



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Thursday, October 29, 2015

7:15 PM

1. Call to Order 7:15
2. Pledge of Allegiance
3. Citizens' Concerns 7:20
4. Chair's Report 7:30
5. Superintendent's Report 7:45
6. Consent Agenda 7:55
 - a. Minutes of October 15, 2015 Exhibit A
 - b. Acceptance of Donations Exhibit B
 - Essex National Heritage Commission Exhibit B1
7. New Business 8:45
 - a. Presentation from Powers & Sullivan on FY2015 Audit Exhibit C
 - b. Ed Topic: Technology Programs Review-1:1 Update Exhibit D
 - c. Vote on MASC Resolutions Exhibit E
 - d. Vote to approve Custodial Contract Exhibit F
 - e. Vote to approve Office Personnel Contract Exhibit G
 - f. Policy Review—1st Reading Restraint Policy Exhibit H
8. 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 15, 2015
To: School Committee Members
From: Michael Harvey, Superintendent of Schools
Re: Thursday, October 15, 2015

CALL TO ORDER: *Larry Swartz* called the meeting to order at 7:21 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.

CHAIR'S REPORT

- Oct. 28 at 6:30, interviews for the vacancy on the H-W School Committee meeting will begin and continue until approximately 9. The interviews will be held at Wenham Town Hall, and will be open to the public, although not televised.
- SC members should take time to view the report from the Turf Committee (see School District website).

SUPERINTENDENT'S REPORT

- Negotiations continue on agreements with custodian's union.
- There was a solid turnout for the presentation on the Turf Project. See Gale Associate's slideshow presentation on the district website.
- Principal Tracy's blog post on the Transfer Goals is an excellent summary of the material we have been discussing.

- Nov. 2 All teachers will be involved in reviewing the Transfer Goals documents and in generating overarching goals for continuity in education throughout the district.

CONSENT AGENDA

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

- Minutes of October 1, 2015 Exhibit A
- Acceptance of Donations Exhibit B

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE APPROVE THE MINUTES OF OCTOBER 1 [EXHIBIT A] ON THE CONSENT AGENDA. THERE CAN BE NO FURTHER DISCUSSION OR AMENDMENT OF THIS MOTION.

**Motion by STACEY METTERNICK; seconded by JEANISE BERTRAND
UNANIMOUSLY APPROVED**

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE GRATEFULLY ACCEPTS THE DONATIONS DETAILED IN EXHIBIT B:

- Football Boosters: \$5,700 (for varsity football)
- Harmeling Physical Therapy: \$2,000 (for all athletics)
- Class of 2015 : \$1,500 toward the cost of installing a new bubbler at the high school
- Institute of International Education: \$500 GE Star Award to H-WRH in honor of Teacher Chis Campbell
- Rhino Public Relations: \$1,000 Support for Model UN Club

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

OLD BUSINESS

No old business was presented.

NEW BUSINESS

- Student Government Presentation
 - Reports from student government members on each class.
- Presentation of SEPAC Goals for 2015-2016 by co-chairs Laurie Erhard and Mary DeLorenzo
 - See Exhibit F
- Committee Reports from working groups
 - **Communications Working Group** (Deborah Evans, chair): monthly vehicle of communication regarding School Committee decisions will be the *Hamilton-Wenham Spotlight*, distributed through the H-WRSD website under the School Committee section Communications tab.

- **Policy Committee** (Dennis Hurley, chair): Restraint Policy is under review by this committee. Next meeting is on Tuesday October 20, 7:15 PM in Administration Building.
- Review and extensive discussion of 2016-2017 Calendar, facilitated by Michael Harvey [Exhibit C]
- Ed. Topic: District Assessment Results Presentation and Discussion facilitated by Celeste Bowler
 - See Exhibit D
- Superintendent's Review presented by Larry Swartz

MOTION: I MOVE THAT THE HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE MOVES TO ADOPT THE END OF CYCLE SUMMATIVE EVL REPORT OF THE SUPERINTENDENT AS WRITTEN.

Motion by STACEY METTERNICK; seconded by DENNIS HURLEY
UNANIMOUSLY APPROVED

- MASC Resolutions [Exhibit E]: H-W School Committee must give our MASC representative Jeanise Bertrand a sense of the School Committee on each resolution in Exhibit E.
 - Discussion, with intention to read the resolutions and discuss more closely before making recommendations to Jeanise.

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

Motion by STACEY METTERNICK; seconded by HANNAH FRALEY
UNANIMOUSLY APPROVED AT 9:45 PM

Respectfully Submitted,

Nancy R. Bergner
 Secretary, H-WRSC Meeting

EXHIBIT B

Donations to HWRSD Activities Accounts 10.29.15

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

- Basketball Boosters \$2,500
- Field Hockey Boosters \$2,525
- Volleyball Boosters \$2,400
- Essex National Heritage Commission -Mini Grant \$500



ESSEX NATIONAL HERITAGE COMMISSION

10 Federal Street · Suite 21 · Salem, MA 01970
978.740.0444 tel ~ 978.744.6473
www.essexheritage.org

Oct. 7, 2015

Dear *Heather,*

On behalf of Essex Heritage, it is my pleasure to award you a mini grant in the amount of \$500 in conjunction with the Park for Every Classroom Professional Development Program in place-based service learning. Please find enclosed a check for \$400. When you have completed the requirements for the mini grant at the conclusion of the program in June 2016 you will receive the additional \$100. Please see the enclosed requirements for this mini grant award.

Thank you for your participation in the Park for Every Classroom Program. We are looking forward to working with you as you create innovative, engaging projects with your students and community partners in the Essex National Heritage Area.

Best,

Beth Beringer, Director of Education Programs



National Park Service
U.S. Department of the Interior

Salem Maritime
National Historic Site
Essex National Heritage
Commission

160 Derby Street
Salem, MA 01970
(978) 740-1650

PEC 2015 - 2016 Mini-Grant Requirements

Project Planning

Part I : Due Monday, August 24

Part II: Due Monday, November 2, 2015

- Participants will complete a place-based service learning project proposal (template will be given out at start of the workshop). Participants will have an opportunity to work on the proposal during the August workshop. After initial proposal submission on August 24, participants will receive feedback and will revise/ add to proposals for a second submission. The initial proposal will determine if participants receive mini-grant (amount TBD).

Giving and Getting Support

Due: Posting and Comment Periods: November 1-7; February 1-7; April 3-9

- Participants will post at least one image and one update about project progress on online forum
- Participants will comment on one other project post, giving feedback, support, suggestions, etc.

Implement and Document a Place-based Service Learning Project

Due Monday, June 13

- During the school year of 2014-2015, participants will implement a place-based service learning project with their students which will have the following required components:
 1. Grounded in your particular place/community--school, town, city, county, public land, cultural heritage, county, etc.
 2. Demonstrate attention to multiple perspectives of place and to the diversity of learners by using strategies, techniques, and habits of mind that encourage this
 3. Project includes the following 3 principles:
 - Academic Integrity – Each project meets clearly defined learning objectives that relate to state learning standards and local curricula.
 - Apprentice Citizenship – Students learn about civic engagement through partnerships with active community members working on local needs.
 - Student Ownership – Students share in decision-making with adults, and adults share in learning with student – acting as partners and coaches rather than experts.

EXPERIENCE YOUR AMERICA™

The National Park Service cares for special places saved by the American people so that all may experience our heritage

- Participants will meet as a group together with the course instructors in November 2015 to assess progress with participants' project development, open resources to participants, and to offer content/skills support as needed. Participants will be strongly encouraged to maintain their community of learning, inquiry and practice beyond the course by:
 - sharing their work (blogs, social media, conference presentation and/or posting of their work on appropriate websites), providing mutual support, sharing lessons learned, collectively addressing barriers, identifying and applying successful, innovative practices
- Participants will meet individually with course instructors at least 2 times during project implementation to observe project-based activities, consult with teachers about project progress, and potentially to conduct an activity with students
- With help from instructors, participants will document their students' experiences with local resources during the implementation of their PBSL project. Participants and student representatives will take part in a public event in June 2016 that showcases the PBSL projects.
- Participants will reflect on how the process of project development and implementation has affected their teaching and complete and share the following:
 - written description of their PBSL project
 - narrative reflection/evaluation of project's impact on teaching, student learning and community
 - PowerPoint or other multi-media presentation that captures the implementation and impact of the project



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Hamilton-Wenham Regional School District Fiscal 2015 Audit Presentation

Presented by:
Jim Powers, CPA Partner
& Frank Serreti, CPA Partner



Results of the Fiscal 2015 Financial Statement Audit

- ▶ The principle objective of our work for fiscal 2015 was the expression of our opinion on the District's financial statements.
- ▶ We performed our audit in accordance with auditing standards generally accepted in the United States of America, and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- ▶ Our responsibility is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting principles.
- ▶ Management is responsible for the preparation and fair presentation of the financial statements.

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Results of the Fiscal 2015 Financial Statement Audit

- ▶ We met with the District's staff to understand their processes and control systems.
- ▶ We tested the amounts and disclosures in the financial statements and assisted with the drafting of financial statements.

RESULTS:

- ▶ Based on our audit, we issued an Unmodified Audit Opinion on the District's financial statements.
- ▶ There were no material proposed audit adjustments.

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Management's Responsibilities

As part of the audit process, management is responsible for the following:

- The fair presentation of the District's financial statements in accordance with U.S. GAAP;
- Establishing and maintaining effective internal controls over financial reporting to ensure all significant transactions are properly reflected within the financial statements;
- Identifying and ensuring that the District complies with the laws and regulations applicable to its activities;
- Making all financial records and related information available to P&S;
- Perform procedures to ensure the appropriate valuation of the District's assets and liabilities;
- Identify contingent liabilities of the District and ensure that they are assessed and appropriately reflected in the financial statements; and
- Adjusting the financial statements to correct material misstatements and affirming to the auditor in the representation letter that the effects of any uncorrected misstatements aggregated by the auditor, if any, during the current engagement pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

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P&S Responsibilities

- ▶ Our responsibility is to express an opinion on the District's financial statements;
- ▶ An audit includes obtaining an understanding of internal control sufficient to plan the audit and to determine the nature, timing and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or to identify reportable conditions;
- ▶ We are responsible for ensuring that the School Committee is aware of any significant deficiencies and/or material weaknesses; and
- ▶ Our responsibility is to communicate those matters that have come to our attention as a result of the performance of our audit.
- ▶ The financial statements were discussed in detail with the Assistant Superintendent of Finance and Administration and the District Accountant.

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General Fund – Fund Balance

- ▶ General fund fund balance totaled \$1.5 million.
- ▶ Reservations against fund balance:
 - Encumbrances totaled \$207,000
 - Represents open purchase orders as of June 30.
 - E&D voted to fund fiscal 2016 appropriations totaled \$396,000
- ▶ Unassigned fund balance totaled \$916,000.

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General Fund – Operations

- ▶ Actual revenues exceeded the budget by \$4,200. This was primarily due to miscellaneous income.
- ▶ Actual expenditures were \$25,000 less than budgeted. Approximately \$17,000 related to instructional services and the remaining \$8,000 related to other various line-items.
- ▶ \$207,000 of appropriations were carried forward as a result of encumbrances, to be expended in fiscal 2016. This was an increase of \$99,000 over amounts carried forward in the prior year.
- ▶ Overall, this resulted in a \$128,000 increase in fund balance.

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Estimated Excess and Deficiency

- ▶ Subject to Department of Revenue review and approval.
- ▶ Can be appropriated for any valid school purpose.
- ▶ Excess & Deficiency was certified on 9/28/15 and totaled \$910,248.
- ▶ Statute allows the District to maintain a balance not to exceed 5% of subsequent years budget.
- ▶ Any excess is required to be returned to member Town's.
- ▶ The certified balance is approximately \$549,000 under the 5% limit.

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Financial Statement Highlights

- ▶ \$3.1 million of school capital improvements were authorized in fiscal 2014:
 - Projects include \$803,000 for the Buker School boiler project and \$2.3 million Winthrop School boiler and window projects.
 - The MSBA has committed to fund 44% of these projects for a total of \$1.3 million.
 - In total, \$1.9 million was expended as of June 30, 2015. \$580,000 for the Buker boiler project and \$1.3 million for the Winthrop boiler and windows projects.
 - \$2.3 million of bond anticipation notes were issued to temporarily finance the projects.

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Reports on Federal Award Programs

- ▶ Reports the amount of federal funds expended by grant award.
- ▶ Required if expenditures of federal awards exceed \$500,000.
- ▶ Unqualified opinion on compliance.
- ▶ No current year findings.
- ▶ No questioned costs.
- ▶ Expended \$770,000
- ▶ The special education cluster was tested as a major program.

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Management Letter

None of the comments in the current year management letter are considered to be Material Weaknesses or Significant Deficiencies. We consider the comments to be enhancements to internal controls and operating procedures.

Prior Year Comments

- ▶ Lack of Proper Segregation of Duties – Resolved
 - In 2015, the District reviewed and modified user profiles to remove administrator access, restrict certain permissions and approval authorities, and to limit user access to areas that are deemed necessary to accomplish each user's specific roles and responsibilities. The District is also planning to migrate from user based profiles to role based profiles which is a more efficient method to control and assign user access within the system.

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Management Letter

Prior Year Comments

- ▶ Accounting for school choice and other revolving funds – Resolved
 - All of the revolving fund revenues and expenditures were appropriately recorded in the applicable revolving funds in 2015.
- ▶ Centralization of Chapter 30b and Chapter 149 compliance documentation – Resolved
 - Procurement documentation was centralized in the Assistant Superintendent of Finance and Administration's office in 2015.
- ▶ Personnel earnings records – Partially Resolved
 - We recommend that written procedures be developed to ensure that documentation maintained in employee personnel files is standardized.

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Management Letter

Prior Year Comments

- ▶ Preschool revolving fund – Partially Resolved
 - We recommend that the District adopt financial policies concerning the allocation of direct and indirect costs to the preschool revolving fund. This will ensure that expenditures are consistently charged to the program and will enable the District to properly set rates to cover the anticipated costs.
- ▶ Develop procedures concerning computer passwords – Partially Resolved
 - We recommend that the District adopt policies and procedures concerning the assignment, modification, and deletion of user passwords. Passwords should be changed at least once every six months. Written policies and procedures will help to ensure that password assignments, deletions, and modifications are performed in a manner consistent with management's intentions.
- ▶ Consider utilizing automated budgetary controls – Partially Resolved
 - We recommend that the District consider utilizing the automated budgetary controls that are available in the accounting system.

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Management Letter

Prior Year Comments

- ▶ Develop written procedures concerning capital asset disposals – Partially Resolved
 - We recommend that written procedures be developed to strengthen internal controls over accounting and physical control of assets or proceeds from disposition.
- ▶ Management of student activity funds – Partially Resolved
 - We recommend that the District implement policies and procedures to comply with the MGL audit requirement and the new guidelines established by DESE. An audit has been scheduled to be completed in the January/February 2016 timeframe.
- ▶ Adopt a cash and investment policy – Unresolved
 - We recommend that the District adopt a deposit and investment policy with consideration given to the specific types of risks required for disclosure. Such as custodial, interest rate and credit risk.
- ▶ Individual scholarship trust fund reconciliations – Unresolved
 - We recommend that additional procedures be implemented to reconcile the scholarship investments by each individual scholarship balance. By adding this procedure to the reconciliation process, money transfers will occur on a timely basis and the potential for reporting an inaccurate cash balance for a District activity will be minimized.

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Management Letter

Current Year Comment

- ▶ Investment of trust funds in custody of the Treasurer
 - We recommend that the District work with its portfolio manager to ensure that the scholarship trust funds are invested in accordance with MGL Chapter 44, Section 54.

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Upcoming GASB Pronouncements

GASB Statement #74: - Financial Reporting for Postemployment Benefit Plans Other than Pension Plans

GASB Statement #75: - Accounting and Financial Reporting for Postemployment Benefits Other than Pensions

- ▶ GASB #74 and #75 will substantially change the reporting for other postemployment benefit liabilities and expenses. Changes in other postemployment benefit liability will be immediately recognized as other postemployment benefit expense or reported as deferred outflows/inflows of resources depending on the nature of the changes. Substantial changes to methods and assumptions used to determine actuarial information for GAAP reporting purposes will be required. Employers will report in their financial statements a net other postemployment benefit liability (asset) determined annually as of the measurement date. Net other postemployment benefit liability (asset) equals the total other postemployment benefit liability for the plan net of the plan net position. The other postemployment benefit liability is the actuarial present value of projected benefits attributed to past service. The plan net position is the accumulated plan assets net of any financial statement liabilities of the plan.

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Questions?

Thank You

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Contact Information:

James Powers jpowers@powersandsullivan.com

Frank Serreti, fserreti@powersandsullivan.com

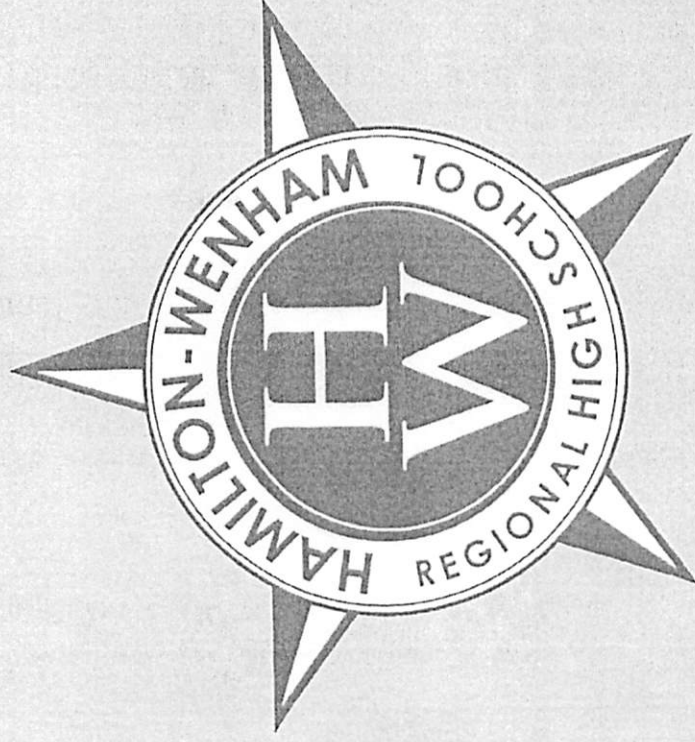
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Phone 781 914 1700

www.powersandsullivan.com

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1-1 at HWRHS



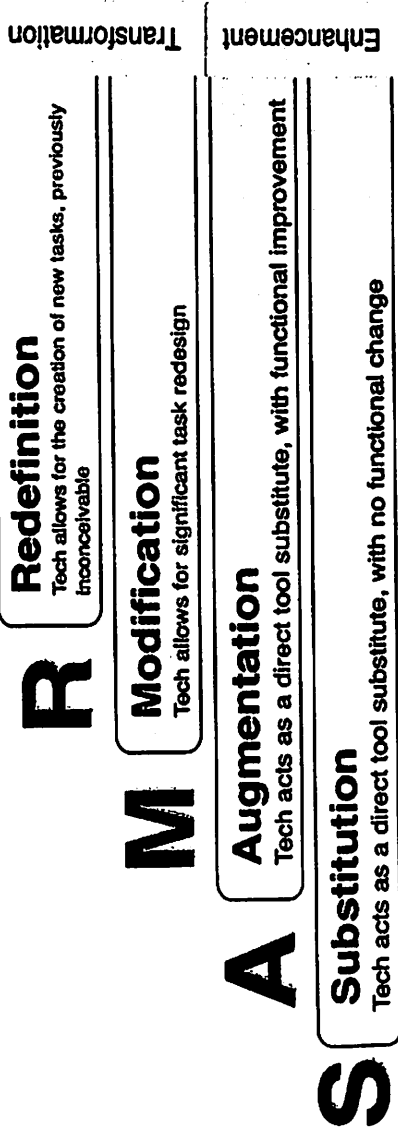
Original Goals of the 1-1 Program

1. To provide access for all learners to high expectations and **authentic, meaningful learning experiences** that prepare them for **independence** and success in the 21st century
2. To provide students with the **experiences** they will need to develop the **skills of communication, collaboration, curation, and creation**
3. To encourage learning that can happen **anywhere, anytime**
4. To provide students with opportunities to create **authentic and meaningful learning products** that are shared with a **global audience**

What does the data show?

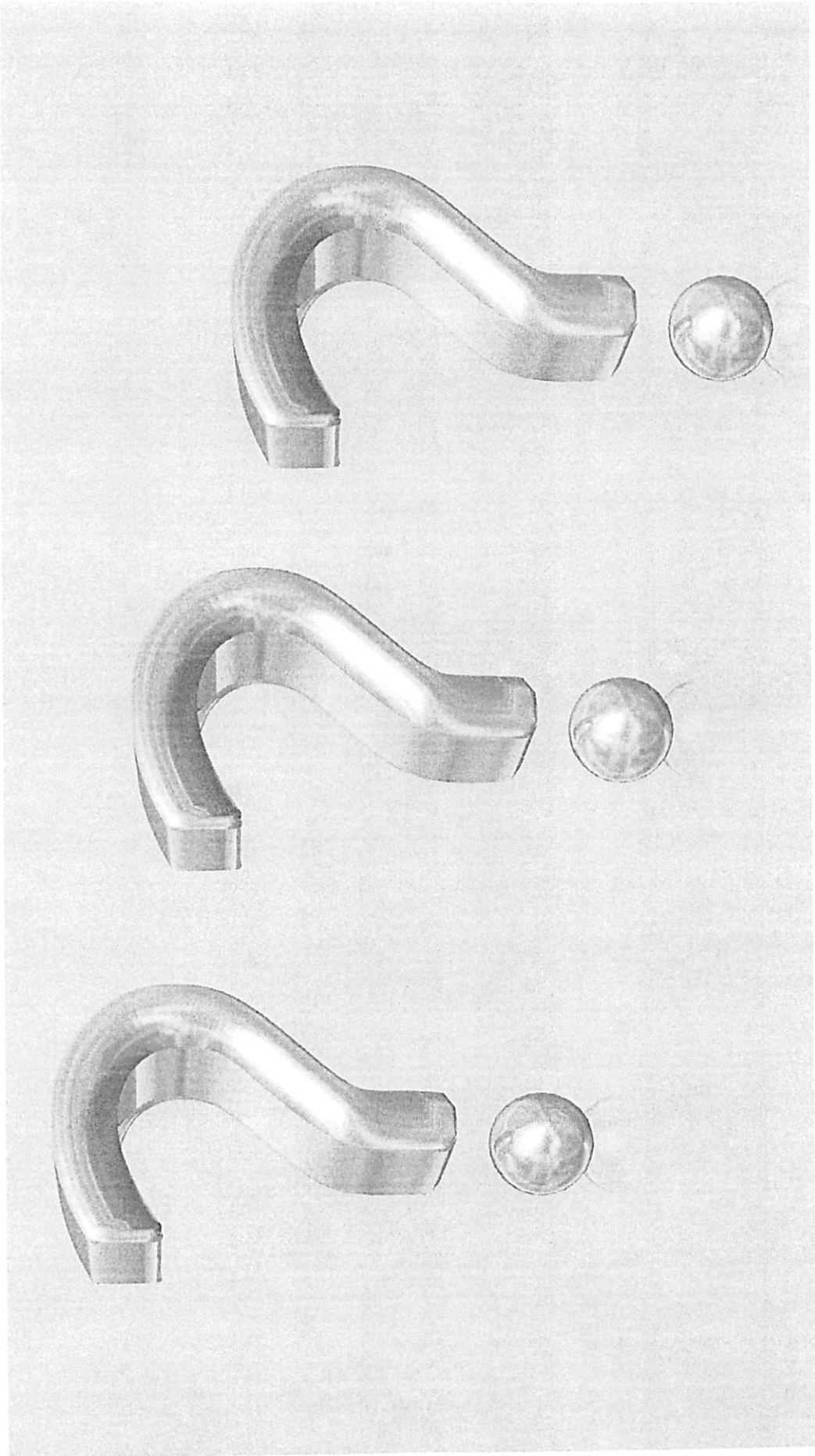
- A 30 percent increase in student collaboration.
- A 20 percent increase in creative projects - Audio/video.
- An 18 percent increase in notetaking on device.
- A shift in note-taking and homework completion on the device.
- 9th grade more organized, earlier.

The SAMMR Model



Anchors - last year

- Gather data to describe success/challenges - YES!
- Improved use of student help desk - YES!
- Hiring practices - IMPROVING!
- Professional development -YES
- Integration with curriculum - IN PROCESS!
- Promote teacher leaders - ONGOING!



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.

Policy Sta

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.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT H
H8011

Physical Restraint of Students

The Hamilton-Wenham Regional School District complies with the DESE restraint regulations, 603 CMR 46.00 et seq. ("Regulations"), to the extent required by law. According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. A brief overview of the Regulations is provided below.

I. *Methods and Conditions for Implementation*

School staff may only use physical restraint, including prone restraint where permitted under 603 CMR 46.03, as an emergency procedure of last resort. Any physical restraint is prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint is prohibited ~~may not be used~~ as a means of discipline, punishment, as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm to the student or others. Physical restraint will not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include the use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint."

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force as is necessary to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603 CMR 46.02

The use of mechanical restraint, medication restraint, and seclusion is prohibited.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting

Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;

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WENHAM, MA

3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
6. The program has documented 603 CMR 46.03(1)(b) 1-5 in advance of the use of prone restraint and maintains the documentation.

The Superintendent shall develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

II. *Staff Training*

All school staff must receive training with respect to the DESE Regulations and the district's restraint policy (i.e., following the Regulations), including receiving information about interventions that may preclude the need for restraint, types of restraint and related safety considerations, and administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment. This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students.

Additionally, each school principal ~~the school~~ must identify specific staff to administer physical restraint. These individuals must participate in in-depth training with respect to restraint and implementation of the Regulations. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee, or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

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III. *Reporting Requirements and Follow-Up*

In instances where a physical restraint (1) lasts more than five minutes or (2) results in injury to a student or staff member, the school staff must report the physical restraint to the principal or a designee. The principal/designee must maintain an ongoing record of all such reported instances, which will be made available in accordance with state and federal law and regulations. The principal/designee must also verbally inform the student's parent or guardian of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school-related information are customarily provided.

In the event that a physical restraint (1) lasts longer than 20 minutes or (2) results in serious injury to the student or staff member, the school must, within three school working days of the reported restraint, provide a copy of the written report to DESE along with a copy of the school's record of physical restraints covering the thirty-day period prior to the date of the restraint.

Follow-up procedures for restraint include not only the reporting requirements set forth above, but also reviewing the incident with the student, staff and consideration of whether follow-up is appropriate for students who witnessed the incident.

IV. Additional information

Additional information, including a copy of the regulations, can be obtained from the Director of Special Education who can be reached at (978) 626-0850. A copy of the regulations may also be obtained at www.doe.edu/lawsregs/603cmr46.html.

Legal References: *603 CMR 46.00 and Massachusetts General Law (M.G.L.) 71:37G*