



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, October 15, 2015

7:15 PM

Call to Order 7:15

Pledge of Allegiance

Citizens' Concerns 7:20

Chair's Report 7:30

Superintendent's Report 7:45

Consent Agenda 7:55

Minutes of October 1, 2015

Exhibit A

Acceptance of Donations

Exhibit B

Old Business 8:15

New Business 8:45

- Student Government Presentation
- Committee Reports
- Presentation of SEPAC Goals for 2015-2016 Exhibit F
- Review of 2016-2017 Calendar Exhibit C
- Ed. Topic: District Assessment Results Presentation Exhibit D
- Vote on MASC Resolutions Exhibit E
- Superintendent's Review

Vote to Adjourn 9:30

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

EXHIBIT A
Hamilton-Wenham Regional School District
Office of the Superintendent
Wenham, Massachusetts 01984

HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MEETING MINUTES

Date: October 1, 2015
To: School Committee Members
From: Michael Harvey, Superintendent of Schools
Re: Thursday, October 1, 2015

CALL TO ORDER: *Larry Swartz* called the meeting to order at 7:17 pm in the Buker Elementary School Multi-Purpose Room.

Present: Jeanise Bertrand, Deborah Evans, Hannah Fraley, Dennis Hurley, Stacey Metternick, Larry Swartz
Also present: Celeste Bowler, Michael Harvey, Jeff Sands
 Kerianne Heppner (Student Representative)
 Nancy Bergner, (Secretary)
Absent: No committee members were absent.

PLEDGE OF ALLEGIANCE

All rose for the pledge of allegiance.

CITIZENS CONCERNS

There were no citizen concerns.

[Clarification: concerns which have been submitted to School Committee members via email should be forwarded to Donna Bunk for inclusion in meeting agendas as "New Business."]

CHAIR'S REPORT

Larry Swartz confirmed the new start time of 7:15 for H-WRSC Meeting.

H-WRSC candidate interviews will be conducted by a committee composed of representatives from the School Committee and Selectmen on Wednesday, Oct. 28, from 6:30-8:45. A forum discussion will commence at 9 PM, and will be televised.

SUPERINTENDENT'S REPORT

- Six H-WHS students were commended for their strong performance on the PSAT by the National Merit Scholarship Corporation.
- District Wide Curriculum documents are being developed to support "Understanding By Design." These documents are posted on the district website as they become available.
- DESE has released MCAS results. On October 15 Dr. Bowler will present an analysis of H-WRSD performance.

- Michael Harvey and Eric Tracy attended a presentation at Gordon College on changes in the SAT. Khan Academy is coordinating with PSAT to provide individualized tutoring based upon uploaded scores to help students prepare for the SAT.
- Gale Associates is presenting a study on turf Thurs. Oct. 8 at 7 PM at Buker Elementary. Both town's selectmen will be in attendance and the meeting is open to the public.
- MA Department of Revenue has certified H-WRSC's Excess and Efficiency accounting report, allowing for proper funding throughout the year.
- School Leases: Cutler and Winthrop leases have been signed by Hamilton Selectmen;. Wenham Selectmen have signed a bridge lease for Buker School.
- HW Finance Committee has invited School Committee (Dec 17, Jan 28) to discussion of town budget for FY 2017
- DESE has released a 4 minute video providing an overview on how data is collected and analyzed.
- DESE is releasing resources on standards and assessments to provide background on the upcoming decision on whether or not MA will adopt the PARCC standards.

CONSENT AGENDA

Larry Swartz :DO WE HAVE ANY MEMBER(S) THAT WOULD LIKE TO REMOVE ANY ITEM FROM THE CONSENT AGENDA?

- Minutes of September 3, 2015 [Exhibit A]
- Minutes of September 17, 2015 [Exhibit B]

Larry Swartz: REMOVE THE SEPT 17 MINUTES, WHICH ARE NOTES ON PROCEEDINGS OF A MEETING IN WHICH A QUORUM WAS NOT ACHIEVED, AND THEREFORE NOT CALLED TO ORDER.

- EdFund – Forensics Comparison Microscope [Exhibit C]
- Field Trip – Grade 8 students to Washington DC [Exhibit D]
- MIAA application waiver for Girls Hockey [Exhibit J]

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE ALL OF THE REMAINING ITEMS ON THE CONSENT AGENDA. THERE CAN BE NO FUTHER DISCUSSION OR AMENDMENT OF THIS MOTION.

**Motion by STACEY METTERNICK; DENNIS HURLEY seconded
UNANIMOUSLY APPROVED**

Michael Harvey provided an explanation of MIAA waiver for Girls' Hockey (Exhibit J)

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE MIDDLE SCHOOL WAIVER FOR GIRLS' HOCKEY AT MARBLEHEAD HIGH SCHOOL.

**Motion by STACEY METTERNICK; DENNIS HURLEY seconded.
UNANIMOUSLY APPROVED**

NEW BUSINESS

- Michael Harvey presented District Improvement Plan [Exhibit E]
[discussion]

b. Principals and Curriculum Coordinators Presented School & Program Improvement Plans
[Exhibit F]

[discussion]

c. Policy Review – Second Reading of High School Graduation Policy [Exhibit I]

[discussion]

**MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL
COMMITTEE APPROVE HIGH SCHOOL GRADUATION POLICY AS
AMENDED.**

**Motion by STACEY METTERNICK; DEBORAH EVANS seconded
UNANIMOUSLY APPROVED**

d. Select Delegate & Alternate for MASC Conference [Exhibit G]

**MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL
COMMITTEE APPOINT JENISE BERTRAND AS A VOTING MEMBER
REPRESENTING THE H-W SCHOOL COMMITTEE AT THE MASC
CONFERENCE.**

**Motion by Stacey Metternick; seconded by Hannah Fraley
UNANIMOUSLY APPROVED**

[note: alternate member to be determined.]

e. Final Review of SC Calendar [Exhibit H] *no action necessary*

ADJOURNMENT

**MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL
COMMITTEE VOTE TO ADJOURN.**

**Motion by STACEY METTERNICK ; seconded by HANNAH FRALEY
UNANIMOUSLY APPROVED at 9:17 pm.**

Respectfully Submitted,

Nancy R. Bergner
Secretary, H-WRSC Meeting

EXHIBIT B

Donations to HWRSD Activities Accounts 10.15.15

The Hamilton-Wenham Regional School Committee accepts the following donations:

1. Football Boosters-\$5,700.00 (varsity football)
2. Hamerling Physical Therapy-\$2,000.00 (for all athletics)
3. Class of 2015--\$1,500 toward the cost of installing a new water bubbler at the high school
4. Institute of International Education-- \$500.00 GE Star Award to HWRHS in honor of Teacher Chris Campbell
5. Rhino Public Relations— \$1,000 Support for Model UN Club

Hamilton –Wenham Special Education Parent Advisory Council (SEPAC)

Calendar for 2015-2016

- September: Board Meeting
Wednesday, September 9, 2015 (History Room H-W library 5-6 p.m.)
- October: Basic Rights and Responsibilities Presentation (by Mass Pac)
Wednesday, October 28, 2015 (Middle School Band Room 6-8p.m.)
- November: Workshop - Assistive Technology
(Date and location to be confirmed)
- December: Coffee at Panera (sharing books and resources)
Friday, December 4, 2015 (10-11a.m.)
- January: Business Meeting
Wednesday, January 20, 2016 (History Room H-W library 6-7p.m.)
- February: Coffee at Panera (sharing books and resources)
Friday, February 5, 2016 (7-8p.m.)
- March: Workshop- Mindfulness
Thursday, March 10, 2016 Middle School Band Room hh 6-8 p.m.
- April: Business Mtg.
March 6, 2016 (History Room H-W library 6-7p.m.)
- May: Workshop- TBD (proposed topic- Executive Functioning)
(Date and location to be confirmed)
- June: Board Meeting
Wednesday, June 16, 2016 (History Room H-W Library 6-7 p.m.)

School Committee Presentation: Thursday, October 15th 2015

The Hamilton-Wenham Special Education Parent Advisory Council (SEPAC)
(2015-2016)

The Massachusetts statutes and regulations require school committees to establish a volunteer parent advisory council on special education. The members of the SEPAC work collaboratively with Kathy Harris (HWRSD Dir. of Student Services) and Hannah Fraley (School Committee Representative).

Hamilton- Wenham SEPAC is made up of a volunteer committee with two co-chairs and several board members who meet on a regular basis throughout the year:

Laurie Erhard (Co-chair) jlerhard@verizon.net
Mary DeLorenzo (Co-chair) marydelorenzo@verizon.net
Chantal Polsonetti (Secretary)
Julie Preston (Treasurer)
Kim Donnellan (Correspondent with School Comm. Rep)
Tracey Hutchinson
Michelle Bailey
Molly Morin
Lisa Fibbe

H-W SEPAC Goals:

- * Build a network of support for parents who have children with disabilities.
- *Provide information and resources about disabilities and the special education process so that parents are empowered.
- *Provide tools and training for parents so that they can more effectively work with their children and participate in the schools Team process.
- *Build trusting and collaborative partnership between the parents and the schools so that the focus is upon what is best for the child as the priority.
- *Inform members and the community about special education programming, state law and issues pertinent to special education.

The H-W SEPAC conducts Meetings, Workshops and Presentations, along with informal Coffees throughout the year.

August 2016		1 Day	5d
W	Tu	W	F
1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25
28	29	30	31

September 2016		20 Days	
Su	Mo	Tu	W
			1
		8	9
		14	15
		20	21
		26	27
		28	29
		30	

October 2016							20 Days						
Su	M	Tu	W	Th	F	Sa							
							2	3	4	5	6	7	
9	H	11	12	13	14	15	8						
16	17	18	19	PTC	21	22	22						
23	24	25	26	PTC	28	29	29						
30	31												

November 2016		18 Days		Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30							
20	21	22	23					H	V	26
13	14	15	16					17	18	19
6	7	TW	9					10	H	12
		1	2					3	4	5

SU	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	ER	24
H	H	V	V	V	V	31

January 2017							Sa	Su
			W	Th	F	Sa		
H	H	3	4	5	6		7	
8	9	10	11	12	13		14	
15	H	17	18	19	20		21	
22	23	24	25	26	27		28	
29	30	31						

Su	M	Tu	We	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	V	V	V	V	25
26	27	28				

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 17		14 days				
Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017		22 days	Sa	Su
			Th	W
1	2	3	4	5
7	8	9	10	11
13	14	15	16	17
20	21	22	23	24
26	27	28	29	30
				31

6/1/2017	Su	Mo	Tu	We	Th	Fr	Sa
11	5	6	7	8	9	10	11
12				LD	16	17	18
13				21	22	23	24
27				28	29	30	
26							
25							

July 2017	Su	M	Tu	W	Th	F	Sa
2	3	H	5	6	7	8	1
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

HOLIDAYS & OTHER NO SCHOOL DAYS

August 29--Opening Day Teachers
August 30--Teachers Workshops
August 30--Orientation for Grades 6 & 9
Students Only
August 31--Opening Day All Students
June 4--Graduation
June 22--Last Day for Teachers & Students (This
includes 5 snow days)

February 18th-24th - No School-President's Day & Mid-Winter Vacation
March 17th--No School Teacher Workshop
April 14th - No School - Good Friday

April 17th-April 21st-No School Patriots' Day & Spring Vacation
May 29th-No School-Memorial Day

RELIGIOUS OBSERVANCES - SCHOOL IN SESSION

October 12th Yom Kippur

April 17th-18th - Passover Ends

DISMISSAL TIMES

Staff Workshops - Wednesdays: Elementary 12:45 PM/MS & HS 1:30 PM
Early Release - Half Day - No Lunch - MS/HS 11:15 AM / Elementary 12:05 PM

ER: Early Release All Levels
TW: Teacher Workshop/No Students

PTC: Parent/Teacher Conferences Elementary Only 11:15 Dismissal (No Lunch)
V: Vacation NS: No School H: Holiday

★ June 4-- Graduation

Pre-labor Day Start?
Election Day in November?
January 2 NYD Observed?
March 17th Workshop?

Pre-labor Day Start?
Election Day in November?
January 2 NYD Observed?
March 17th Workshop?

10/15/15

Annual Report of District and Grade Level Performance
MCAS Results

Dr. Celeste Bowler, Assistant Superintendent for Learning
October 15, 2015

Assessment Choices for Spring 2015
(as of March 18, 2015)

Spring 2015	Number of public districts	MCAS			PARCC		
		# of districts	% of districts	# of students	# of districts	% of districts	# of students
Grades 3-8	359	165	46%	207,500	194	54%	227,000
PARCC for Grade 9 and/or 11 (optional)	295	N/A	N/A	N/A	69	23%	22,500

MCAS Test

- Administered in grades 3-8 and 10
- Students are tested on the Massachusetts English Language Arts (ELA) and Literacy and Mathematics Frameworks aligned to the Common Core State Standards
- Students in grades 5, 8, and 10 are also take a Science, Technology, and Engineering test.

3

Types of Questions

- Multiple Choice
- Short Answer
- Short Response
- Open Response

- Writing Prompt

4

Student Performance Levels

- **Advanced**
- **Proficient**
- **Needs Improvement**
- **Warning/Failing**

5

District Results By Achievement Level

ALL STUDENTS

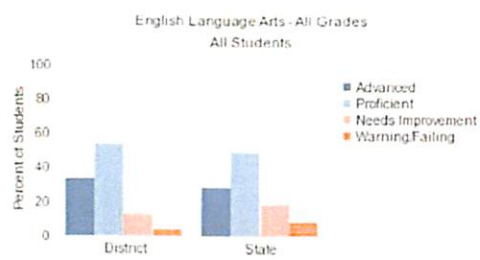
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ELA Results By Achievement Level: District and State Comparison For All Students, All Grades

	Number Included	District Percentage	State Percentage
Advanced	322	33	27
Proficient	519	53	48
Needs Improvement	117	12	18
Warning/Failing	28	3	7
Totals Included	986		

ELA Results By Achievement Level: District and State Comparison For All Students, All Grades

English Language Arts	N Included	% District	% State
Advanced	322	33	27
Proficient	519	53	48
Needs Improvement	117	12	18
Warning/Failing	28	3	7
Total Included	986		

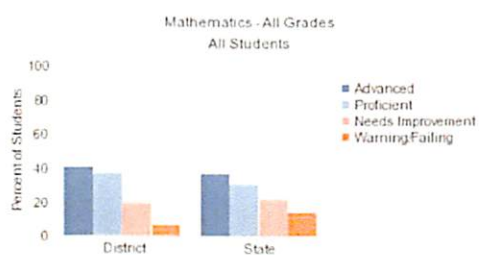


Mathematics Results By Achievement Level: District and State Comparison For All Students, All Grades

	Number Included	District Percentage	State Percentage
Advanced	396	40	36
Proficient	353	36	20
Needs Improvement	182	18	21
Warning/Failure	56	6	13
Totals Included	987		

Mathematics Results By Achievement Level: District and State Comparison For All Students, All Grades

Mathematics	N Included	% District	% State
Advanced	396	40	36
Proficient	353	36	20
Needs Improvement	182	18	21
Warning/Failing	56	6	13
Total Included	987		

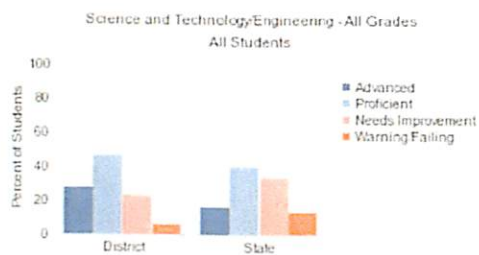


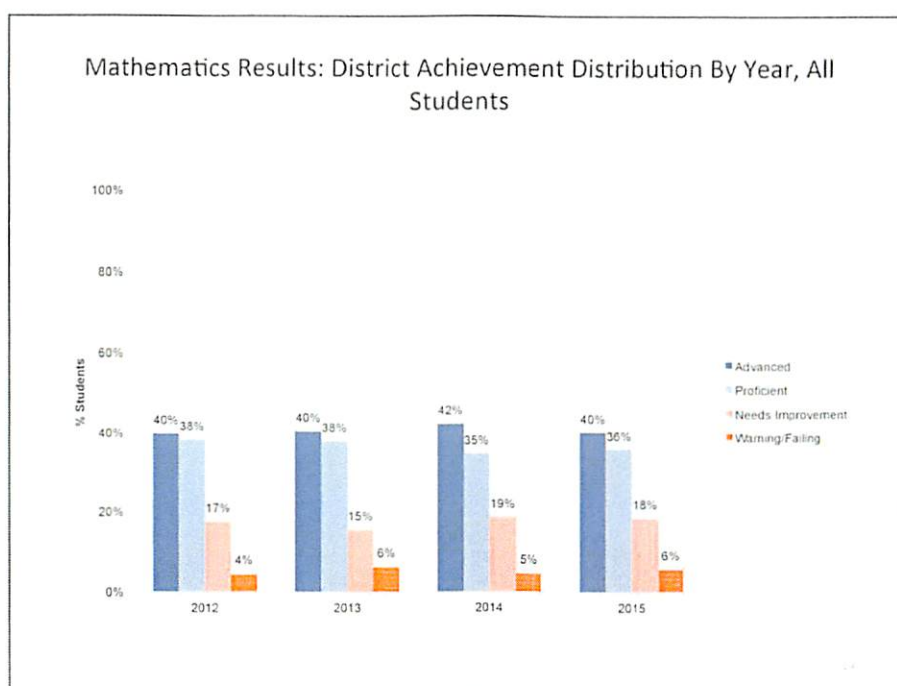
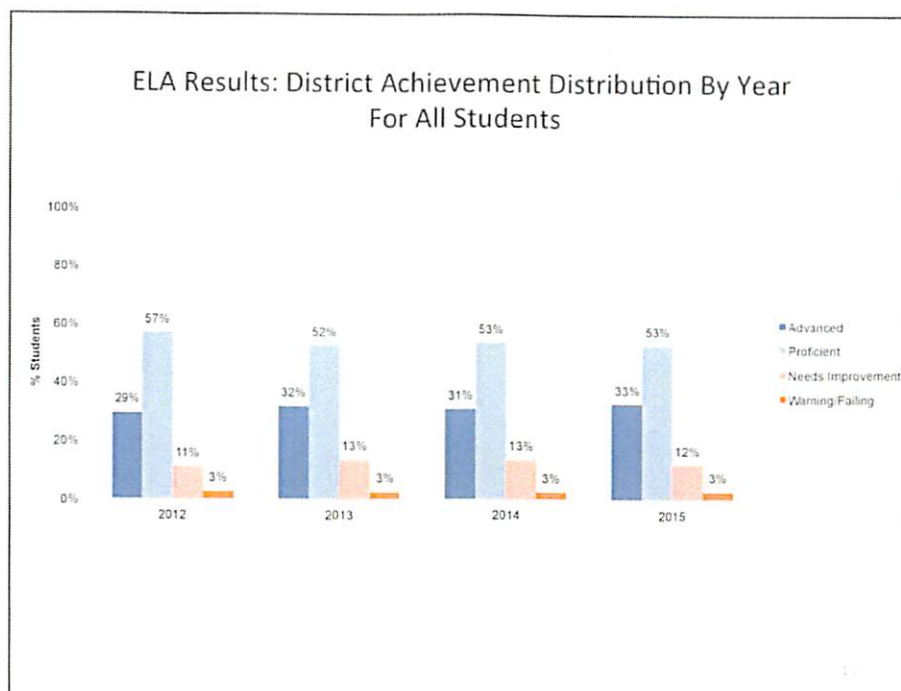
Science/Technology Results By Achievement Level: District and State
Comparison For All Students In Grades 5, 8, and 10

	Number Included	District Percentage	State Percentage
Advanced	120	27	15
Proficient	206	46	39
Needs Improvement	100	22	33
Warning/ Failure	22	5	12
Totals Included	448		

Science/Technology Results By Achievement Level: District and State
Comparison For All Students in Grades 5, 8, and 10

Science and Technology/ Engineering	N Included	% District	% State
Advanced	120	27	15
Proficient	206	46	39
Needs Improvement	100	22	33
Warning/Failing	22	5	12
Total Included	448		





District Results By Achievement Level

Elementary Schools: Buker, Cutler, and
Winthrop
Grades 3, 4, and 5

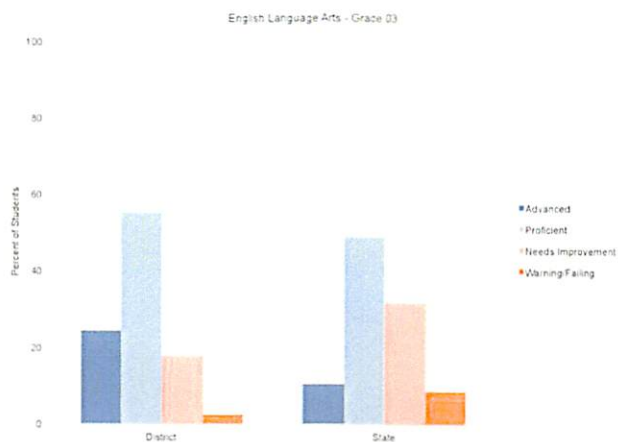
85

ELA Results By Achievement Level: District and State Comparison For All Grade 3 Students

	Number Included	District Percentage	State Percentage
Advanced	30	24	11
Proficient	68	55	49
Needs Improvement	22	18	32
Warning/Failure	3	2	9
Totals Included	123		

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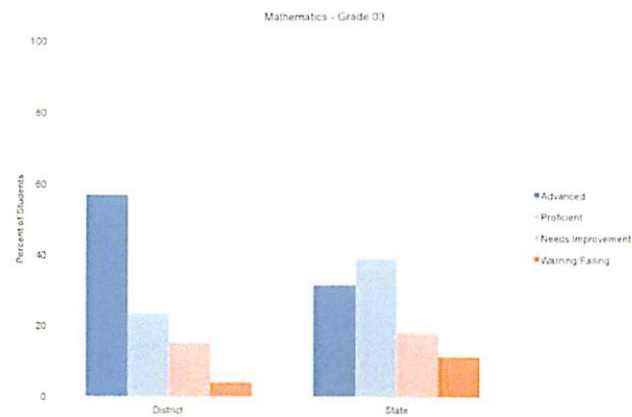
ELA Results By Achievement Level: District and State Comparison For All Grade 3 Students



Mathematics Results By Achievement Level: District and State Comparison for All Students in Grade 3

	Number Included	District Percentage	State Percentage
Advanced	70	57	32
Proficient	29	24	39
Needs Improvement	19	15	18
Warning/Failing	5	4	11
Totals Included	123		

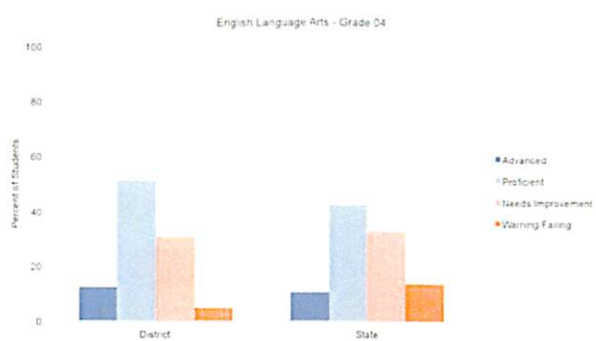
Mathematics Results By Achievement Level: District and State Comparison for All Students in Grade 3



ELA Results By Achievement Level: District and State Comparison For All Grade 4 Students

	Number Included	District Percentage	State Percentage
Advanced	17	12	11
Proficient	70	51	43
Needs Improvement	42	31	33
Warning/Failing	7	5	14
Totals Included	136		

ELA Results By Achievement Level: District and State Comparison For All Grade 4 Students



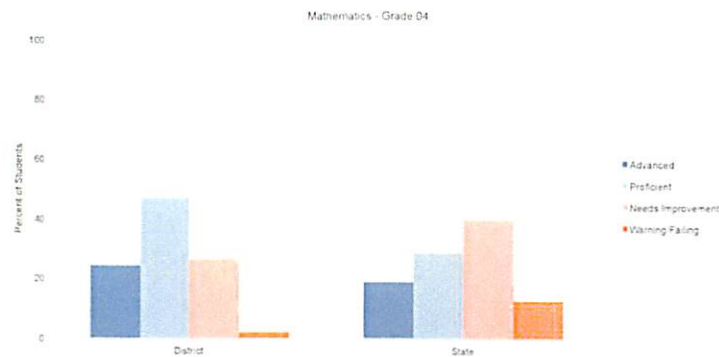
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Mathematics Results By Achievement Level: District and State Comparison for All Students in Grade 4

	Number Included	District Percentage	State Percentage
Advanced	33	24	19
Proficient	64	47	29
Needs Improvement	36	26	40
Warning/ Failure	3	2	13
Totals Included	136		

22

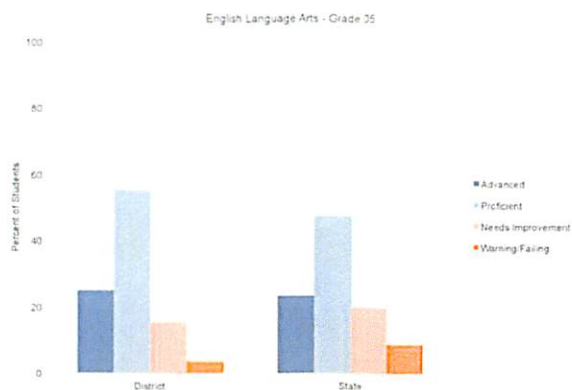
Mathematics Results By Achievement Level: District and State Comparison for All Students in Grade 4



ELA Results By Achievement Level: District and State Comparison For All Grade 5 Students

	Number Included	District Percentage	State Percentage
Advanced	34	25	23
Proficient	75	56	48
Needs Improvement	21	16	20
Warning/ Failing	5	4	9
Totals Included	135		

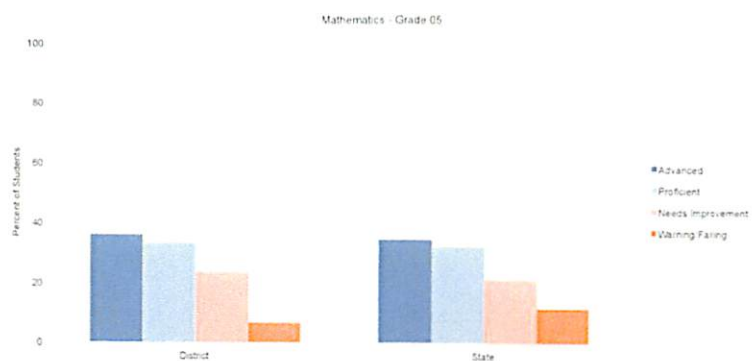
ELA Results By Achievement Level: District and State Comparison For All Grade 5 Students



Mathematics Results By Achievement Level: District and State Comparison for All Students in Grade 5

	Number Included	District Percentage	State Percentage
Advanced	49	36	35
Proficient	45	33	32
Needs Improvement	32	24	21
Warning/ Failing	9	7	12
Totals Included	135		

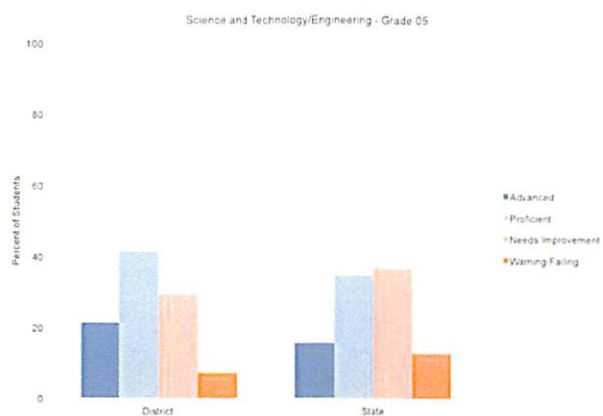
Mathematics Results By Achievement Level: District and State Comparison for All Students in Grade 5



Science/Technology Results By Achievement Level: District and State Comparison for All Students in Grade 5

	Number Included	District Percentage	State Percentage
Advanced	29	21	16
Proficient	56	41	35
Needs Improvement	40	30	37
Warning/Failing	10	7	13
Totals Included	135		

Science/Technology Results By Achievement Level: District and State Comparison for All Students in Grade 5



District Results By Achievement Level

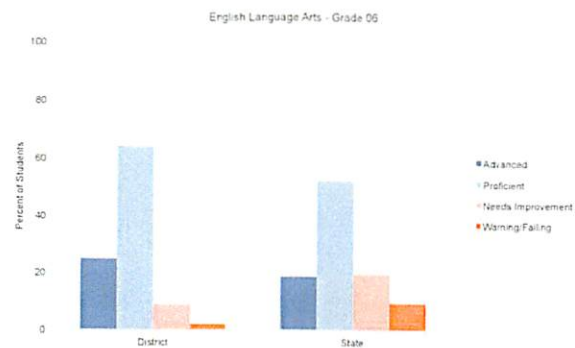
Miles River Middle School
Grades 6, 7, 8

ELA Results By Achievement Level: District and State Comparison For All Grade 6 Students

	Number Included	District Percentage	State Percentage
Advanced	34	25	19
Proficient	88	64	52
Needs Improvement	12	9	19
Warning/Failure	3	2	10
Totals Included	137		

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ELA Results By Achievement Level: District and State Comparison For All Grade 6 Students



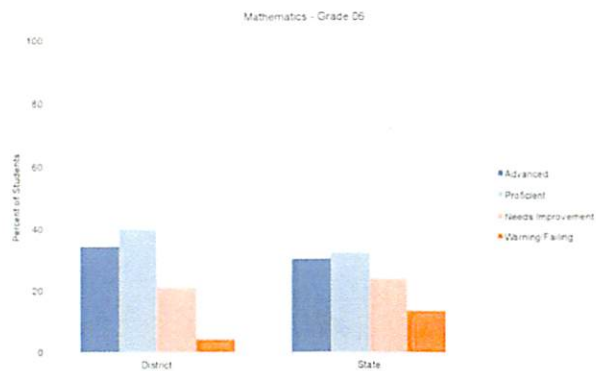
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Mathematics Results By Achievement Level: District and State Comparison For All Grade 6 Students

	Number Included	District Percentage	State Percentage
Advanced	47	34	30
Proficient	55	40	32
Needs Improvement	29	21	24
Warning/ Failure	6	4	14
Totals Included	137		

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Mathematics Results By Achievement Level: District and State Comparison For All Grade 6 Students

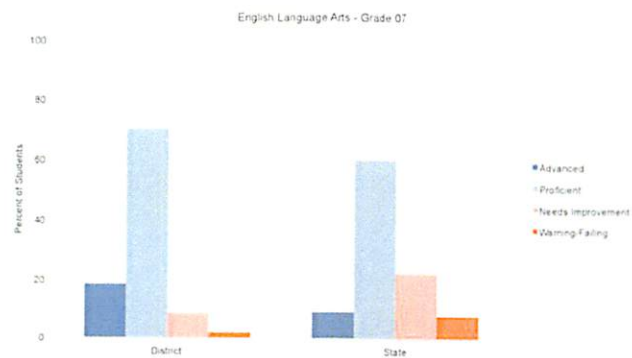


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ELA Results By Achievement Level: District and State Comparison For All Grade 7 Students

	Number Included	District Percentage	State Percentage
Advanced	26	19	9
Proficient	98	71	60
Needs Improvement	12	9	23
Warning/Failure	3	2	8
Totals Included	139		

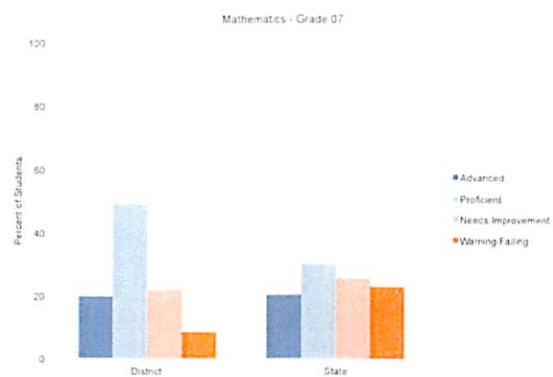
ELA Results By Achievement Level: District and State Comparison For All Grade 7 Students



Mathematics Results By Achievement Level: District and State Comparison For All Grade 7 Students

	Number Include	District Percentage	State Percentage
Advanced	28	20	20
Proficient	69	49	30
Needs Improvement	31	22	26
Warning/Failure	12	9	23
Totals Included	140		

Mathematics Results By Achievement Level: District and State Comparison For All Grade 7 Students

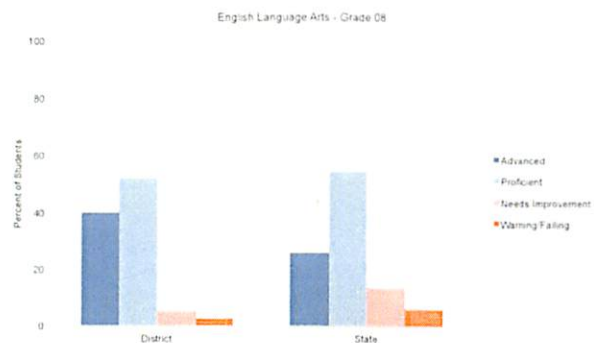


ELA Results By Achievement Level: District and State Comparison For All Grade 8 Students

	Number Included	District Percentage	State Percentage
Advanced	62	40	26
Proficient	81	52	54
Needs improvement	8	5	14
Warning/ Failure	4	3	6
Totals Included	155		

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ELA Results By Achievement Level: District and State Comparison For All Grade 8 Students



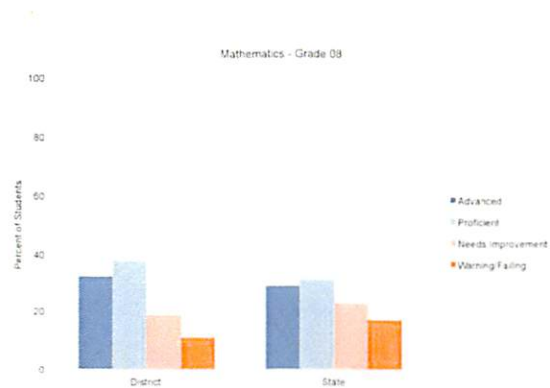
21

Mathematics Results By Achievement Level: District and State Comparison For All Grade 8 Students

	Number Included	District Percentage	State Percentage
Advanced	50	32	29
Proficient	59	38	31
Needs Improvement	29	19	23
Warning/ Failure	17	11	17
Totals Included	155		

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Mathematics Results By Achievement Level: District and State Comparison For All Grade 8 Students

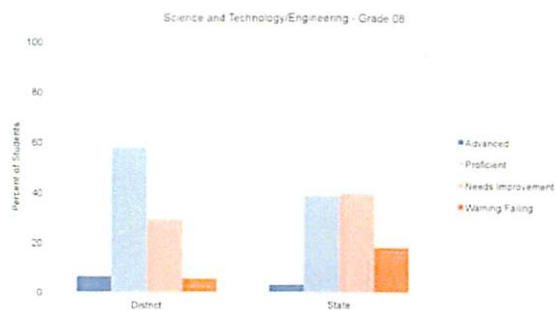


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Science/Technology Results By Achievement Level:
District and State Comparison For All Grade 8 Students

	Number Included	District Percentage	State Percentage
Advanced	10	6	3
Proficient	90	58	39
Needs Improvement	46	30	40
Warning/ Failure	9	6	18
Totals Included	155		

Science/Technology Results By Achievement Level:
District and State Comparison For All Grade 8 Students



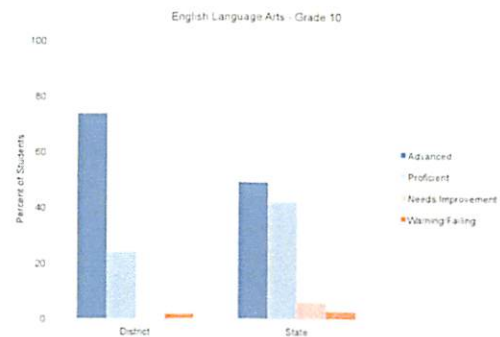
District Results By Achievement Level

Hamilton-Wenham Regional High School
Grade 10

ELA Results By Achievement Level: District and State Comparison For All Grade 10 Students

	Number Included	District Percentage	State Percentage
Advanced	119	74	49
Proficient	39	24	42
Needs Improvement	0	0	6
Warning/Failure	3	2	3
Totals Included	161		

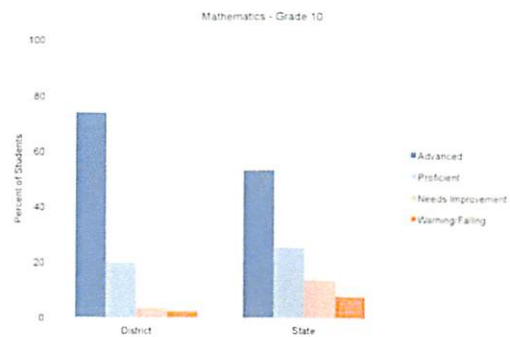
ELA Results By Achievement Level: District and State Comparison For All Grade 10 Students



Mathematics Results By Achievement Level: District and State Comparison For All Grade 10 Students

	Number Included	District Percentage	State Percentage
Advanced	119	74	53
Proficient	32	20	25
Needs Improvement	6	4	13
Warning/Failing	4	2	8
Totals Included	161		

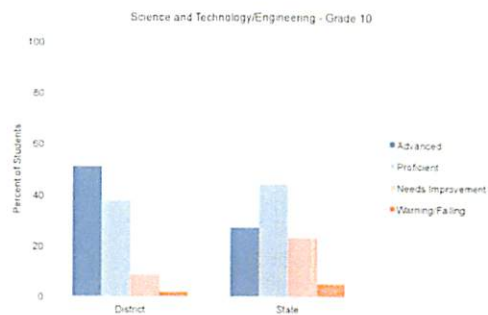
Mathematics Results By Achievement Level: District and State Comparison For All Grade 10 Students



Science/Technology Results By Achievement Level: District and State Comparison For All Grade 10 Students

	Number Included	District Percentage	State Percentage
Advanced	81	51	27
Proficient	60	38	44
Needs Improvement	14	9	23
Warning/Failure	3	2	5
Totals Included	158		

Science/Technology Results By Achievement Level: District and State Comparison For All Grade 10 Students



Ongoing Analysis of MCAS Data

- School Level Data By:
 - content
 - grade
 - teacher
 - student
 - item analysis
- Using Data To:
 - identify supports for students
 - professional development for staff
 - align school improvement plans

report of the resolutions committee

The MASC Resolutions Committee met on June 8, 2015 to consider resolutions proposed by member districts for consideration at the 2015 Annual Meeting of the Association. Members present were: Jacob Oliveira, Ludlow (President-Elect and Chair), Paul Schlichtman (Arlington), John Columbus (Life Member), Cliff Fountain (Quaboag Reg.), Kathleen Robey (Life Member), Brian O'Connell (Worcester), Ann Marie Cugno, Medford (MASC Past President), William Fonseca (East Longmeadow), Wendy Rua (Agawam), Marc Peterson (Life Member), Beverly Hugo, Framingham.

The following resolutions were moved forward by the Resolutions Committee and approved by the MASC Board of Directors.

RESOLUTION 1—REGARDING HIGH SCHOOL STARTING TIMES

(Submitted by the Newton School Committee)

WHEREAS there is considerable debate and discussion about the appropriate starting time for certain students, including middle and high school students, and

WHEREAS several districts in Massachusetts have debated the merits of delaying the start of school for middle and high schools in order to allow students the opportunity for adequate sleep, and

WHEREAS The American Academy of Pediatrics and the Center for Disease Control (CDC) recognize insufficient sleep in adolescents as an important public health issue that significantly affects the health and safety, as well as the academic success, of middle and high school students, and

WHEREAS research and study could help determine how districts could better arrange schedules to allow for the sleep necessary for adolescents to succeed in school,

THEREFORE BE IT RESOLVED that MASC be authorized to petition the legislature and to support legislation, including S.254, which calls for the establishment of a special commission to study the appropriate starting time for students in middle and high school.

RATIONALE: The American Academy of Pediatrics has issued a policy statement¹ indicating that lack of sleep is a public health issue that significantly affects adolescents. While adolescents need 8.5 to 9.5 hours of sleep, most high school students get 7 hours or less. Chronic sleep loss can cause issues such as depressed feelings, suicidal thoughts, risk-taking behavior, difficulty problem solving, poor judgment and lack of motivation.

The American Academy of Pediatrics strongly supports the efforts of school districts to optimize sleep in students and urges high schools and middle schools to aim for start times that allow students the opportunity to achieve optimal levels of sleep (8.5-9.5 hours) and to improve physical (e.g., reduced obesity risk) and mental (e.g., lower rates of depression) health, safety (e.g., drowsy driving crashes), academic performance, and quality of life.

Proposed legislation S.254 (sponsored by Senators Cynthia S. Creem, William N. Brownsberger, Carolyn C. Dykema, James B. Eldridge) calls for a nine member commission that includes MASC and MASS to conduct a comprehensive study, including (i) a review of the scientific findings relative to sleep needs of adolescents, relative to the effect which middle school and secondary school start times have on the health and academic performance of students; (ii) determining the number of districts in the Commonwealth which have implemented later school day starting times for middle school and secondary schools and examining the academic performance of students; and (iii) identify resources and opportunities to assist districts in implementing later school day start times for middle school and secondary schools.

¹Policy Statement, American Academy of Pediatrics, School Start Times for Adolescents, Adolescent Sleep Working Group, Committee on Adolescence, and Council on School Health

RESOLUTION 2—POVERTY AND CHILDREN

(Submitted by the Framingham School Committee)

WHEREAS one-third of the children in Massachusetts are living in or near poverty, and

WHEREAS the perils of poverty include putting students and families at risk for health, social and emotional and educational disadvantage, and

WHEREAS students in poverty and at social and emotional risk face obstacles and impediments to their success that other students do not confront, and

WHEREAS there is a direct link between poverty and student and district academic performance, demanding our attention and our diligent efforts to address these challenges, and

WHEREAS the eradication of poverty among children is essential to generating a strong economy and vibrant society,

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committee will prioritize, as a matter of its public policy agenda, and file for and support legislation that will support the eradication of poverty

among children in Massachusetts and advocate for social and economic justice for students and their families that will include:

- Support for a revenue stream that supports social and economic priorities for children and families.
- Support for state programs and services that serve children at greatest social and emotional risk which are easily accessible to students and families.
- Advocacy for nutrition programs that eradicate hunger among children.
- Advocacy for healthcare including vision, hearing, dental and mental health through accessible service providers.
- Support for pre-kindergarten programs for all children.
- Advocacy for increasing educational opportunities for children to grow both inside and outside of school.

RATIONALE: This resolution would help ensure that our underserved population of school children will be provided with the supports and services necessary for lasting success in the classroom and in their future. Knowing that, by eliminating the ravages of poverty, these strategies have been proven to increase positive student outcomes, this resolution will level the playing field by helping to ensure equity and to close the achievement gap for this vulnerable cohort of children.

RESOLUTION 3—TYING TEST SCORES TO CHAPTER 70 FUNDING

(Submitted by the Framingham School Committee)

WHEREAS the Commonwealth of Massachusetts bases the amount of Chapter 70 funding disbursed to each school district upon enrollment measured on October 1 of any given academic year,

WHEREAS many students transfer between Massachusetts schools and districts throughout the academic year prior to the administration of statewide standardized tests,

WHEREAS the results of standardized tests taken by transferring students will more accurately reflect the strengths and weaknesses of the sending school and district and will be a far less useful analytic tool for the receiving school and district,

THEREFORE BE IT RESOLVED that MASC support legislation to ensure that individual student MCAS and/or PARCC assessment data in a given academic year is ascribed to the school and district that claims Massachusetts Chapter 70 funding based on that student's October 1 enrollment, provided that the student is enrolled in a Massachusetts school when the tests are administered.

In addition, MASC requests the State Auditor to examine academic outcomes for students who move out of charter schools after October 1.

RATIONALE: If a school accepts Massachusetts Chapter 70 funding for a student in a given academic year,

that school should be responsible for the MCAS and/or PARCC results from that student in that academic year. This action will give the clearest assessment of a school's strengths and weaknesses and will remove any incentive for counseling students out of a school or district just prior to testing in order to avoid responsibility for a projected or expected result.

RESOLUTION 4—SUPPORT FOR AN EQUITABLE AND SUSTAINABLE PLACEMENT PROGRAM FOR STUDENTS COVERED UNDER THE MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

(Submitted by the Framingham School Committee)

WHEREAS many families receiving services under the provision of the McKinney-Vento Act are placed in housing based on availability of affordable temporary housing,

WHEREAS the average length of stay for a family's placement is 70 days,

WHEREAS many students receiving provisions from McKinney-Vento are placed in a districts outside their home district after the October 1st cutoff date for Chapter 70 funding,

WHEREAS many receiving districts have consistently experienced a shortfall in McKinney-Vento funding that negatively impacts the receiving district's budget and imposes on the taxpayers the burden from a program that was designed to be funded by federal grant monies,

WHEREAS a recent DESE report calculated 4,362 of these students to be special education students,

WHEREAS the 2013 Youth Risk Behavior Survey calculated that 22% more homeless students as compared to housed students are members of a gang and that 17% more homeless students become pregnant as compared to housed students,

WHEREAS the above-mentioned report calculated that 14% more homeless students felt sad or hopeless for more than two weeks, as compared to housed peers,

WHEREAS the Institute for Children in Poverty (2008) found that homeless children are nine times more likely to repeat a grade than their housed peers; are four times more likely to drop out than their housed peers; and are three times more likely to be placed in a special education program than their housed peers.

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees file for and support legislation that will design, implement, and fund a program that will provide a more sustainable and equitable placement program for the state's homeless and McKinney-Vento students. A placement program needs to

include consideration of the social-emotional and behavioral circumstances of the student, timing of the placement in relation to budgetary considerations, proximity to the student's previously established support system, and the availability of resources the receiving district has to accommodate the student's needs.

RATIONALE: At any given moment a child and/or family will be placed in a town or city that is foreign to them. Without a complete history, and in many cases without knowledge of the student's social-emotional or behavioral needs, the receiving district must make a decision for placement based on what is best for the student. Placement may be chosen outside the receiving district.

Current governing law does not require attendance in the "home-district" or district of parent's choice. Students and their families often have to move two to three times a year. Statistics show that inconsistencies in, and experience of, multiple school placements, have a negative impact on the success rate of students. There are no provisions in the governing law that placement should take into account the proximity to the family or student's established support system.

Studies done by multiple credible agencies have consistently correlated data that provide evidence supporting the inequities between the educational status and success rates of homeless and McKinney-Vento students as compared to that of their housed peers. Evidence supports the facts that these students have to overcome barriers that include hunger, abuse, depression, learning disabilities, and tendencies for risky behaviors. Often these students are placed in districts that are underfunded and understaffed, and, because they have not been budgeted for, leaving them to improvise a way to meet the students at their level and provide a fair and equitable level of education relative to that of their housed peers.

If the MGL states that education is to be provided to all children between the minimum and maximum ages established for school attendance by the board of education it needs to be equitable no matter the housing situation of the student. The placement of, and funding for, these students must account for all social-emotional and behavioral circumstances, timing of the placement, available support system for the student, and the ability of the receiving district to accommodate the student's needs.

RESOLUTION 5—TAX REFORM BALLOT QUESTION (Submitted by the MASC Board of Directors)

WHEREAS there is a clear need to invest in our state's educational, social, and infrastructure systems, and

WHEREAS the need to rebuild our roads and bridges,

strengthen public education, and provide the necessary support to help ensure social and economic equity for the residents of Massachusetts, and

WHEREAS a reasonable solution could be a combination of tax reforms and measures of accountability to establish a more equitable source for revenue and a more effective way of measuring our success, and

WHEREAS net income growth over the past decade has demonstrated a disproportionately lower tax burden as a share of net income upon high wage earners within the current tax system than is asked of economically disadvantaged and middle class families, and

WHEREAS advocates for social and economic equity are considering seeking to ask voters to amend the Constitution of the Commonwealth to allow for greater tax equity that will not raise taxes on any but the wealthiest residents of Massachusetts,

THEREFORE BE IT RESOLVED that the MASC explore ways to promote social and economic equity through a ballot initiative whose purpose may include a state constitutional amendment, tax reform, protection of the state's neediest residents of all ages, and seeks additional revenue only from tax reform affecting the state's wealthiest residents. Further, that the goal of such a ballot referendum would be to secure a stronger financial base to underwrite needed improvements in the infrastructure of the Commonwealth as well as the educational, social and economic well-being of its residents.

RESOLUTION 6—MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION (Submitted by the MASC Board of Directors)

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education, and

WHEREAS most boards and commissions in MA appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commissions, and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees,

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised (see italics) as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter

called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; *1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees* and 5 additional members.

RESOLUTION 7—RELATIVE TO THE TEACHING STRATEGIES GOLD ASSESSMENTS FOR KINDERGARTEN STUDENTS

(Submitted by the Arlington School Committee)

WHEREAS the kindergarten and preschool teachers in our district understand the importance of observing, nurturing and assessing the social-emotional and cognitive growth of their students, and

WHEREAS these early education teachers do this work every single school day and specifically focus on assess-

ing student progress at three intervals each year, and

WHEREAS requiring teachers to participate in the Teaching Strategies GOLD assessments on top of the assessments they are already doing is duplicative, and

WHEREAS the requirement to document student behavior and enter data on numerous objectives interrupts and takes time away from teaching, and

WHEREAS teachers in our district report that they and their students' parents gain little or no new information about their students from TS GOLD, and

WHEREAS teachers in our district have expressed concerns about uploading personal information about young students to the TS GOLD website, and

WHEREAS the cost of maintaining TS GOLD after federal funds run out would deprive our district schools of funds needed for more effective educational activities;

THEREFORE BE IT RESOLVED that MASC urge the Department of Early Education and Care and the Department of Elementary and Secondary Education to end the mandate that districts implement TS GOLD or any other externally developed kindergarten assessment.