.m.

The Committee voted to approve the attached evaluation and to submit to the record for the December 2016 School Committee meeting.

Meeting adjourned at 6:32 p.m

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**Dr. Bourque Formative Assessment - 2015-2017 - Committee Member Ratings Worksheet**

		School Committee Member Ratings:											
Standard I	Instructional	AH	SO	RC	JV	RM	DM	RP	KG	YA	> vs. Supt. MB	MMB Self- Assmt: (2015- 16)	
<b>Leadership Elements</b>													
	I-A-1 Standards Based Unit Design	P		P	P	P	P				E		
	I-A-2 Lesson Development Support	E		E	P	P	E				E		
	I-B-1 Instructional Practices	P		P	P	P	P				E	>	
	I-B-2 Quality of Effort and Work	P		P	P	E	P				E		
	I-B-3 Diverse Learner's Needs	P		P	P	P	P				E		Dr. Bourque has been able to adapt a whole school district to adopt a curriculum for newly arriving students.
	I-C-1 Variety of Assessments	P		P	P	P	P				E		Dr. Bourque has been able to adapt a whole school district to adopt a curriculum for newly arriving students.
	I-C-2 Adjustment to Practice	NI		P	P	NI	NI				E	NI	Dr. Bourque has been able to adapt a whole school district to adopt a curriculum for newly arriving students.
	I-D-1 Educator Goals	P		P	P	P	P				E		
	I-D-2 Observations and Feedback	P		P	P	NI	P				E		
	I-D-3 Ratings	P		P	P	NI	P				E		
	I-D-4 Alignment Review	P		P	P	P	P				E		
	I-E-1 Knowledge and Use of Data	E		P	E	E	P				E	>	Dr. Bourque is very detail oriented about data she receives and compiles. She takes full advantage to educate others
	I-E-2 School and District Goals	E		P	P	E	P				E		
	II-E-3 Improvement of Performance, Effectiveness and Learning	P		P	P	P	P				E		
	Overall rating	P		P	P	P	P				E		
<b>Standard II Management &amp; Operations Elements</b>													
	II-A-1 Plans, Procedures and Routines	E		P	P	P	P				P		
	II-A-2 Operational Systems	P		P	P	P	E				P		
	II-A-3 Student Safety, Health & Social & Emotional Needs	E		P	P	E	P				P		Feel there is a need for more social workers and guidance counselors at every school Would like to see more Hispanic teachers to represent the student population so there would be an understanding of the current student culture. There should be more recruitment of these teachers.
	II-B-1 Recruitment & Hiring Practices	P		P	P	P	NI				P		
	II-B-2 Instruction, Professional Development and Career Growth Strategies	E		P	P	P	E				E		
	II-C-1 Time for Teaching & Learning	E		P	P	P	E				E		
	II-C-2 Time for Collaboration	P		P	P	P	E				E		Dr. Bourque continues to show respect for all cultures in our community.
	II-D-1 Laws and Policies	E		P	E	E	E				E		
	II-D-2 Ethical Behavior	E		E	E	P	P				E		
	II-E-1 Fiscal Systems	P		P	P	P	P				E		
	Overall rating	E		P	P	P	P				P		
<b>Standard III Family &amp; Community Engagement</b>													
	III-A-1 Family Engagement	P		P	P	P	P				E		
	III-A-2 Community & Business Engagement	P		P	P	P	P				E		Proud to see the Superintendent of Chelsea Schools very interested in the community.
	III-B-1 Student Support	P		P	P	P	P				E		
	III-B-2 Family Collaboration	P		P	P	P	P				E		
	III-C-1 Two-way Communication	P		P	P	P	P				E		
	III-C-2 Culturally Proficient Communication	P		P	P	P	P				P		
	III-D-1 Family Concerns	P		P	P	P	P				P		
	Overall rating	P		P	P	P	P				P		
<b>Standard IV Professional Culture</b>													
	IV-A-1 Commitment to High Standards	E		P	P	E	P				E		
	IV-A-2 Mission and Core Values	E		E	E	P	E				E		
	IV-A-3 Meetings	E		P	P	P	P				E		
	IV-B-1 Policies & Procedures	E		E	P	P	P				P		
	IV-C-1 Communication Skills	E		P	E	P	P				P		
	IV-D-1 Continuous Learning of Staff	P		NI	P	P	P				P		Egnage more with teachers to make sure they are getting more respect from students.
	IV-D-2 Continuous Learning of Administrator	P		P	P	P	P				P		
	IV-E-1 Shared Vision Development	E		P	P	E	P				P		
	IV-F-1 Response to Disagreement	P		P	P	P	P				P		
	IV-F-2 Conflict Resolution	P		P	P	P	P				P		
	IV-F-3 Consensus Building	P		P	P	P	P				P		
	Overall rating	E		P	P	P	P				P		
	Practice Goal: Design and implement new system for supervision and evaluation of principals, aligned to MA DESE model.	P		P	P	P	P				P		
	Overall rating	P		P	P	P	P				P		
	Impact on Student Learning Goal: Increase student performance in Mathematics in grades 5-8, and 10.	P		E	P	P	P				P		
	Overall rating	P		E	P	P	P				P		