



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, April 3, 2014

7:00 PM

AMENDED

1. Call to Order 7:00
2. Pledge of Allegiance
3. Citizens' Concerns 7:05
4. Chair's Report 7:30
 - a. Response from Attorney General Regarding Open Meeting Law Complaint
5. Consent Agenda 7:45
 - a. Minutes of March 20, 2014 (Exhibit A)
 - b. Executive Minutes of September 5, 2013 (Exhibit A2)
6. Committee Reports 8:00
 - a. Audit
 - b. Facilities
 - c. Negotiations
 - d. Policy
 - e. Warrant
 - f. Student Rep.
 - g. Other
7. New Business 8:15
 - a. Student Government
 - i. Digital Citizenship initiative
 - ii. Digital Citizenship PSA
 - iii. Teacher of the Month Program
 - iv. Junior class talent show
 - v. Sophomore class trivia night
 - vi. Freshman class fundraiser ideas
 - b. Update on Superintendent's Goals (Exhibit B)
 - c. Update on School Committee Goals (Exhibit E)
 - d. Update on District Improvement Plan (Exhibit C)
 - e. Curriculum Leadership Reorganization Model (Exhibit D)
 - i. Motion to eliminate Curriculum Leader Position and create proposed positions
 - f. Policy: First Readings
 - i. Emergency Closings (Exhibit J)
 - ii. Student Transportation Services (Exhibit F)
 - iii. School Bus Safety Program (Exhibit G)
 - iv. ~~Bus Driver Examination & Training~~
 - v. Student Conduct on school buses (Exhibit H)
 - vi. Student transportation in private vehicles (Exhibit I)
 - vii. ~~Passing a school bus on school property while it is loading or discharging students~~
8. Old Business 8:45
9. 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, sexual orientation, age or disability.

Hamilton-Wenham Regional School District Committee

March 20, 2014

Minutes

**CALL TO ORDER AND
PLEDGE OF ALLEGIANCE:**

Roger Kuebel opened the meeting at 7 p.m. in the Buker Multipurpose Room. The Committee and others present rose for the Pledge of Allegiance.

PRESENT:

Sean Condon, Bill Dery (7:10), Deb Evans, Roger Kuebel (chair) (through 9:42), Barbara Lawrence, Larry Swartz, Bill Wilson (vice chair)

ALSO PRESENT:

Dr. Michael Harvey, Superintendent; Dr. Celeste Bowler, Assistant Superintendent for Learning; Jeff Sands, Assistant Superintendent for Finance & Administration

ABSENT:

Jeanise Bertrand, Sheila MacDonald

CITIZENS' CONCERNS:

Richard Boroff (Moynihan Rd., Hamilton) offered his opinions about what subcommittees the School Committee should have and suggested the Committee has recently approved more policies than are needed. He spoke in favor of keeping the Committee its current size, and continuing to elect members "at large" rather than seeking proportional representation of the populations of the district's two member towns.

CHAIR'S REPORT:

Hamilton Selectmen's Meeting Report

R. Kuebel reported the Hamilton Board of Selectmen unanimously voted to support the proposed FY15 district budget; the Hamilton Finance Committee continues to support an increase only up to 4% above forecasted FY14 spending.

Wenham Selectmen Meeting on
Reducing Committee Size

He said Wenham selectmen have suggested the Committee explore proportional representation.

Feedback on SC Goals

He reminded members to submit feedback.

SUPERINTENDENT'S REPORT:

The high school has advanced to the finals of the Educational Theater Guild state finals and is to perform in Boston on Sat. March 29.

CONSENT AGENDA:

Minutes of March 6, 2014

B. Dery asked for the minutes of March 6, 2014 to be removed from the consent agenda. He requested correction of a sentence on page 6, which misquoted a statement he made at that meeting. The Committee assented.

**BILL WILSON MADE A MOTION TO APPROVE THE
MINUTES OF MARCH 6, 2014 AS AMENDED. LARRY**

**SWARTZ SECONDED THE MOTION. THE MOTION PASSED
6-0-1-2.**

COMMITTEE REPORTS:

Audit	None.
Facilities	This working group discussed the Collins Center report at a recent meeting and will continue to do so at its next meeting March 27.
Negotiations	A negotiating session with the teachers' association representatives took place the day before this meeting and another is scheduled for the week of March 24.
Policy	This working group's recommendations were to be discussed later in the meeting. B. Lawrence said the group is reviewing J. Sands' suggestions regarding transportation policies and would prepare drafts for discussion at the next meeting of the full Committee.
Warrant	None.
Student Representative	Chase Schaub updated the Committee about strong showings by high school students in several athletic and extracurricular competitions.
Other	The demographic study and visioning studies reports that are part of the master planning process can be accessed on the district website under District Resources, Current Reports.

NEW BUSINESS:

Presentation, North Shore United Way	Lynnette Fallon of Hamilton, a member of the board of directors of North Shore United Way (NSUW), introduced two staff members who briefed the Committee on the agency's student assistance program, which spends \$130,000 a year to place professional counselors in five schools including HWRHS, and about its new online "volunteer hub" at which agencies can post volunteer opportunities, and individuals wishing to volunteer can obtain information about a broad range of opportunities. They gave the Committee folders with information about NSUW. L. Fallon proposed having a table at curriculum nights to acquaint parents with these programs. L. Swartz suggested the district consider giving employees the option of charitable giving via payroll deduction.
Report, Collins Center, on Shared Facilities Model	Rob Haley and Monica Lamboy of the Edward J. Collins, Jr. Center for Public Management at UMass Boston, which has been assisting the district and Towns in studying whether the three entities could merge some facilities-related services, gave a PowerPoint presentation reporting on that study. (The slides are appended to these minutes.) They said all three entities have inadequate facilities maintenance staff, and recommended phasing in a joint department to perform such tasks across both Towns' and the district's facilities, beginning with the hiring

in FY15 of a foreman and three other maintenance staffers. The report and discussion during and after the presentation touched on topics including the 3 types of shared service agreements the state recognizes; the 8 categories of tasks involved; the net savings that result from spending on preventive maintenance; the consultants' recommendation regarding governance and management structure; the timeframe for state legislation necessary to approve an intermunicipal agreement like the one contemplated; custodians' duties versus maintenance duties, and the proposal to count a small portion of each existing custodian's job as contributing toward total maintenance staff full-time equivalents (FTEs); tasks that would still be hired out; projected additional costs; projected net savings; and the proportion of repair and maintenance work that is now performed by district staff versus by contractors. M. Lamboy said the next steps as study and planning continue are to discuss performance measures, levels of service, and how to structure an agreement.

Review of Operational Audit Progress

R. Kuebel recapped the history of the operational audit performed by Evergreen Consulting in 2010 to assess and make recommendations about a broad range of operational issues. Dr. Harvey gave a PowerPoint presentation on the 65 major tasks from the early 2011 operational audit report and updated those present on which have been completed, which are in process, which are under review, and which ones district officials have decided not to pursue. (The PowerPoint slides and the audit report spreadsheet of 125 findings are appended to these minutes.) Dr. Harvey said some recommendations are now somewhat out of date given common core standards and the evaluation system for teachers that have been mandated since the audit report was completed. R. Kuebel noted that some issues the report identified are being addressed in a way other than the strategy recommended by the consultants.

Acceptance of EdFund Grant to Support a Second Foreign Language for 2014-2015

Dr. Harvey said the EdFund has offered \$45,000 a year for 2 years to fund non-recurring costs: payment of teachers for development of language curriculum, supplies/materials for teaching a second language, and \$15,000 for interactive online courses in 4 languages. He described his plan to introduce the second language in 2014-15 at the sixth grade level and said no additional teaching positions would be required, because after taking both languages for half a year each in the sixth grade, each student would then choose one or the other for the school years that follow. Curriculum planning for implementation at middle and high school levels would take place concurrently. He said he posted ads for teachers of French, German or Chinese and would decide later which language to add, because having the right teacher in place is more important than the choice of language.

In discussion that followed, R. Kuebel and B. Dery said they do not think the district needs to offer a second language; D. Evans spoke in support of it. Discussion also touched on introduction of foreign

language instruction in elementary grades. B. Lawrence said language instruction has broad benefits. Chase Schaub said existing high school Spanish courses educate students about culture as well as how to speak the language.

Noting that this proposal was introduced at this meeting, L. Swartz recommended the Committee reflect on it before voting.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ACCEPT THE MONIES FROM THE EDFUND FOR SUPPORT OF A SECOND FOREIGN LANGUAGE FOR THE 2014-15 SCHOOL YEAR. DEB EVANS SECONDED THE MOTION.

Discussion continued.

LARRY SWARTZ MADE A MOTION TO TABLE DISCUSSION UNTIL THE NEXT COMMITTEE MEETING. BILL DERY SECONDED THE MOTION. THE MOTION FAILED 2-5-0-2. (S. Condon, D. Evans, B. Lawrence, L. Swartz, and B. Wilson voted no.)

The Committee voted on the main motion to accept the EdFund grant. **THE MOTION PASSED 5-1-1-2.** (B. Dery voted no; R. Kuebel abstained.)

Discussion of Proportional Representation on School Committee

Members discussed whether to propose a change in the current system of election of all Committee members "at large," and instead having each member Town elect a number of members from its own citizenry, in proportion to the Towns' populations. Discussion touched on topics including members' expressed perception that town partisanship has not been evident to date, and the number of seats that might be allocated to each Town under the current size of the Committee (9) or the proposed reduced size (7). The Committee reached a consensus that members are not inclined to pursue a change in governance to introduce proportional representation.

R. Kuebel departed at 9:43 p.m.; B. Wilson chaired the remainder of the meeting.

Policies (second readings)

B. Lawrence said the only updates in the draft policies were to incorporate changes agreed upon during Committee discussion at a prior meeting.

Authorized Use of School-Owned Equipment

DEB EVANS MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADOPT THE AUTHORIZED USE OF SCHOOL-OWNED EQUIPMENT POLICY DATED TODAY AS PRESENTED IN EXHIBIT B. SEAN CONDON SECONDED THE MOTION. THE MOTION PASSED 5-0-0-3.

Buildings and Grounds Security

In discussion of possible rephrasing the Committee agreed to rephrase the first sentence of the text proposed by the Policy Working Group.

DEB EVANS MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADOPT THE BUILDING AND GROUNDS SECURITY POLICY AS INDICATED IN THE PACKET, THE FIRST SENTENCE TO READ "THE SUPERINTENDENT AND HIS OR HER DESIGNEE WILL ASSURE THAT REASONABLE PROCEDURES ARE IN PLACE TO ENSURE THE SECURITY OF THE BUILDINGS AND OCCUPANTS AT ALL TIMES." BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 6-0-0-3.

Guidelines for Public Comment

DEB EVANS MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADOPT THE GUIDELINES FOR PUBLIC COMMENT POLICY AS PRESENTED IN THE PACKET. BILL DERY SECONDED THE MOTION. THE MOTION PASSED 6-0-0-3.

Memorials for Deceased Students

DEB EVANS MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADOPT THE MEMORIALS FOR DECEASED STUDENTS OR STAFF POLICY AS PRESENTED. BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 5-1-0-2. (D. Evans voted no.)

VOTE TO ADJOURN:

BILL DERY MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN. BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 6-0-0-3.

The meeting adjourned at 9:51 p.m.

**DOCUMENTS AND EXHIBITS
USED AT THIS MEETING:**

Operational Audit PowerPoint report dated March 20, 2014 (19 slides)
Operational Audit Response updated spreadsheet dated 3/1/2014
(22 pages)
Grant proposal for expansion of foreign language offerings (undated)
(1 page)
Draft policies: Authorized Use of School-Owned Equipment
(1 page), Buildings and Grounds Security (1 page), Guidelines
for Public Comment (2 pages), Memorials for Deceased Students
or Staff (1 page)

Respectfully submitted,
Ann Sierks Smith

**Hamilton Wenham Regional School Committee
Executive Session
Minutes of meeting: September 5, 2013**

Members Present: Roger Kuebel, Bill Wilson, Melissa Even Moore, Deb Evans, Jeanise Bertrand, Barbara Lawrence, Mike Harvey

Members Absent: Sean Condon, Bill Derry

Guest: Celeste Bowler

Roger Kuebel called the meeting to order at 9:47 for the purpose of discussing requests regarding the Nurses Contract, Cafeteria Workers and Teaching Assistants.

1. Nurses Contract

The committee discussed the request from the nurses to have a step adjustment for Joanne Hobbs, to have the nurses included in the teachers' bargaining unit, and to modify the use of professional development on Wednesdays. The committee unanimously agreed to place Ms. Hobbs on Step 11, effective 8/26/13, based on her years in the District. The committee also agreed to allow professional development on Wednesday afternoons, and to include the nurses in the teachers' bargaining unit, however, this would be subject to agreement by the Teachers' Association and on the understanding that the nurses would not receive all the terms, benefits that the teachers receive.

2. Cafeteria Workers.

The committee discussed a request from Catherine Donovan to approve a small increase in the rate of pay for cafeteria workers, consistent with a plan that had been developed and followed in prior years to bring the cafeteria workers pay up to market level. The committee approved this action.

3. Teaching Assistants.

The committee discussed the issue of a pay raise for teaching assistants. TA's are a non bargaining unit, and have an annual employment agreement with the district. Dr. Harvey had elected not to increase the rate of pay for TA's in FY14, based his review of pay in comparable districts. The market data showed that HWRSD TAs are paid significantly above the market average. The committee discussed a number of options for realigning TA pay with market. The committee decided to keep TA wages flat, but to ask Dr. Harvey to do additional market research to ascertain a better understanding of how HWRSD TA wages compare to market.

Meeting adjourned at 10:51 pm

Respectfully submitted,
Deborah Evans, Secretary



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

EXHIBIT B

Superintendent's Goals Progress Update

Michael M. Harvey, Ed.D.

April 3, 2013

Goal 1: Using Data to Improve Student Learning in the Hamilton-Wenham Regional School District

By the fall of 2014 the HWRSD will see an increase the overall performance of all students and will narrow the proficiency gaps of identified subgroups.

Key Actions

1. Identify and train key teacher-leaders in the analysis of student learning data.
2. Review performance indicators with all building and District administrators.
3. Facilitate the institution of Data Teams at each building.
4. Support identified instructional practice improvements and individual student interventions.

Benchmarks

1. Staff Trainings held.
2. Performance review meetings held.
3. Schedule of Data Review Meetings.
4. FY14 Budget documents initiatives supported.
5. FY15 Budget supports planned initiatives.

Progress to Date:

This goal is currently in progress. The Leadership Team was trained in the principles of Using Data to inform instruction in a two-day course that took place in early August of 2013. The building principals and key teacher leaders took part in more extensive trainings that took place over six days (two days each in September, October and November). The principals and trained building staff have formed the core of each school's Data Team.

Goal 2: Implementing the Vision

By spring of 2014, the HWRSD will have made significant progress towards achieving the "Instructional Core Goals" set out in the 2013-2014 District Improvement Plan.

Key Actions

1. Present the completed Strategic Blueprint Document to all HWRSD Faculty and disseminate document to stakeholders.
2. Present a draft of 2013-2014 District Improvement Plan that outlines the activities planned to move the District towards achieving the vision outlined in the Strategic Blueprint to the School Committee.
3. Present a mid-year progress report on achieving the District Improvement Goals.
4. Develop a FY15 District Budget that reflects the goals outlined in the Strategic Blueprint Document.
5. Present an end of year report on achievement of District Improvement Goals.
6. Review Strategic Blueprint Document and incorporate necessary revisions.

Benchmarks

1. Presentations completed on schedule.
2. Budget initiatives are aligned with Strategic Blueprint Initiatives.
3. Reports show significant progress towards meeting District Improvement Plan Goals.
4. Revised Strategic Blueprint Document.

Progress to Date:

This goal is currently in process. The Strategic Blueprint Document was presented to stakeholders in the late spring and fall of 2013. Presentations were made at school Friends Groups and School Advisory Council Meetings and at Building Staff Meetings in late spring 2013. The Blueprint Document was also presented to faculty at the Opening Meeting in September. The District Improvement Plan was presented to School Committee in fall of 2013. The District Improvement Plan outlined 16 Major Initiatives that are currently in the process of being completed by members of the leadership team, faculty and staff.

Goal 3: (Professional Practice) New Superintendent Induction Program

Develop skills in strategy implementation, data analysis, and instructional leadership by completing the second year of the New Superintendent Induction Program and earning at least Proficient ratings on each major assignment.

Key Actions

1. Attend four daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

Progress to Date: This goal is currently in process. I have continued regular participation in the New Superintendent's Induction Program in the 2013-2014 School Year. Throughout the year, the program has served as an important sounding board where I have the opportunity to share problems of professional practice with other new superintendents in my cohort group and experienced superintendents who serve as coaches in the program. I have also continued regular meetings with Dr. Christine McGrath, who serves as my coach in the program. Dr. McGrath regularly attends meetings of the Leadership Team and School Committee and provides me with written assessments of my work.



HAMILTON-WENHAM

REGIONAL SCHOOL DISTRICT

School Committee Goals 2013- 2014

Strategic Goal	Actions/Timelines	Benchmarks/Products	Personnel Responsible
1. Complete the revision and updating of the HWRSD Policy Manual.	<ol style="list-style-type: none"> 1. Policy Working Group will meet regularly to review and revise existing policies and to draft new policies when necessary. 2. Revised and new policies will be presented at each School Committee meeting for review and approval. 3. Approved policies will be published and distributed as appropriate. 4. Policy working group will develop a process for regular review and revision of Policy Manual. 	<ol style="list-style-type: none"> 1. Revised and new policy documents will be distributed prior to each SC meeting. 2. SC Chair and Superintendent will include policies on each meeting agenda. 3. Policy manual will be complete by June 30, 2014. Policy Manual will be available in all school offices and on District Website. 	Policy Working Group School Committee Superintendent

SC Comments on Goal # 1

Great progress has been made on policies – clearly a hard working group. Several hundred policies have been reviewed and compared to 5 comparable districts. To date approximately 70 policies have been adopted and posted on the District website. Remaining work to be done: Facilities and Operational Support sections will be completed in April and the final section on Student Policies will be reviewed in May and June.

Request from the full Committee is for the policy team to share the tracker they use to track section progress.
On track to complete by 6/30

2. Complete analysis of the impact of the School Choice Program on the HWRSD.	1. Integrate new members to Task Force. 2. Analyze collected data. 3. Consult with SMMA on effect of class size guidelines, and the number of resident students and Choice students on infrastructure. 4. Include discussion of Choice in the visioning sessions conducted by SMMA.	1. Periodic reports to the School Committee throughout the process. 2. Final report to the SC on November 14.	School Choice Task-Force Superintendent School Committee
SC Comments Goal #2 A task force was created to complete a qualitative and quantitative analysis that looked at cost implications and the impact to the educational experience. Findings were presented to the full School Committee. School Committee recommendation to the leadership team was to quantify the number of school choice students that would fill existing class room seats without increasing the number of class sections. A follow up is needed to identify the number of Choice students for the incoming freshman class.			
3. Finalize the response to the Recommendations' contained in the Operational Audit.	1. Identify those Recommendations' that have been accepted and completed and those that have been rejected. 2. For those accepted but not completed, assess plan and date for completion 3. For those under review, group recommendations where appropriate and develop timeline to complete assessment and implementation (if required) for each recommendation or group	1. Updated status of all Recommendations'. 2. Commitment by project owners to complete tasks for all accepted recommendations (including projects or actions which may address underlying issue in a manner different than the recommendation) 3. Presentation to School Committee and community before final approval of FY15 Budget	Assistant Superintendent of Finance and Administration School Committee Chairman

SC Comments Goal #3

Work in progress. On March 20th the Superintendent presented to the School Committee a status on his findings. 125 findings were reviewed and presented in 9 major categories. In summary of the 125 findings: 42 are complete and implemented, 10 were rejected, 55 are in process and 19 are under review. The administration will continue to review and provide an update on progress at the end of the fiscal year.

4. Oversee the master plan Project	1. Work with SMMA to guide the process	1. Provide regular progress reports at SC meetings 2. Present final plan to SC in January 2014.	Master Plan Steering Committee
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SC Comments Goal #4

The Master Plan Steering Committee has met regularly over the course of the year with SMMA Architect Phil Poinelli. Phil and his team have held focus group interviews with District staff members at all schools, and have reviewed the architectural drawings and conducted site visits of all District buildings. They held a three day Visioning Session in October with 43 participants from all constituencies of the District. They will also be holding open sessions for the Public to comment on the Master Plan work in the coming weeks.

A final report is expected by the end of June. Some progress feedback from the SC.: 1.) A lot Great work has been completed uncovering interesting findings (2.) The work has taking longer than expected. (3.) Will future financial constraints limit the Districts ability to implement final recommendations?

5. Negotiate a new agreement with the HWREA	1. Collect and analyze benchmark data 2. Develop SC position 3. Negotiate	1. Benchmark information 2. SC "asks" 3. SC position on HWREA "asks" 4. Short-list of remaining open issues 5. Reach final agreement	Negotiations Sub-Committee School Committee Town Representative
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SC Comments Goal #5

Work in progress – still early in process. The Negotiation team has had regular subcommittee meetings to identify and analyze benchmark data. The team has had 5 meetings with the HWREA and has scheduled meetings through May, 14 2014. The Negotiation subcommittee is scheduled to update the full School committee on April 8th.

6. Develop and approve a FY15 budget that provides a high-quality education and ensures efficient use of community resources	1. Meet with EdFund Representatives regarding the possibility of funding a grant writer position.	1. EdFund Meeting 2. Approved funding from EdFund 3. Hire Grant Writer for HWRSD	Superintendent District Leadership Team School Committee
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SC Comments Goal #6

The FY'15 budget was completed and the School committee played a critical role challenging and providing input to budget assumptions. The Superintendent and the Assistant Superintendent for Finance and Administration have done an excellent job compiling and presenting several versions of a 2015 budget and impact to the 2016 budget. It was a very open and collaborative process between the Schools, Town leaders and the community.

Some members feel there is a communication gap to the School Committee regarding Edfund opportunities that are being discussed between the leadership team and the Edfund. Early discussions on funding opportunities would be helpful. Several Edfund funding efforts have been approved and the district is very appreciative of that. More clarity on hiring a grant writer for HWRSD is needed – one was not hired or included in future budgets. Feedback I received states the Edfund does not currently have the resources to fund this.

7. Facilitate passage of the debt exclusion for fall town meetings	<ol style="list-style-type: none"> 1. Develop a presentation to review the summer 2013 construction projects and the anticipated 2summer 2014 projects. 2. Present presentation at October School Committee Meeting. 3. Present at November Town Meetings. 	<ol style="list-style-type: none"> 1. Completed presentation. 2. October School Committee Presentation 3. Town Meeting Presentations on November 4 and 5. 	Facilities Working Group School Committee Superintendent
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SC Comments Goal #7

Completed. Facilities working group did a great job putting communication packages together for the SC and town Leadership. Although successful some members felt a communications subcommittee would have been helpful to better communicate to the community. Merits of a creating communication working group or assigning an individual for the job should be discussed for the next School Committee.

8. Consider revisions to the Regional Agreement re: size of the committee.	<ol style="list-style-type: none"> 1. Gather data based on committee feedback 2. Analyze and discuss data and determine if change is appropriate 	1. Presentation and discussion at committee meeting	Chairman
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SC Comments Goal #8

A great deal of comparative analysis on committee size was done by the Chairman. Several presentations were giving on findings allowing ample time for committee members to debate. 8 of 9 Committee members agreed that reducing the Committee from 9 to 7 will create a more effective and efficient committee and is the right thing to do. Pending approval at Annual Town Meeting.

9. Develop a plan for Maintaining continuity during transitions in SC membership.	1. Develop a School Committee Orientation Manual	1. Completed SC Orientation Manual	School Committee
SC Comments Goal #9 No progress has been made in this area. Should be a priority for the next Committee. We suggest that the veteran committee members compile a list of content areas to be included in a manual and one person should be tasked with the research and creation of the manual. To complete this needs direction and ownership.			
10. Pursue Shared Department of Public Works	1. Meet with consultants from Collins Center regarding their recommendations 2. Decide of preferred structure for Shared DPW 3. Create new IMA for Shared Public Works Department 4. Apply for implementation grant.	1. Collins Center Recommendation 2. Recommendation of Shared DPW Group 3. Completed IMA 4. Completed Grant Proposal	School Committee Superintendent
SC Comments Goal#10: A great deal of work has been done by consultants from the Collins center, school administration and representatives from both towns. All work was funded by two separate implementation grants. A report on a shared facilities model was presented by the Collins center to the School committee on March 20 th . Still many questions on how the shared group would be governed, operate and budget assumptions. School District has adequate funding in the FY15 budget to continue to maintain our facilities pending final outcome.			
11. Conduct an annual evaluation of the Superintendent.	1. Distribute evaluation material to SC 2. Collect and consolidate review	1. Present and discuss review at full SC meeting	School Committee
SC Comments Goal#11 Superintendent and School Committee members have agreed on Superintendent goals. Mike is scheduled to present a status report in April and the Committee will provide constructive feedback. The final year end review process will be consistent with the 2013 process. All committee members will provide feedback on goals, one member will consolidate responses and a final year end review will be completed during a School Committee meeting at the end of the fiscal year.			



HAMILTON-WENHAM

REGIONAL SCHOOL DISTRICT

EXHIBIT C

District Improvement Plan 2013-2014

PHASE I: Instructional Core

Strategic Goal	Actions/Timelines for Phase I	Benchmarks/ Products	Personnel Responsible	4.3.14 Progress
All Curriculum, Instruction and Assessment Initiatives. Develop a steering committee to guide Instructional Core Improvement Initiatives.	<ol style="list-style-type: none">1. Create an Instructional Core Leadership Team (ICLT) by September 2013.2. Develop a purpose and operational statement for the group by July 2013.	<ol style="list-style-type: none">1. List of staff members identified for inclusion on the ICLT2. Statement of Purpose Document and Operational Plan for ICLT	Asst. Supt for Learning Members of LC 6-12 Curriculum Leaders Math and ELA Curriculum Specialists Curriculum Coaches Special Educators	<p>Creation of this group has been difficult. Reliance on staff whose primary role is classroom teaching has made finding time to meet very problematic. Work has primarily been conducted through asynchronous means (Google Docs). Purpose statement is currently being written.</p> <p>First face-face meeting of ICLT was held on October 22, 2013.</p> <p>A draft of the statement of purpose was developed in February 2014 and posted online for review and comments from ICLT. Staff members include: Elementary Principals, High School Principal & Assistant Principal, Middle School Assistant Principal, 6-12 Curriculum Leaders, Elementary Math Coach, Elementary Curriculum Coaches, Elementary Reading Specialists, Library Media Specialist, 1 School Psychologist, Secondary Coordinator of Special Education, Elementary Special Educators and Classroom Teachers</p>

<u>Curriculum</u> To develop a process for regular review and updating of curriculum documents, and unit and lesson plans based on student assessment data.	1. Develop and communicate a structure and process for curriculum review by April 2014. 2. Determine the best option for storing and communicating curriculum documents by November 2013.	1a. District curriculum philosophy statement. 1b. District curriculum review process document. 2. Recommendation will be made in time for FY15 Budget Process.	ICLT	1.-1a. Curriculum Philosophy and Review Process Documents are currently being written in conjunction with ICLT purpose statement. A draft of a cycle for curriculum review and revision AND a draft of the district curriculum philosophy statement was developed in February, 2014 and posted for review and comment for the ICLT. No recommendations were made for the FY15 Budget Process. 2. Decision has been made to discontinue our current use of Curriculum Connector Software. Alternative options are currently being explored by the Educator Evaluation Advisory Group.

To complete the documentation of the curriculum with PK-12 and horizontal articulation, clearly identified, standards-based mastery objectives aligned with the Common Core and a focus on knowledge, skills and abilities students will need to be successful in the 21 st Century.	<u>Mathematics-Elementary</u> 1. Complete the K-5 Instructional Elements by January of 2014. 2. Select appropriate materials to implement K-5 Math Curriculum	<u>Mathematics-Elementary</u> 1. Pacing Guide, Instructional Units of Study Documents, Benchmarks and Common Assessments. 2. Core materials list will be completed by	ICLT	A draft of the K-5 math curriculum, K-5 pacing guides, and 48 of the 59 units are complete and being piloted. The remaining 11 units are currently being developed. 1. The math coach is using 1 Wednesday afternoon each month for math work (e.g. unit development, review/revision of curriculum, pacing guides) 2. The selection of math materials is ongoing. Substantial amounts of materials have been purchased (e.g. manipulatives, supplemental texts, literature books). As teachers develop units, materials may be
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	<p>by January of 2014.</p> <p><u>Mathematics 6-12</u></p> <ol style="list-style-type: none"> 1. Complete 6-12 Instructional Elements by January of 2014. 2. Complete review of instructional materials by January 2014. <p><u>ELA Elementary</u></p> <ol style="list-style-type: none"> 1. Write a Draft K-5 ELA Curriculum Document by Complete the Common Core integration and mapping of the ELA Curriculum. 2. Undertake a comprehensive review of HWRHS Course Offerings and Graduation Requirements. 	<p>9/2013. Supplemental list will be completed by 1/2014.</p> <p><u>Mathematics 6-12</u></p> <ol style="list-style-type: none"> 1. Pathways Document, Core Standards by Grade/Course Document, Pacing Guides, Units of Study, and Common Assessments by January 2014 2. Rationale statement for changes in materials will be included in FY15 6-12 Mathematics Budget. 		<p>needed to implement the units.</p> <ol style="list-style-type: none"> 3. There is a core list of materials (e.g. Ready Instruction and Practice books), a materials list of mostly manipulatives, and a list of math related literature books. 4. The math Pathways document was created last year. 5. Grades 6-8 math are completed. 6. Grades 9-12 maps are complete. 7. Complete review of 6-12 instructional materials has not been done. 8. The ELA curriculum is being written. 9. A comprehensive review of high school course offerings and graduation requirements has not been done.
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<u>Instruction</u> To develop a system that allows teachers to use the results of student assessment data to tailor their instruction to the needs of their learners.	<ol style="list-style-type: none"> 1. Train a core group of staff in the practices of using assessment data to inform instructional practice using the "Using Data Process of Collaborative Inquiry" Model. 2. Core group will review current state of data use in our schools and plan initiatives for "Phase II" implementation, including collaboration with neighboring districts and organizations. 	<ol style="list-style-type: none"> 1. Six days of training will be completed by November 2013. 2. Plans will be completed and ready for implementation by September 2014. 	ICLT	<p>A core group of staff and all administrators were trained in the "Using Data Process of Collaborative Inquiry." All data training was completed by November 2013.</p> <p>Each school's data teams reviewed use of data in its school and implemented the tools and strategies learned during the data training.</p>
To develop a common model of standards-based instruction for the District that incorporates current research regarding student learning and the results of student assessment	<ol style="list-style-type: none"> 1. Undertake a review of best practice instructional methods. 	<ol style="list-style-type: none"> 1. Leadership team will use regular meeting time to review current research regarding best 	<ol style="list-style-type: none"> 1. Leadership Team 2. ICLT 	Has not been started.

data.	<p>2. Create and communicate an agreed-upon collection of best instructional practices</p> <p>(Phase II) Establish opportunities for the sharing of instructional expertise.</p>	<p>practices and will discuss observations of current practice.</p> <p>2. Practices will be reflected in revised DCAP Document. Document will be completed by May 2014.</p>		
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<u>Safety Nets</u> To develop a District Curriculum Accommodation Plan that clearly articulates the research-based instructional practices that will be implemented to assist all learners throughout the District.	1. Review and revise current DCAP Document. 2. Plan and deliver a series of informational meetings with faculty and community regarding the contents and purpose of the document.	See #2 Above .	ICLT	Has not been started.
To review the student pre-referral process and to develop a tiered system of supports to address the needs of at-risk learners and students with identified special needs.	1. Review June 2011 Walker Partnerships Audit of IST process and document any changes.	1. Review will be completed by February 2014. Changes will be incorporated into the revised DCAP document.	Leadership Team, Building ISTs, ICLT	Has not been started.
<u>Assessment</u> To create a rigorous and relevant student assessment system, including formative and summative assessments, standardized and district-determined measures that will give teachers,	1. Identify a team of administrators, teachers and specialists to focus and plan the district's work on DDMs. 2. Assess educators' understanding of	1. Team will be members of the ICLT. 2. Wednesday Early Release Schedule will devote one	ICLT	1. The Leadership Team and the Educator Evaluation Advisory Team are currently working on identifying and reporting DDMs.

<p>parents and students meaningful feedback regarding the progress of individual students and the entire district in meeting the standards of the curriculum.</p>	<p>the basics of how the MCAS Student Growth Percentile is derived and how it can be used to understand student growth and progress; develop a plan for ensuring educator understanding.</p> <p>3. Complete an inventory of existing assessments used in the district's schools and assess where there are strengths to build on and gaps to fill.</p> <p>4. Discuss with the district's educational collaborative or other district partner, its interest and capacity to assist member districts in the work of identifying and</p>	<p>Wednesday per month to the topic of assessment.</p> <p>3.-6. Plan will be completed and submitted to the DESE by February 2014.</p>		<p>The district will be participating with other districts to develop a DDM for nurses. Two nurses will attend the May, 2014 workshop on DDMs. An elementary music teacher has participated in DDM work for MA and CT music educators.</p> <p>Elementary teachers have piloted CEPAs (curriculum embedded performance assessments) as part of DESE unit pilots. Kindergarten teachers piloted a literacy assessment for consideration as a DDM.</p>
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	<p>evaluating assessments that may serve as DDMs.</p> <p>5. Plan a process for piloting DDMs where potential measures have been identified.</p> <p>6. Plan a process for researching and/or developing measures where no existing measures are deemed appropriate.</p> <p>7. Create (or augment) the district's communication plan to ensure that educators, school board members, and other stakeholders understand the role that DDMs will play in the new evaluation framework as well as a</p>			
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	timetable for implementation.				
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PHASE I: Human Resource Development

Strategic Goal	Actions/Timelines for Phase I	Benchmarks	Personnel Responsible	
<u>Faculty</u> To establish an annual robust professional development program based on the creation of professional learning teams, who through the analysis of student assessment data, define and solve problems of instructional practice.	1. Develop a PD schedule for 2013-2014 that organizes Wednesday PD Time to provide teachers with time to accomplish stated Phase I Actions/Timelines in the Instructional Core Goal Area	1. Schedule will be developed in time for distribution in August of 2013.	Superintendent Assistant Superintendent Leadership Council	Completed. Schedule for Wednesday PD meetings was distributed to all staff in September 2013.

<p><u>Evaluation system</u> To fully integrate the new Educator Evaluation System as a means for educators to document successes in the use of data to improve student learning.</p>	<ol style="list-style-type: none"> 1. Evaluation Task Force will determine milestone dates in evaluation system and appropriate forms for documenting evaluation. 2. Complete Negotiations of contract language for new evaluation system by 6/13. 3. Develop and distribute an Evaluation Manual/Guidebook that reflects the agreed-upon teacher evaluation system. 4. Develop and implement training sessions for faculty on new evaluation system. 5. Continue regular meetings of Evaluation Task 	<ol style="list-style-type: none"> 1. Evaluation Task Force will finalize dates and forms by 6/1/13. 2. Contract language will be ratified by HWREA and approved by HWRSC by June 2013. 3. Guidebook will be completed by November 1, 2013. 4. Training sessions will be presented to faculty during August orientation and Wednesday release time in September of 2013. 5. Task force will 	<p>Superintendent Assistant Superintendent for Learning Director of Human Resources HWREA Leadership</p>	<ol style="list-style-type: none"> 1. The Educator Evaluation Advisory Group was created. It meets regularly to discuss the evaluation process, documents, and all aspects of the evaluation process. 2. Contract negotiations on Evaluation System were completed last year. 3. The 5 Phase Process was developed distributed/posted. 4. Principals conducted training sessions.
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	Force to foster communication regarding the progress of implementation of new evaluation system.	report progress on implementation in January and June of 2014 to SC and Faculty.		
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<p><u>Administration</u></p> <p>To provide leadership team meetings and retreats that support the work of the district and develop the leadership capacity of the team to guide a school improvement program rooted in the use of data to guide decisions.</p>	<ol style="list-style-type: none"> 1. Revise meeting agenda to reflect the four standards of educator competency. 2. Dedicate meeting time to refining Leadership Team's understanding of effective instructional practice. 3. Dedicate meeting time to monitoring the progress of District Improvement initiatives. 	<ol style="list-style-type: none"> 1. Meeting agendas will reflect standards for educator competency 2. Leadership Team agendas will contain agenda items on Walk-Throughs, Effective Instructional Practice and Using Data to Improve Student Learning. 3. Leadership Team Agendas will contain items relating to improvement initiatives. 	<p>District Leadership Team</p>	<p>All items completed.</p>
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PHASE I: Organizational Development

Strategic Planning

Strategic Initiative	Actions/Timelines for Phase I	Benchmarks	Personnel Responsible	Status
To complete the preparation of a Strategic Plan including, the development of processes for the accomplishment of the goals laid out in the plan, and the review and the revision of this Plan.	<ol style="list-style-type: none"> 1. Review Draft of Strategic Plan and Revised Mission and Expectations with School Committee. 2. Review Drafts with School-based stakeholder groups. 3. Communicate completed Strategic Plan and Mission and Expectations Documents to larger community. 4. Ensure School Improvement Plans and Teacher Improvement Goals will reflect the priorities established in the Strategic Plan. 5. Review and report progress 	<ol style="list-style-type: none"> 1. Review with SC in May of 2013 2. Meet with School Advisory Councils and Friends Groups in May 2013. 3. New Strategic Plan will be basis for "Opening Meeting" with Faculty in August and will be communicated to school communities. 4. School Improvement Plans and Teacher SMART Goals presented in September/October of 2013 will reflect the initiatives of the Strategic Plan. 5. Reports on progress will be 	Superintendent Leadership Team	All Strategic Plan development and communication items (1-4) completed. Review and revision of plan will be completed at the end of 2013-2014 school year.

	on achieving objectives identified in Strategic Plan.	given to School Committee and communicated to stakeholders in January and June of 2014.		
To develop a comprehensive Technology Plan that improves the efficiency of district systems and procedures in the collection, organization, and dissemination of data.	<ol style="list-style-type: none"> 1. Make decisions regarding use of curriculum documentation software package by November 2013 2. Make decision regarding the use of My Learning Plan Software by November of 2013 3. Make decision regarding software to support Teacher Evaluation System by November 2013 4. Complete a written District Technology Plan 	<ol style="list-style-type: none"> 1.-3. District will have identified appropriate software systems. 4. Director of Technology will complete the District Technology Plan. 	Director of Technology, Assistant Superintendent for Learning	<p>Decision was made in March 2014 to discontinue the use of Curriculum Connector and research other software programs.</p> <p>The decision was made in March 2014 to continue to use My Learning Plan.</p> <p>The decision was made in March 2014 to discontinue using OASYS as the Teacher Evaluation software.</p> <p>Evaluation Steering Group will investigate</p>
To develop comprehensive long and short range plans for school facilities and a	1. Complete long range Master Plan with SMMA.	1. Master Plan Document will be presented to SC in January	1. Master Plan Steering Committee	The Master Plan is currently nearing completion. The Master Plan Steering Committee has been meeting regularly with Phil Poinelli, Architect from SMMA. We

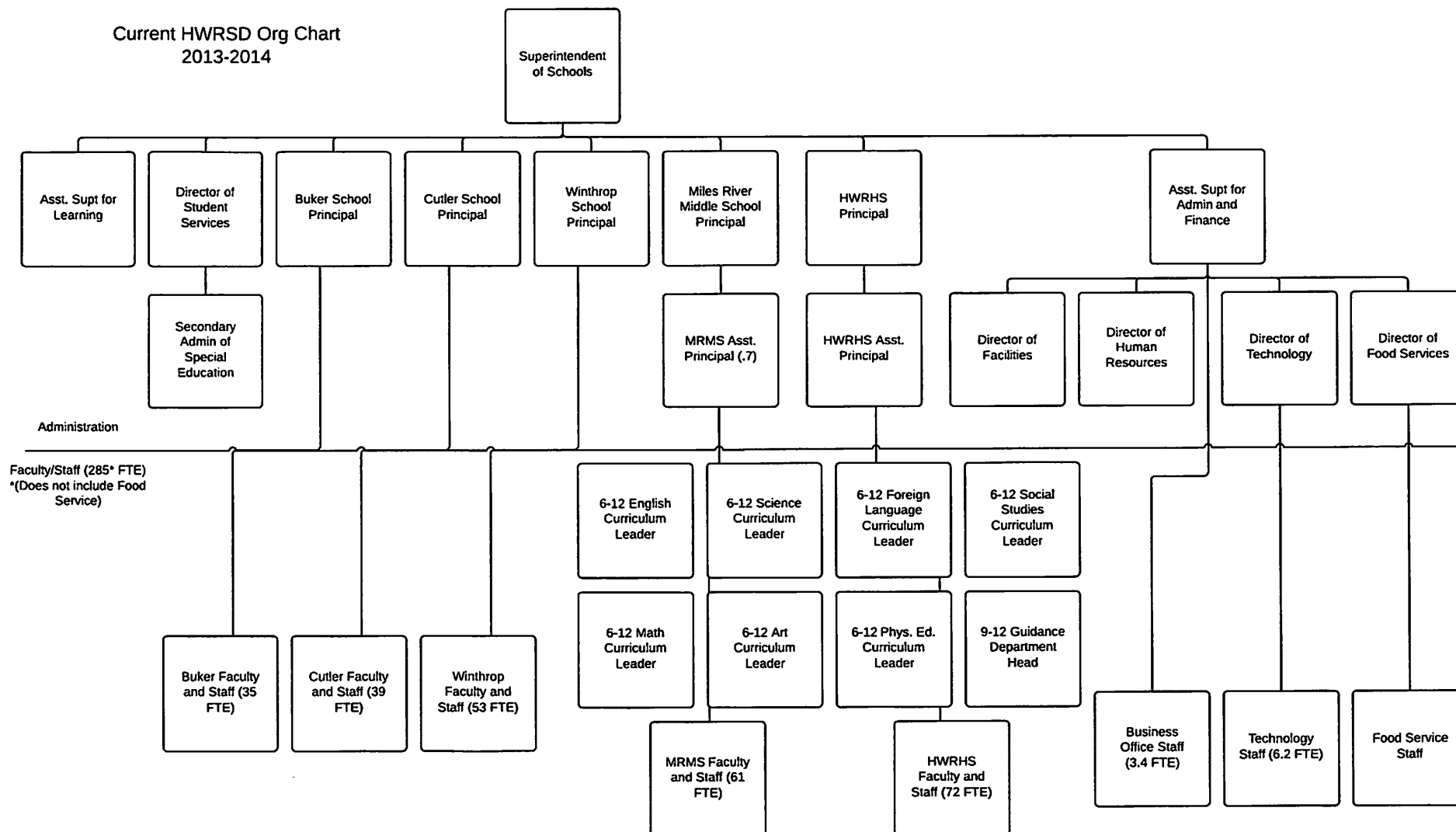
preventative maintenance plan to ensure these assets will continue to support high-quality instruction.	<p>2. Develop facilities maintenance manual for HWRSD</p> <p>3. Complete review of options for combined Department of Public Facilities and Infrastructure</p>	<p>2014.</p> <p>2. Maintenance manual/schedule will be complete in time for inclusion in FY15 Budget Discussions.</p> <p>3. Collins Center recommendations will be presented to community in fall 2013.</p>	<p>2. Director of Facilities</p> <p>3. Superintendent, SC, Facilities Sub-Committee</p>	<p>have published the Demographic Study and Visioning Session work reports on the District Website and are planning a public session to review them and hear feedback. We will have a public presentation at SC on the entire Master Plan Report at a SC meeting prior to the end of the year.</p> <p>We are also continuing our work around short-term facilities planning and the combining of Town and School Facilities Departments. The FY15 Budget contains requests for personnel or contracted services to pay for preventative maintenance operations in the HWRSD. We have had a presentation on the recommendations from the Collins Center at a March SC Meeting. Administration will continue meeting with Town Officials to work on a joint-services model.</p>
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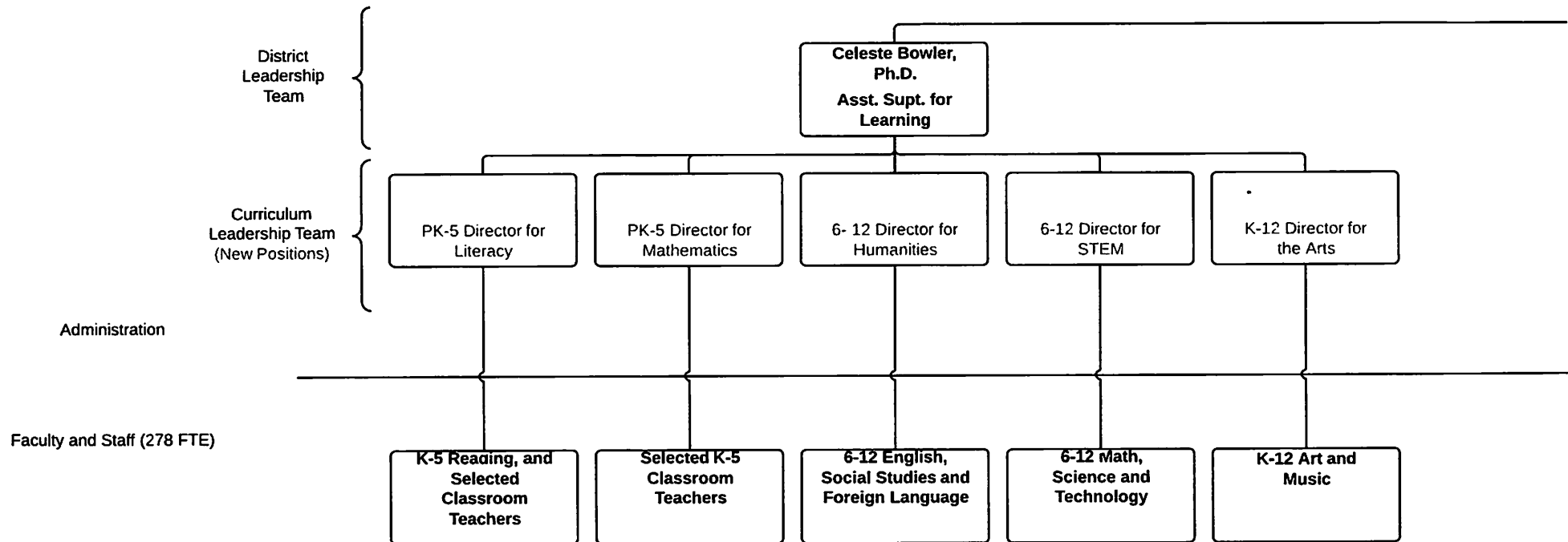
Structures to Support the
Instructional Core

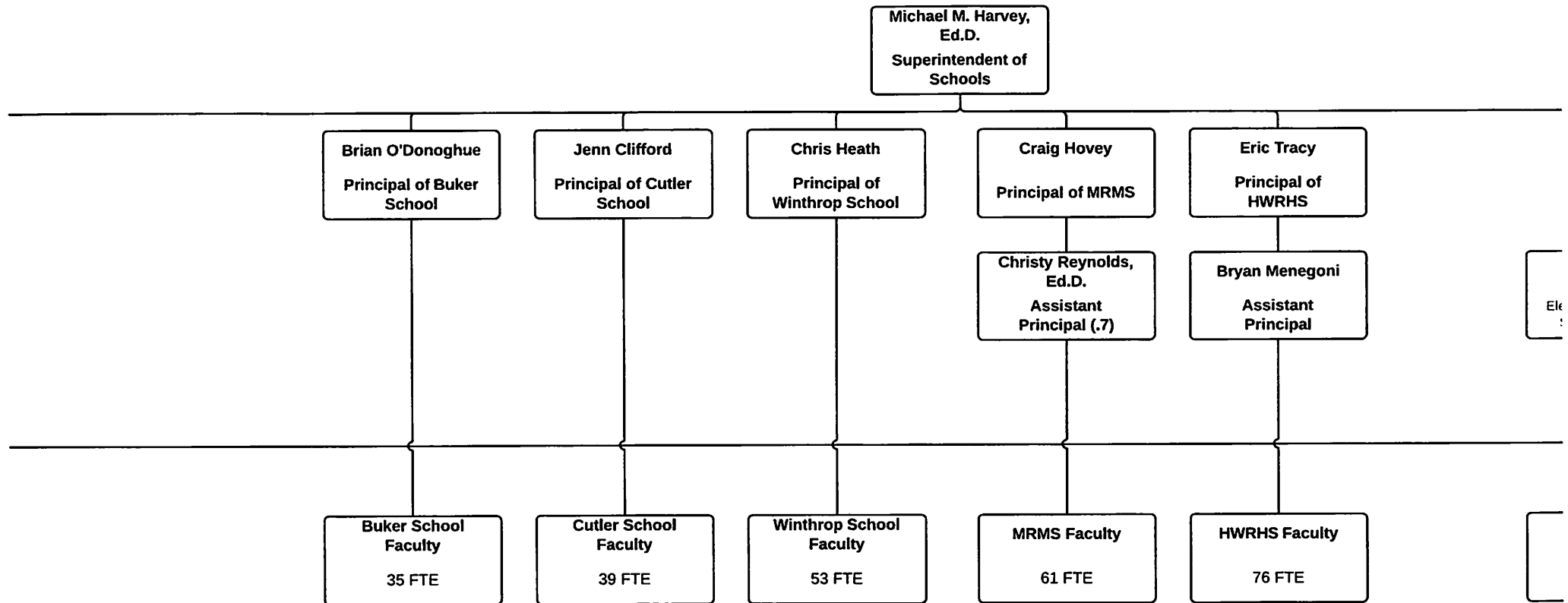
<p>To complete the School Committee Policy Manual and develop the related administrative procedures and a process for the ongoing review and updating of these Policies and procedures to ensure decisions in the District are focused on improving student learning.</p>	<ol style="list-style-type: none"> 1. Complete a comprehensive policy manual for the District. 2. Disseminate the manual to stakeholders. 3. Guide the leadership team through the development of written procedures for the implementation of policies. 	<ol style="list-style-type: none"> 1. Policy Sub-committee will complete a policy manual by April 2014. 2. Hard copies of revised manual will be distributed to all District and School-level administrators. Existence of revised policy manual will be communicated through ConnectEd and will be posted on District Website. 3. Subcommittee of Leadership Team will be created and charged with writing procedures for relevant SC policy statements. 	<p>SC Policy Sub-Committee</p>	<p>The Policy Sub-Committee has continued its work in developing a policy manual that meets the needs of the HWRSD. The current manual has been distributed to building principals and has been posted to the District Website. Relevant members of the Leadership Team will be charged with developing written procedures to implement completed policies as appropriate.</p>

To review and refine the staffing patterns and organizational structures in the District in order to maximize their impact on student learning.	<ol style="list-style-type: none"> 1. Complete a comprehensive review of staffing patterns at all school buildings, in Central Office and of support positions. 2. Develop a list of recommended changes for the FY15 Budget. 	<ol style="list-style-type: none"> 1. Review will be complete by November 1. 2. Changes will be reflected in Superintendent's Recommended FY15 Budget 	Superintendent, District Leadership Team	<ol style="list-style-type: none"> 1. Complete. The Leadership Team has undertaken a comprehensive review of the current staffing of the HWRSD. Recommendations regarding potential areas for restructuring will be made in April of 2014. The LT will also recommend areas for reduction and further restructuring in spring 2014. All will be included in the FY15 Budget.
To develop an annual budget process that articulates the priorities of the District and communicates these priorities to all members of the school communities.	<ol style="list-style-type: none"> 1. Revise Budget Process Calendar to accurately reflect District and stakeholder needs. 2. Integrate long and short term planning needs into budget requests. 	<ol style="list-style-type: none"> 1. Budget Process Calendar will be revised by 9.15.13. 2. Planning processes will be reflected in Superintendent's Recommended FY15 Budget 	Superintendent, District Leadership Team	<ol style="list-style-type: none"> 1. Ongoing. The FY15 Budget Calendar was revised in September of 2013. The FY15 Budget process began with a discussion of the priorities of the Leadership Team in Educational enhancements to the District. Several of these priorities were included in the final SC voted budget for FY15. The Budget process also included a comprehensive review of all existing resources in the District. This review has led to recommendations regarding reallocation of resources or other changes to the structure of the HWRSD.

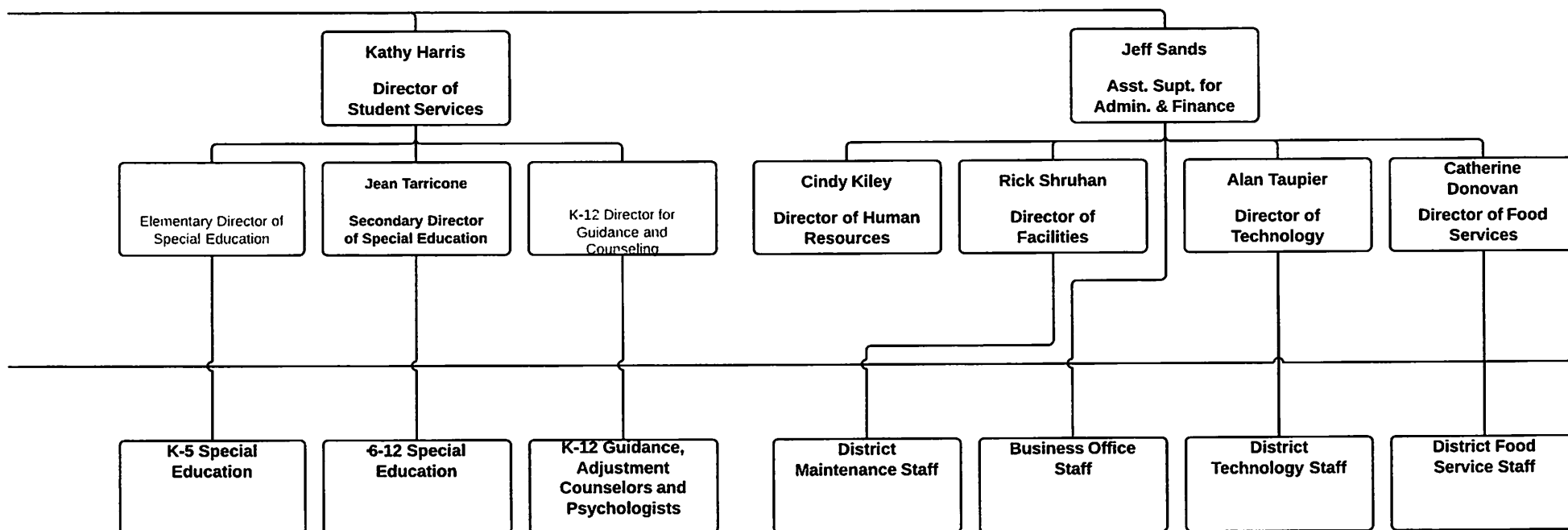
Current HWRSD Org Chart
2013-2014







Hamilton-Wenham Regional School District Proposed Leadership Organization Chart



FY2014 – FY2015 PROJECT PLANNING TEMPLATE

1. Project Overview & Statement of Work

The high school and middle school currently rely on a 6-12 model of curriculum leadership and supervision. There are seven curricular areas represented in this model: English, math, science, social studies, foreign language, guidance and wellness. Individuals in these positions teach three classes and then have supervisory duties for the remainder of their 1.0 FTE. Although this model provides a structure for supervision of each department, there are multiple issues with this model. First, these individuals are in the teachers' union. This invites conflict when issues arise with teachers because they are represented by the same bargaining unit as their direct supervisor. Second, most of the individuals in these positions do not have the licensure required to evaluate teachers. The entire evaluation load then is placed upon the principals and assistant principals. Third, because these individuals teach three classes, they justifiably see their primary duty as teaching. The problem with this is that the other duties - supervision and curriculum leadership - often are left unattended. Furthermore, collaboration is compromised as the group is not easy to assemble before, during, or after the day.

We are proposing a new model for the supervision of curriculum, instruction, and assessment at the secondary level. A 6-12 Director of Humanities will lead the English, social studies, and foreign language teachers. The Director of STEM will oversee the science/technology and math teachers. Arts programs in the district will be supervised by a preK-12 Director of Arts. Finally, student services - counselors, psychologists, and nurses - will be led by a preK-12 Director of Guidance. These individuals in the director positions will be classified as administrators and will also teach one class (or have an equivalent caseload) at the middle school or high school. The structure of the Director positions will allow for the following:

- (1) Ongoing supervision of the curriculum. The Directors will manage curriculum so that it becomes a dynamic resource that is responsive to the needs of our students. Furthermore, the Director can maintain the vertical articulation of the curriculum to insure a coherent experience for students at the secondary level.
- (2) Direct supervision of the classroom to support teachers in meeting the pedagogical and curricular goals of the District. The Directors will observe classroom practice and provide feedback to teachers to insure that the curriculum is delivered in a clear and consistent manner. In addition, the Directors will reinforce the use of teaching practices that are consistent with the District goal of providing instruction that meets the needs of all students.
- (3) Support of District initiatives. The Directors will serve on the district leadership team and will be present at all leadership team meetings. This will insure consistent communication about initiatives to the building level and teachers. The supervision provided by the Directors will also support the implementation of District initiatives.

(4) The Directors will have administrative licensure and therefore will be able to evaluate other educators. This will reduce the number of educators on each administrator's caseload and thus will help support a more focused evaluation process that is in support of the improvement of teaching practice.

Project Goals and Objectives (SMART Goals)

The goal of this project is to develop a plan for the restructuring of the curricular and instructional supervision and leadership model at the HS and MS. The end product of this work is the hiring and induction of four administrators who will oversee the humanities (English, social studies, foreign language), STEM (science/technology, math), arts (preK-12), and guidance (preK-12).

2. Project Organization & Roles

1. Leadership Team Sponsor (s): Eric Tracy, HS principal
2. Project Team: John Hughes, MS principal; Christy Reynolds, MS assistant principal; Bran Menegoni, HS assistant principal; Cindy Kiley, Director of human resources

3. Impact on District's Strategic Blueprint

1. The Instructional Core:

As stated above, the Director positions will oversee curriculum, instruction, and assessment. The individuals in these positions will have the resources to insure that there is a well-articulated, dynamic, and student-centered 6-12 curriculum, a system of assessments that supports improved teaching and learning, and a well-defined and consistent set of teaching practices that meets the diverse needs of our students.

2. Human Resources Development

The Directors will collaborate with the leadership team and with teachers to make effective use of data for decision making. This will include using data at the classroom level to improve teaching and learning as well as analyzing data to guide and gauge the effectiveness of school and district initiatives.

3. Organizational Development

The Directors will again collaborate with the leadership team to build systems that allow for the effective use of data. This will include work with the IT department and with teachers to make data accessible, understandable, and useful to all users.

4. Estimated Financial Impact (Annual)

The financial impact of this model is variable based on whether or not current curriculum leaders are named to the Director positions. However, the shift to this model *results in a net savings to the District*. The following scenario shows the *smallest* savings for the District.

Scenario: none of the current curriculum leaders fills the Director positions.

Item	(Cost) or savings to district
Elimination of administrative portion of CL salaries	\$313174
4 Director positions @ \$90000 per	(\$360000)
4 Directors teach 1 section @ \$15400 per section	\$61600
Impact	\$14774

FY2014 – FY2015 PROJECT PLANNING TEMPLATE

1.0 Project Overview & Statement of Work

Currently, the elementary schools are supported by one district-wide math specialist, three building-based literacy specialists and three building-based stipended curriculum coaches. The challenges of this model present themselves in several key areas all connected to curriculum, instruction, assessment, and our connection to district goals. The curriculum, instruction and pedagogy across the three buildings lacks continuity and alignment with the Common Core Standards. In order to address these issues, we look to create new district-wide PK-5 literacy and math coordinator positions to provide consistency in curriculum and instruction across our 3 elementary schools.

The elementary literacy and math coordinators will work as curriculum and instruction leaders to support teachers in the use of assessment data to promote high achievement and progress for all students. The ideal candidates for a PK-5 literacy and math coordinator will have expertise in content, instruction, assessment and the use of data. In addition, an administrator's license in curriculum and/or school leadership will elevate the position and its responsibilities beyond the teacher contract to include supervision and evaluation of classroom teachers.

Common Core Curriculum Alignment

- Partnership for Assessment of Readiness of College and Careers (PARCC) scheduled to be implemented in MA in 2015-2016. This measures a student's proficiency in relation to the Common Core Standards in ELA and mathematics.
- The PK-5 ELA curriculum needs to be reviewed and revised to ensure consistency across grade levels and schools in preparation for the PARCC assessment.
- The PK-5 math curriculum is currently in year 2 of revision under the direction of the elementary math specialist.
- PK-5 students need a shared and consistent experience with the elementary curriculum to prepare them for a successful transition to middle school.

District Determined Measures (D.D.M.'s)

- PK-5 literacy and math coordinators will lead teachers through the development and implementation of district determined measures in ELA and math.
- The coordinators will ensure consistency across the three schools in when the assessments are administered and how the data is disseminated.
- The coordinators will participate in building-based data meetings and support a consistent approach to addressing identified student learning problems across the schools.

Teacher Evaluation

- The PK-5 literacy and math coordinators with an administrative license will provide support to the building principals in the teacher evaluation process.
- With an average staff of 26 personnel to be evaluated, the time required of a principal to meet all of the expectations including the multiple walkthroughs, conferences and reports is approximately equal to a month of the school year.
- The coordinators can provide specific feedback connected directly to an instructional strategy being developed in response to the assessment data during a walkthrough observation.

2.0 Project Goals and Objectives (SMART Goals)

- In preparation for the 2014-2015 school year, the elementary principals and the assistant superintendent for learning will define the scope of responsibilities for PK-5 literacy and math coordinators, recruit and hire individuals who meet the defined criteria and are capable of meeting the responsibilities of the position.

2.0 Project Organization & Roles

2.1 Leadership Team Sponsor (s)

Brian O'Donoghue

2.2 Project Team

Jenn Clifford, Chris Heath, Celeste Bowler, Alan Taupier

3.0 Impact on District's Strategic Blueprint

3.1 The Instructional Core

The PK-5 literacy coordinator will be instrumental in providing leadership and direction for the task of aligning and mapping our ELA curriculum with the Common Core Standards. The coordinator will provide a level of "quality control" for the instructional practice across the 3 schools. District and school level literacy data analysis will also be led by the coordinator in order to make informed curriculum and instruction decisions. The coordinator will be responsible for coordinating grade level common assessments to be used as district determined measures.

The PK-5 math coordinator will be instrumental in providing leadership and direction for the task of aligning and mapping our math curriculum with the Common Core Standards. The coordinator will provide a level of "quality control" for the instructional practice across the 3 schools. District and school level math data analysis will also be led by the

coordinator in order to make informed curriculum and instruction decisions. The coordinator will be responsible for coordinating grade level common assessments to be used as district determined measures.

3.2 Human Resources Development

The PK-5 literacy and math coordinators will identify areas of need in professional development and will work with the elementary principals and assistant superintendent for learning to create the professional development plan. The coordinators will lead in district professional development experiences as needed. The coordinators will provide support to the elementary principals by taking on a share of the teacher evaluation responsibilities. The coordinators will collaborate with the leadership team and with teachers to make effective use of data for decision making.

3.3 Organizational Development

The PK-5 literacy coordinator will work with the elementary principals and district curriculum leadership group to provide support in the development of school improvement plans as they relate to literacy data and goals.

The PK-5 math coordinator will work with the elementary principals and district curriculum leadership group to provide support in the development of school improvement plans as they relate to math data and goals.

4.0 Estimated Financial Impact (Annual)

\$65,000-\$75,000 - for the creation of a Literacy Coordinator (\$10,000 paid additionally from anticipated 2014-2015 Title One Grant)

\$10,000 - for the creation of a Math Coordinator (current similar position funded at 72K which is budgeted in FY15) (\$10,000 paid additionally from anticipated 2014-2015 Title One Grant)

Curriculum coach stipends currently in the budget (3x \$1396.00= \$4188.00) could be applied towards these positions as the stipend would not be funded into the 2014-2015 budget.

5.0 Activities, Outputs and Outcomes

<u>Activity Description</u>	<u>Output Description*</u>	<u>Outcome Description**</u>
Activity 1:Create Job Descriptions	Written Job Descriptions	Criteria to identify candidates
Activity 2:Post the positions	Jobs posted on School	Qualified candidates will

	Spring and internally	apply
Activity 3: Interview and hire	A PK-5 literacy coordinator will be hired	The literacy coordinator will unify our ELA curriculum and instruction
Activity 4: Interview and hire	a PK-5 math coordinator will be hired	The math coordinator will unify our math curriculum and instruction
Activity 5:		

*Outputs = Accomplishments or Products

**Outcomes = What difference does it make?

6.0 Project Schedule, Deliverables, and Timeline

<u>Project Task Description</u>	<u>Responsible</u>	<u>Start Date</u>	<u>End Date</u>
Task 1: Write job descriptions	principals, Celeste, Cindy	3/17/14	3/21/14
Task 2: Post positions	Cindy	3/24/14	until filled
Task 3: Interview and hire	principals, Celeste and Cindy	4/7/14	until hired
Task 4: Induction	Celeste, Cindy, principals	7/1/14	8/25/14
Task 5:			

7.0 Measures of Success

Develop at least three (3). Measures of success should tell us the following about whether our goals: a.) achieved the results we expected, b.) produced results we didn't want or expect, c.) should be changed, d.) should continue (or not), and e.) should be measured in other ways

7.1 Measure #1-Curriculum

A meaningful, student-centered district-wide curriculum built on UbD principles that integrates technology and is actively used by teachers to plan for instruction. Curriculum will be consistent across the elementary schools and will be coordinated vertically to dovetail with the curriculum in grades 6-12.

7.2 Measure #2-Assessment

A system of formative and summative assessments that allow students and teachers to use the results to inform instruction and improve performance in mathematics and language arts.

7.3 Measure #3-Instruction

A clearly defined set of instructional practices that are used in each elementary school to provide multiple opportunities for success for all students in mathematics and language arts. Increased teacher performance data will include these identified practices as observed, monitored, assessed through the evaluation process.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: DIRECTOR OF HUMANITIES (6-12)

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in the content areas or relevant educational area.
- Demonstrated evidence of a strong academic concentration in one of the Humanities areas.
- Five years of teaching experience.
- Valid MA Certification in the content area and as an Administrator.
- Previous successful experience in administration and/or curriculum in Humanities preferred.
- Experience working with parents, volunteers and community organizations.
- Knowledge of relevant educational technologies and the ability to integrate technology in all facets of the position.
- Knowledge of State Frameworks in Humanities, Curriculum Development and Educator Evaluation Model.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with teachers and administrators to set high expectations
- Understanding of developmental levels of students in 6-12.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent.

REPORTS TO: The Assistant Superintendent for Learning.

SUPERVISES: All Humanities teachers in 6-12 and all curricular, co-curricular and extra-curricular programs in Humanities.

JOB GOAL: To provide leadership and instruction, supervision, and quality program development for the Humanities Department serving students in grades 6-12.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

- Provide for the continuing review, development and revision of the Humanities program in grades 6-12, focusing on aligning the curriculum with MA Humanities Frameworks, and when appropriate, other Frameworks/Standards (i.e., Common Core State Standard).
- Work closely with the Assistant Superintendent for Learning and Building Principals in developing curriculum goals, school improvement plans, and District improvement plan.
- Provide instructional leadership for teachers in 6-12 grade levels in the area of classroom instruction, assessment, and curriculum.
- Ensure District-wide written Humanities curriculum.
- Oversee the development and implementation of District-Determined Measures of Student Learning to be used at each level in the District and design a system to track growth in order to assign Student Impact Ratings to teachers.
- Provide classroom instruction to students in Humanities.
- Design processes for Humanities staff usage to be consistently monitored and design 6-12 feedback to ensure continuous improvement.
- Work closely with the Building Principals to ensure the successful scheduling of Humanities teachers.
- Collect and analyze State and District assessment data to improve student learning and provide resources and materials for teachers to improve instruction.
- Design processes to establish standardized assessments in use across the District.
- Coordinate AP testing.
- Assist Building Principal with PARCC testing.
- Mentor new and experienced Humanities teachers in best practices, including sharing articles and research.
- Facilitate or present professional development workshops and trainings.
- Assure all department teachers are trained in curriculum, and assist in District initiatives.

EXHIBIT D5

- Chair, facilitate and/or participate on District-wide Humanities department/curricular meetings.
- Provide information to parents and conduct parent workshops.
- Collaborate with Building Principals and the Assistant Superintendent for Learning in the hiring, mentoring, supervision and evaluation of 6-12 Humanities personnel.
- Develop, prepare and execute program budget in conjunction with Assistant Superintendent for Learning.
- Assist with fulfilling the responsibilities associated with Federal, State and other appropriate grants.
- Consult with Building Principals on Humanities materials, professional development, evaluation, data, integration of technology and any other related areas.
- Supervise extracurricular activities in Humanities department.
- Prepare and maintain inventories of books, equipment, supplies, and other materials.
- Maintain currency in assigned areas and technology developments through professional reading, research, and attendance at various educational meetings and conferences.
- Meet regularly with the Assistant Superintendent for Learning to establish continuity of services and educational goals for the system.
- Foster cooperative working relationships between Humanities personnel and the middle and high school chapters of the Friends clubs and other community support groups.
- Assume other related duties which the Assistant Superintendent for Learning and/or Superintendent of Schools may deem necessary.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: DIRECTOR OF STEM (6-12)

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in the content areas or relevant educational area.
- Demonstrated evidence of a strong academic concentration in one of the STEM areas.
- Five years of teaching experience.
- Valid MA Certification in the content area and as an Administrator.
- Previous successful experience in administration and/or curriculum in STEM preferred.
- Experience working with parents, volunteers and community organizations.
- Knowledge of relevant educational technologies and the ability to integrate technology in all facets of the position.
- Knowledge of State Frameworks in STEM, Curriculum Development and Educator Evaluation Model.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with teachers and administrators to set high expectations
- Understanding of developmental levels of students in 6-12.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent. \

REPORTS TO: The Assistant Superintendent of Student Services.

SUPERVISES: All STEM teachers in 6-12 and all curricular, co-curricular and extra-curricular programs in STEM.

JOB GOAL: To provide leadership and instruction, supervision, and quality program development for the STEM Department serving students in grades 6-12.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

- Provide for the continuing review, development and revision of STEM program in grades 6-12, focusing on aligning the curriculum with MA STEM Frameworks, and when appropriate other Frameworks/Standards (i.e., Common Core State Standards).
- Work closely with the Assistant Superintendent for Learning and Building Principals in developing curriculum goals, school improvement plans, and District improvement plan.
- Provide instructional leadership for teachers in 6-12 grade levels in the area of classroom instruction, assessment, and curriculum.
- Ensure District-wide written STEM curriculum.
- Oversee the development and implementation of District-Determined Measures of Student Learning to be used at each level in the District and design a system to track growth in order to assign Student Impact Ratings to teachers.
- Provide classroom instruction to students in STEM.
- Design processes for STEM staff usage to be consistently monitored and design 6-12 feedback to ensure continuous improvement.
- Work closely with the Building Principals to ensure the successful scheduling of STEM teachers.
- Collect and analyze State and District assessment data to improve student learning and provide resources and materials for teachers to improve instruction.
- Design processes to establish standardized assessments in use across the District.
- Coordinate AP testing.
- Assist Building Principal with PARCC testing.
- Mentor new and experienced STEM teachers in best practices, including sharing articles and research.
- Facilitate or present professional development workshops and trainings.
- Assure all department teachers are trained in curriculum, and assist in District initiatives.

EXHIBIT D6

- Chair, facilitate and/or participate on District-wide STEM department/curricular meetings.
- Provide information to parents and conduct parent workshops.
- Collaborate with Building Principals and the Assistant Superintendent for Learning in the hiring, mentoring, supervision and evaluation of 6-12 STEM personnel.
- Develop, prepare and execute program budget in conjunction with Assistant Superintendent for Learning.
- Assist with fulfilling the responsibilities associated with Federal, State and other appropriate grants.
- Consult with Building Principals on STEM materials, professional development, evaluation, data, integration of technology and any other related areas.
- Supervise extracurricular activities in STEM department.
- Prepare and maintain inventories of books, equipment, supplies, and other materials.
- Maintain currency in assigned areas and technology developments through professional reading, research, and attendance at various educational meetings and conferences.
- Meet regularly with the Assistant Superintendent for Learning to establish continuity of services and educational goals for the system.
- Foster cooperative working relationships between STEM personnel and the middle and high school chapters of the Friends clubs and other community support groups.
- Assume other related duties which the Assistant Superintendent for Learning and/or Superintendent of Schools may deem necessary.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: ELEMENTARY ELA DIRECTOR, PreK-5

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in the content areas or relevant educational area.
- Demonstrated evidence of a strong academic concentration in Literacy Instruction.
- Five years of teaching experience.
- Valid MA Certification as Reading Specialist and Administrator.
- Previous successful experience in administration and/or curriculum in ELA preferred.
- Experience working with parents, volunteers and community organizations.
- Knowledge of relevant educational technologies and the ability to integrate technology in all facets of the position.
- Knowledge of State Frameworks in ELA, Curriculum Development and Educator Evaluation Model.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with teachers and administrators to set high academic and instructional expectations
- Understanding of developmental levels of students in PreK-5.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent.

REPORTS TO: The Assistant Superintendent for Learning.

SUPERVISES: All ELA teachers in PreK-5 and all curricular, co-curricular and extra-curricular programs in ELA.

JOB GOAL: To provide leadership and curriculum instruction, supervision, and quality program development in ELA Department serving students in grades PreK-5 across the District's elementary schools.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

- Provide for the continuing review, development and revision of ELA program in grades PreK-5, focusing on aligning the curriculum with MA ELA Frameworks, and when appropriate other Frameworks/Standards (i.e., Common Core State Standards).
- Work closely with the Assistant Superintendent for Learning and Building Principals in developing curriculum goals, school Improvement plans and District improvement plans.
- Provide instructional leadership for teachers in PreK-5 grade levels in the area of classroom instruction, assessment, and curriculum.
- Ensure District-wide written ELA curriculum.
- Oversee the development and implementation of District-Determined Measures of Student Learning to be used at each level in the District and design a system to track growth in order to assign Student Impact Ratings to teachers.
- Design processes for ELA staff usage to be consistently monitored and design PreK-5 feedback to ensure continuous improvement.
- Work closely with the Building Principals to ensure the successful scheduling of ELA teachers.
- Collect and analyze State and District assessment data to improve student learning and provide resources and materials for teachers to improve instruction.
- Design processes to establish standardized assessments in use across the District.
- Assist Building Principal with PARCC testing.
- Mentor new and experienced ELA teachers in best practices, including sharing articles and research.
- Facilitate or present professional development workshops and trainings.
- Assure all department teachers are trained in curriculum, and assist in District initiatives.
- Chair, facilitate and/or participate on District-wide ELA department/curricular meetings.
- Provide information to parents and conduct parent workshops.

EXHIBIT D7

- Collaborate with Building Principals and the Assistant Superintendent for Learning in the hiring, mentoring, supervision and evaluation of PreK-5 ELA personnel.
- Develop, prepare and execute program budget in conjunction with Assistant Superintendent for Learning.
- Assist with fulfilling the responsibilities associated with Federal, State and other appropriate grants.
- Consult with Building Principals on ELA materials, professional development, evaluation, data, integration of technology and any other related areas.
- Supervise extracurricular activities in ELA department.
- Prepare and maintain inventories of books, equipment, supplies, and other materials.
- Maintain currency in assigned areas and technology developments through professional reading, research, and attendance at various educational meetings and conferences.
- Meet regularly with the Assistant Superintendent for Learning to establish continuity of services and educational goals for the system.
- Foster cooperative working relationships between ELA personnel and the elementary chapters of the Friends clubs and other community support groups.
- Assume other related duties which the Assistant Superintendent for Learning and/or Superintendent of Schools may deem necessary.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: ELEMENTARY MATHEMATICS DIRECTOR, PreK-5

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in the content areas or relevant educational area.
- Demonstrated evidence of a strong academic concentration in Mathematics Instruction.
- Five years of teaching experience.
- Valid MA Certification in the content area and as an Administrator.
- Previous successful experience in administration and/or curriculum in Mathematics preferred.
- Experience working with parents, volunteers and community organizations.
- Knowledge of relevant educational technologies and the ability to integrate technology in all facets of the position.
- Knowledge of State Frameworks in Mathematics, Curriculum Development and Educator Evaluation Model.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with teachers and administrators to set high academic and instructional expectations
- Understanding of developmental levels of students in PreK-5.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent.

REPORTS TO: The Assistant Superintendent for Learning.

SUPERVISES: All Mathematics teachers in PreK-5 and all curricular, co-curricular and extra-curricular programs in ELA.

JOB GOAL: To provide leadership and curriculum instruction, supervision, and quality program development in Mathematics Department serving students in grades PreK-5 across the District's elementary schools.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

- Provide for the continuing review, development and revision of Mathematics program in grades PreK-5, focusing on aligning the curriculum with MA Mathematics Frameworks, and when appropriate other Frameworks/Standards (i.e., Common Core State Standards).
- Work closely with the Assistant Superintendent for Learning and Building Principals in developing curriculum goals, school Improvement plans and District improvement plans.
- Provide instructional leadership for teachers in PreK-5 grade levels in the area of classroom instruction, assessment, and curriculum.
- Ensure District-wide written Mathematics curriculum.
- Oversee the development and implementation of District-Determined Measures of Student Learning to be used at each level in the District and design a system to track growth in order to assign Student Impact Ratings to teachers.
- Design processes for Mathematics staff usage to be consistently monitored and design PreK-5 feedback to ensure continuous improvement.
- Work closely with the Building Principals to ensure the successful scheduling of Mathematics teachers.
- Collect and analyze State and District assessment data to improve student learning and provide resources and materials for teachers to improve instruction.
- Design processes to establish standardized assessments in use across the District.
- Assist Building Principal with PARCC testing.
- Mentor new and experienced Mathematics teachers in best practices, including sharing articles and research.
- Facilitate or present professional development workshops and trainings.
- Assure all department teachers are trained in curriculum, and assist in District initiatives.
- Chair, facilitate and/or participate on District-wide Mathematics department/curricular meetings.

- Provide information to parents and conduct parent workshops.
- Collaborate with Building Principals and the Assistant Superintendent for Learning in the hiring, mentoring, supervision and evaluation of PreK-5 Mathematics personnel.
- Develop, prepare and execute program budget in conjunction with Assistant Superintendent for Learning.
- Assist with fulfilling the responsibilities associated with Federal, State and other appropriate grants.
- Consult with Building Principals on Mathematics materials, professional development, evaluation, data, integration of technology and any other related areas.
- Supervise extracurricular activities in Mathematics department.
- Prepare and maintain inventories of books, equipment, supplies, and other materials.
- Maintain currency in assigned areas and technology developments through professional reading, research, and attendance at various educational meetings and conferences.
- Meet regularly with the Assistant Superintendent for Learning to establish continuity of services and educational goals for the system.
- Foster cooperative working relationships between Mathematics personnel and the elementary chapters of the Friends clubs and other community support groups.
- Assume other related duties which the Assistant Superintendent for Learning and/or Superintendent of Schools may deem necessary.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: ELEMENTARY SPECIAL EDUCATION COORDINATOR PreK-5

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in the content areas or relevant educational area.
- Special education teaching and/or administrative experience.
- Valid MA Certification as an Administrator of Special Education.
- Proven leadership ability in school administration, special education program development and evaluation, special education department chair or team chairperson role, and staff supervision and evaluation.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with teachers and administrators to set high academic and instructional expectations.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent.

REPORTS TO: The Director of Student Services.

SUPERVISES: Special Education Teachers, Elementary Related Service Providers and Teaching Assistants in conjunction with Building Principal

JOB GOAL: To provide special education leadership that creates, implements, maintains and enhances achievement for students with disabilities.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

The Elementary Special Education Coordinator assists the Director of Student Services and Building Principals to oversee special education services and programming for grades PreK-5. The Coordinator acts as an instructional leader in the district and

EXHIBIT D9

is the primary or secondary evaluator of special education staff. The Coordinator works to develop cohesion with elementary special education and regular education programming as well as to assist in effective and efficient transitioning to the Middle School.

- Chairs initial and re-evaluation team meetings and others as directed by Director of Student Services.
- Assists with the preparation of financial and programmatic reports required at the local, state or federal level as relates to secondary special education.
- Attends administrative staff meetings and other appropriate professional meetings.
- Cooperates with Principals and other administrators in the process of monitoring the progress of special education students and the effective implementation of special education programs and services at the elementary level.
- Assists in the hiring of department employees according to district practices
- Assists in directing the development of the department budget including staffing needs, instructional materials and resources and monitors expenditures.
- May act as liaison for identified students in out of district placements.
- Other duties as assigned by the Director of Student Services or Superintendent of Schools.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: DIRECTOR OF ARTS (PreK-12)

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in the content areas or relevant educational area.
- Demonstrated evidence of a strong academic and performance concentration in one of the visual or performing arts areas.
- Five years of teaching experience.
- Valid MA Certification in the content area and as an Administrator.
- Previous successful experience in administration and/or curriculum in the Fine Arts preferred.
- Experience working with parents, volunteers and community organizations.
- Knowledge of relevant educational technologies and the ability to integrate technology in all facets of the position.
- Knowledge of State Frameworks in Arts, Curriculum Development and Educator Evaluation Model.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with teachers and administrators to set high expectations
- Understanding of developmental levels of students in PreK-12.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent.

REPORTS TO: The Assistant Superintendent of Student Services.

SUPERVISES: All Fine Arts teachers in PreK-12 and all curricular, co-curricular and extra-curricular programs in the Fine Arts.

JOB GOAL: To provide leadership and instruction, supervision, and quality program development for the Arts Department serving students in grades PreK-12.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

- Provide for the continuing review, development and revision of Arts program in grades PreK-12, focusing on aligning the curriculum with MA Arts Frameworks, and when appropriate other Frameworks/Standards (i.e., Common Core State Standard).
- Work closely with the Assistant Superintendent for Learning and Building Principals in developing curriculum goals, school improvement plans, and District improvement plan.
- Provide instructional leadership for teachers at all grade levels in the area of classroom instruction, assessment, and curriculum.
- Ensure District-wide written Arts curriculum.
- Oversee the development and implementation of District-Determined Measures of Student Learning to be used at each level in the District and design a system to track growth in order to assign Student Impact Ratings to teachers.
- Provide classroom instruction to students in the Fine Arts.
- Design processes for Arts staff usage to be consistently monitored and design Pre-K-12 feedback to ensure continuous improvement.
- Work closely with the Building Principals to ensure the successful scheduling of Fine Arts teachers.
- Collect and analyze State and District assessment data to improve student learning and provide resources and materials for teachers to improve instruction.
- Design processes to establish standardized assessments in use across the District.
- Coordinate AP testing.
- Assist Building Principal with PARCC testing.
- Mentor new and experienced Arts teachers in best practices, including sharing articles and research.
- Facilitate or present professional development workshops and trainings.
- Assure all department teachers are trained in curriculum, and assist in District initiatives.

- Chair, facilitate and/or participate on District-wide Arts department/curriculum meetings.
- Provide information to parents and conduct parent workshops.
- Collaborate with Building Principals and the Assistant Superintendent for Learning in the hiring, mentoring, supervision and evaluation of District Fine Arts personnel.
- Develop, prepare and execute program budget in conjunction with Assistant Superintendent for Learning.
- Assist with fulfilling the responsibilities associated with Federal, State and other appropriate grants.
- Consult with Building Principals on Fine Arts materials, professional development, evaluation, data, integration of technology and any other related areas.
- Supervise extracurricular activities in Arts department.
- Prepare and maintain inventories of books, equipment, supplies, and other materials.
- Coordinate the rentals of the auditoriums in conjunction with the District business office and Building Principals.
- Maintain currency in assigned areas and technology developments through professional reading, research, and attendance at various educational meetings and conferences.
- Meet regularly with the Assistant Superintendent for Learning to establish continuity of services and educational goals for the system.
- Foster cooperative working relationships between the Arts personnel and the elementary, middle and high school chapters of the Friends clubs and other community support groups.
- Assume other related duties which the Assistant Superintendent for Learning and/or Superintendent of Schools may deem necessary.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

JOB DESCRIPTION

POSITION: DIRECTOR OF GUIDANCE AND COUNSELING (PreK-12)

QUALIFICATIONS:

- A Master's degree from an accredited college or university with a major in School Counseling or relevant educational area.
- Five years of experience as a school counselor.
- Valid MA Certification as an Administrator.
- Previous successful experience in administration or a leadership position preferred.
- Experience working with parents, volunteers and community organizations.
- Knowledge of relevant educational technologies and the ability to integrate technology in all facets of the position.
- Familiarity with Educator Evaluation and Developmental Guidance.
- Excellent interpersonal and communication skills.
- Evidence of ability to work in a collegial setting with counselors, teachers and administrators to set high expectations
- Understanding of developmental levels of students in PreK-12.
- The Superintendent may establish alternatives to the above qualifications.

SALARY: Established at the discretion of the Superintendent.

REPORTS TO: The Director of Student Services.

JOB GOAL: To provide leadership, supervision, and quality program development for the Guidance and Counseling Department serving students in grades PreK-12.

LENGTH OF CONTRACT: The work year is based on a 10-month contract plus 20 additional days as determined by the Superintendent

DUTIES OF THE POSITION:

- Provide for the continuing review, development and revision of Guidance program in grades PreK-12.

EXHIBIT D11

- Oversee the development and implementation of District-Determined Measures of Student Learning to be used at each level in the District and design a system to track growth in order to assign Student Impact Ratings to teachers.
- Design processes for counseling usage to be consistently monitored and design Pre-K-12 feedback to ensure continuous improvement.
- Design processes to establish standardized guidance and counseling services in use across all schools.
- Develop principles of effective guidance services.
- Mentor new and experienced counselors in best practices, including sharing articles and research.
- Participate in the recruitment and hiring of new staff in cooperation with the Director of Student Services and building principals.
- Facilitate or present professional development workshops and trainings.
- Chair, facilitate and/or participate on District-wide guidance committee.
- Supervise and evaluate all school counselors and school psychologists.
- Provide information to parents and conduct parent workshops.
- Assist in directing the development of guidance and counseling budgets and grants.
- Assist with fulfilling the responsibilities associated with Federal, State and other appropriate grants.
- Consult with Elementary Principals on materials, professional development, data, integration of technology and any other related areas.
- Prepare and maintain inventories of books, equipment, supplies, and other materials.
- Maintain currency in counseling and technology developments through professional reading, research, and attendance at various educational meetings and conferences.
- Meet regularly with the Director of Student Services to establish continuity of counseling and educational goals for the system.
- Assume other related duties which the Director of Student Services and/or Superintendent of Schools may deem necessary.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

C3002

EMERGENCY CLOSINGS

The Superintendent or his or her designee may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent or his or her designee has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent or his or her designee will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the children:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.
5. If parents or guardians choose to keep their child or children home because of weather conditions when school is open, students will be counted as absent although the District understands that the parents' or guardians' decision may be prudent.

After appropriate consultations by the Superintendent or his or her designee, students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings.

LEGAL REFS: M.G.L. 71:4; 71:4A

Policy Review: 1st Reading:
2nd Reading

Policy Adopted: October 2, 2011

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

H8007

STUDENT TRANSPORTATION SERVICES

The major purpose of the District's transportation service is to aid students in getting to and from school in an efficient, safe, and economical manner.

The District contracts for transportation services. Contracts are awarded on a competitive bid basis by the District. Bus contractors and taxi contractors, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent or his or her designee, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REF: M.G.L. 4:4; 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12B1; 76:14

FIRST READING: SECOND READING: ADOPTED:

January 26, 2010 May 22, 2012 May 22, 2012

Policy Review: 1st Reading: April 2, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT G

H8020

SCHOOL BUS SAFETY PROGRAM

(Effective July 1, 2014)

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. Children will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year, preferably in the afternoon, to acquaint student riders with procedures in emergency situations. The District will conduct practice in front and rear door evacuations, at the start of the school year after routes are established and consistent. Drills will be conducted again during the spring.
3. All vehicles used to transport children will be inspected periodically for conformance with state and federal safety requirements.
4. As required by state law, classroom instruction on school bus safety will be provided three times per year. This instruction should take place at the start of the school year, during the winter, and again during the spring,

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986 M.G.L. 90:1 et seq.; 713:2; 713:7L

Highway Safety Program Standard No. 17

Policy Review: 1st Reading: April 3, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel

(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

H8021

STUDENT CONDUCT ON SCHOOL BUSES

The District and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing the requirements for student conduct on buses rests with the Principal or his or her designee.

Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with procedures approved by the District.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege

JICC

January 26, 2010 May 22, 2012 May 22, 2012 MASC

Policy Review: 1st Reading: April 3, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

H8022

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, transportation in private vehicles may be permitted to take students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent or his or her designee.
2. The owner of the vehicle being used in transporting students has filed evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents/guardians of students to be transported in this manner has been fully informed as to this means of transportation and signed a statement to this effect.
4. The driver is over the age of 21.

January 26, 2010 May 22, 2012 May 22, 2012 MASC

Policy Review: 1st Reading: April 3, 2014
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)