



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, April 17, 2014

7:00 PM

1. **Call to Order** 7:00
2. **Pledge of Allegiance**
3. **Citizens' Concerns** 7:05
4. **Consent Agenda** 7:30
 - a. Minutes of April 3rd Meeting Exhibit A
5. **Committee Reports** 7:40
 - a. Audit
 - b. Facilities
 - c. Negotiations
 - d. Policy
 - e. Warrant
 - f. Student Rep.
 - g. Other
6. **New Business** 8:00
 - a. Election of SC Chair, Vice Chair, Secretary and Asst. Treasurer Exhibit F
 - b. Appointment of Members to Sub Committees
 - c. School Liaisons for 2014-15
 - d. Vote on Last Official Day of School
 - e. Vote to accept grant monies from EdFund
 - i. Hydroponic Garden \$ 2,022.40 Exhibit B
 - ii. Chromebooks & Carts-MRMS \$18,546. Exhibit C
 - iii. Cyberbullying Presentation \$ 2,000. Exhibit D
 - iv. Elementary School iPads \$53,089. Exhibit E
7. **Old Business** 8:45
 - a. Policies (2nd Reading)
 - i. Emergency Closings Exhibit G
 - ii. School Bus Safety Program Exhibit H
 - iii. Student Conduct on School Buses Exhibit I
 - iv. Student Transportation Exhibit J
 - b. Curriculum Leadership Reorganization Exhibit K1-4
8. **Vote to Adjourn** 9:30

Knowledge • Responsibility • Respect • Excellence

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

Hamilton-Wenham Regional School District Committee

April 3, 2014

Minutes

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

Roger Kuebel opened the meeting at 7:02 p.m. in the Buker Multipurpose Room. The Committee and others present rose for the Pledge of Allegiance.

PRESENT:

Jeanise Bertrand, Sean Condon, Deb Evans, Roger Kuebel (chair)
Barbara Lawrence, Larry Swartz, Bill Wilson (vice chair)

ALSO PRESENT:

Dr. Michael Harvey, Superintendent; Dr. Celeste Bowler, Assistant Superintendent for Learning

ABSENT:

Bill Dery, Sheila MacDonald

CITIZENS' CONCERNS:

Richard Boroff (Moynihan Rd., Hamilton) urged the Committee not to vote on any major change at the meeting at which it is first discussed.

Sean McDonough (Rust St., Hamilton) expressed concern about the upcoming "1 to 1" iPad program, said letting technology drive the approach to learning is a flawed philosophy, asked for a statement of the challenges the program might present as well as its opportunities, and recommended parents, teachers and administrators work together to determine how best to integrate technology into instruction.

Charlie Peppler (Meyer Rd., Hamilton) said in his work in the technology field he has observed that major technology programs created without future users' input often fail; he recommended consulting teachers about major program changes they would need to implement. He expressed concern that if all students in a class have an iPad it would create distractions, and suggested a smaller number of shared devices would be effective.

Dr. Harvey recognized Sean Condon, who was attending his last meeting as a member of the Committee, and gave him a gift.

R. Kuebel corrected a statement he made at an event the night before this meeting that the Committee unanimously supports reducing the size of the Committee; in fact, J. Bertrand voted against recommending this to Town Meeting voters.

R. Kuebel then moved to his Chair's Report (below), but Kristin Peppler (Meyer Rd., Hamilton) spoke from the floor during his report and said the end of the public comment period had been unclear to her and she wished to comment on the 1 to 1 iPad program. She said the

fact that some other communities have programs like this is not an adequate basis for this district to adopt it, and asked for more public information about the program planning process, the pilot program in place this year, and pros and cons. She expressed concern that at a recent public meeting a high school administrator spoke of "pushing the program through."

CHAIR'S REPORT:

Response from AG re Open Meeting
Law Complaint

R. Kuebel said an open meeting complaint was filed regarding a Committee discussion of strategy in bargaining with cafeteria workers. He reported it is the Committee's legal counsel's opinion that the Committee did not violate the law by discussing strategy in executive session. He said the Massachusetts Attorney General has reviewed the complaint and concluded that violations were not intentional; the matter is closed.

CONSENT AGENDA:

Minutes of March 20, 2014
Executive Minutes of September 5, 2013

L. Swartz asked that the minutes of March 20, 2014 be removed from the consent agenda.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE ALL OF THE REMAINING ITEMS ON THE CONSENT AGENDA. THERE CAN BE NO FURTHER DISCUSSION OR AMENDMENT OF THIS MOTION. DEB EVANS SECONDED THE MOTION. THE MOTION PASSED 6-0-1-2. (L. Swartz abstained.)

L. Swartz requested amendment of the draft minutes of March 20, 2014 minutes to correct an error in a list of members who voted against a motion at that meeting. By general consent the Committee agreed to amend the March 20 minutes.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE AMENDED MINUTES OF MARCH 20, 2014. BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED 7-0-0-2.

In brief discussion following these votes, Committee members said members of the public who want to comment further about the 1 to 1 iPad program can email School Committee members, whose district email addresses are posted on the district website. They asked Dr. Harvey to gather further information and report to the Committee at a future meeting.

COMMITTEE REPORTS:

Audit

None

Facilities

This working group met with J. Sands on March 27 and discussed the Collins Center report about the proposal to create a shared department

of public works for the district and the towns. S. Condon said J. Sands has a long list of priorities.

Negotiations

This working group met with teachers the week before this meeting, is scheduled to do so again on April 8, and met as a subcommittee the day before this meeting.

Policy

Policy proposals were discussed later in the meeting.

Warrant

None.

Student Representative

Student government officers made presentations later in the meeting.

Other

The Master Plan Steering Committee was scheduled to meet the morning after this meeting; Dr. Harvey said the committee is planning a forum on the 2 reports just released.

NEW BUSINESS:

Student Government

Digital Citizenship Initiative

Digital Citizenship PSA

Teacher of the Month Program

Junior class talent show

Sophomore class trivia night

Freshman class fundraiser ideas

HWRHS student body president Chase Schaub introduced other student government officers, who gave brief reports. Secretary Elizabeth Rose spoke about initiatives regarding "digital citizenship." Treasurer Riley Frackleton briefed the Committee on the Teacher of the Month program. Vice president Morgan Sperry reported the junior class will host a talent show in May; a recent sophomore class trivia night raised roughly \$600 for the prom and other uses; and the freshman class had a restaurant fundraiser in late March and has arranged one for every Tuesday in April at another local restaurant.

Update on Superintendent's Goals

Dr. Harvey reported on progress to date on the goals he officially presented to the Committee early in the school year. Committee members received a written update (which is appended to these minutes) that states the 3 goals, key actions and benchmarks, and reports on progress to date. He spoke about training administrators in the use of data to improve student learning; work toward creation of instructional core goals; and his participation in the state's New Superintendent Induction Program.

Update on School Committee Goals

B. Wilson presented his synthesis of individual Committee members' assessment of progress toward 11 goals the Committee set earlier in the school year. The written report (which is appended to these minutes) states the goals, timelines, benchmarks, who was to coordinate work toward each goal, and a summary statement of members' comments. The focus of goals included updating the policy manual, analysis of the impact of the school choice program, final response to the operational audit, a master planning project, budget development, and the annual evaluation of the superintendent.

Update on District Improvement Plan

Dr. Harvey said the plan was extensive and ambitious and because some elements more time than anticipated, some others were not

completed. He highlighted several elements and referred the Committee to his written report for further details. (It is appended to these minutes).

Curriculum Leadership Reorganization Model

Dr. Harvey proposed restructuring the district's administrative leadership as of summer 2014 by eliminating the existing middle-high school department chair positions and replacing them with 5 curriculum leaders, in literacy, mathematics, humanities, STEM, and the arts, who would report to the assistant superintendent for learning. He displayed a flow chart representing curriculum goals and the role of data analysis, and charts of the existing organizational structure and the proposed structure (which are appended to these minutes). His presentation touched on topics including consistency of instruction district-wide; the increased time administrators spend evaluating staff under the new state-mandated evaluation system; measurement of the effectiveness of curriculum; administrators' responsibilities, and the fact that in the current system the assistant superintendent for instruction has no direct reports; and how staff evaluation tasks would be distributed among administrators under the proposed reorganization. Prior to the meeting, the Committee received project overview documents and job descriptions for the proposed new leadership positions (which are appended to these minutes). The proposed positions would be 20% teaching (1 class) and 80% administrative.

Committee discussion that followed touched on topics including the process that led to this proposal; what would be given up by making this change; further details on perceived advantages; and whether the Committee would have to vote to eliminate some positions and add others (as the Committee's legal counsel advises) or could instead simply offer its opinion to the superintendent (as the chair has concluded). Positive comments by Committee members touched on topics including reducing principals' staff evaluation workload, and clarification of lines of responsibility, authority and reporting. Concerned expressed touched on topics including how increasing consistency across classrooms and schools relates to individual learning styles and teaching styles, how eliminating subject-specific department chairs might impact students' experience, and whether a specialist in one subject area could provide expert guidance about how to implement standards in other subject areas.

The Committee invited comments from the audience. R. Kuebel asked speakers not to repeat arguments already made, but to instead briefly express agreement with a prior speaker; most of the speakers whose comments are summarized below expressed agreement with all previously expressed points, as well as contributing the comments noted below.

Tate Shippen (HWRHS English teacher) said the department chairs first learned of this proposal the week prior to this meeting and the

faculty was informed the day before the meeting. He spoke highly of aspects of the existing department chair system and expressed skepticism that a curriculum director without content knowledge in a subject could guide teachers through curriculum planning in that subject or provide useful feedback about how to teach it.

Deborah Clapp (HWRHS science teacher) asked whether other districts with similar demographics and student achievement levels have used the proposed model successfully.

Bennett Ahearn (HWRHS science teacher) expressed concern that the proposed restructuring might increase class size and erode teachers' ability to differentiate instruction and connect with and meet the needs of all students.

Chan Gauthier? (whom has taught at both MRMS and HWRHS) asked the Committee not to vote on the proposal at this meeting. She suggested the restructuring would not be cost-neutral (as Dr. Harvey stated it would be) if existing senior-level department chairs return to fulltime teaching and newer teachers who earn less are laid off as a result. She urged the Committee to ask administrators for data that indicate a need for the proposed change.

Kevin Dunn (HWRHS student) spoke highly of the recently retired history department chair's work with teachers and students and its impact on him.

Charlie Peppler (Meyer Rd., Hamilton) said each student is unique, reported that some states are opting out of the common core, and asked whether this district could do so.

Jenny Beauregard (Hamilton Ave., Hamilton) said that if more data analysis is needed, analysts could be hired to accomplish that without eliminating department chair positions.

Kirsten Losee (chair of Fine Arts for MRMS and HWRHS) said under the current system, department size is manageable and promotes good relationships between chairs and teachers.

Victoria Thornburg (Friend Ct., Wenham, a HWRHS senior) expressed dismay that students and faculty were not consulted during the planning process or informed if it until shortly before this meeting. She said administrators should collaborate with those who would be affected.

Brianne Sette (HWRHS English teacher) said many faculty members began looking for other jobs upon hearing of this proposal and many would leave the district if it were enacted. She spoke in detail about subject-specific guidance her department chair provides and said

someone who lacks subject knowledge would be poorly positioned to advise or evaluate teachers of that subject.

Amy Jacobs (HWRHS history teacher) spoke highly of faculty mentoring at the high school, and urged the Committee not to vote until it learns how the proposed restructuring would impact student learning. She asked whether the driving force behind the proposal was curriculum concerns, or issues around staff evaluation.

Cheryl Elkin (Rust St., Hamilton) asked why the administration did not invite teachers' input, and whether restructuring would result in a decrease in teaching positions or a change in class sizes. She urged the Committee to seek community input before voting.

Barbara Mahoney (HWRHS English teacher) said close day-to-day operations within departments, and chairs with intimate knowledge of a subject, are key to the district's excellence, and that having some teachers report directly to central office staff would reduce principals' contact with master teachers. She asked whether the proposed restructuring would make it harder for principals to gather with curriculum leaders as they have to this point.

Elaine Appel (Linden St., Hamilton) said the new required teacher evaluation system is overshadowing learning, and district officials should not change the entire organization because of such demands. She suggested school representatives join parents and administrators elsewhere in resisting such mandates.

Kaitlin Cooke (Gloucester, HWRHS senior) spoke highly of the high school's teachers and said she does not want to see any changes that would adversely impact education in the district.

Eric Baumeister (HWRHS senior) asked the Committee to delay its decision and expressed concern about hiring administrators unfamiliar with the district. He asked whether the existing department chairs have been consulted about whether they want the proposed new jobs.

Dacia Rubel (Puritan Rd., Wenham) said that in recent years many in town, including some individuals now on the Committee, pressured previous Committees to reduce the administrative staff and focus school spending on teachers and direct services to students. She said the proposal has significant budgetary implications and called it irresponsible to propose it days before Town Meetings are to vote on the 2014-15 district budget, which does not consider the proposed restructuring. She asked for more information about how it would impact education, and about where in the budget the administration proposes to find efficiencies to offset expenses of the proposal.

Nora Burnett (HWRHS English teacher) said teachers already observe one another's teaching extensively and share ideas and strategies, and a statement earlier in the meeting that it is necessary to create new administrative positions to make that happen is a misconception. Christopher Oo (HWRHS senior) urged the Committee to postpone a decision, collect data, and consult students, teachers and administrators.

Nate Shephard (HWRHS junior) said it would be irresponsible to move forward without reviewing data about how the proposed change would affect other employees, and class sizes. He expressed concern about the lack of detail presented about financial implications.

Ariana McDonough (Rust St., Hamilton) said if the restructuring would have an impact on teachers' work, and their input was not invited, the process should be changed.

Michael Allara (Echo Cove Rd., Hamilton, HWRHS junior) spoke highly of the district's teachers and said department heads are accessible to students and a bridge between teachers and the administration.

Hendrick (HWRHS senior) said existing department heads work effectively with the teachers and if the administration brings in outside influences it would not be the same.

Joe Maher (Linden St., Hamilton, HWRHS math teacher) said the Towns do not have the financial resources to allocate increasing sums for administrators, especially at a time when enrollment is declining. He said teachers as well as administrators have an increased workload due to government-mandated initiatives, and detailed additional tasks these require of teachers. He said having more teachers is more important than having more administrators.

The Committee discussed overarching issues of the proposal, and how to proceed. Discussion touched on topics including the Committee's perception that there are structural problems that should be addressed; interest in more financial detail and community input; and whether evaluation is the main driver of the proposal.

Motion to eliminate Curriculum Leader position and create proposed positions

No motion was made.

Policy: First Readings

B. Lawrence briefed the Committee about proposed facilities policies and operational support policies, and asked them to email comments to Dr. Harvey.

Emergency Closings

This draft would express as a policy the district's existing practice regarding emergency closings, and make explicit that parents always

have the choice of whether to send a child to school, but if they do so on a day when school is open, the student will be marked absent.

Student Transportation Services

This states service goals. In response to D. Evans' questions about CORI checking and safety standards, Dr. Harvey said the contractor is responsible for security measures, and safety standards are the same as for individuals who have contact with students within school buildings.

School Bus Safety Program

This draft policy addresses inspections, education of children about safety issues, and emergency evacuation drills. It recommends the latter take place in the afternoons so students who ride the bus only at that time would be present.

Bus Driver Examination and Training

Not put forth at this meeting.

Student Conduct on school buses

This draft policy states principals will enforce student conduct requirements and notes that parents would be notified if children face the loss of transportation privileges due to behavior on buses that endangers other riders. In brief discussion Dr. Harvey said principals use a multi-step process to determine whether to suspend a student's privileges.

Student transportation in private vehicles

B. Lawrence said a detail of this draft policy may be out of date and suggested the administration explore what is workable. Members and Dr. Harvey discussed whether the high school's current practice is consistent regarding whether students who are licensed drivers can transport other students to such events as athletic practices and meets, off-campus extracurricular activities, activities at the school after hours. They deferred discussion of the draft policy's proposal (suggested by a member who was not present at this meeting) that drivers who transport students to school activities during or after the school day must be 21 or older.

*Passing a school bus on school property
while it is loading or discharging students*

Not put forth at this meeting.

OLD BUSINESS:

None.

L. Swartz thanked R. Kuebel for his service as chair of the Committee; this was his final meeting in that role.

VOTE TO ADJOURN:

BARBARA LAWRENCE MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN. BILL WILSON SECONDED THE MOTION. THE MOTION PASSED 7-0-0-2.

The meeting adjourned at 10:08 p.m.

DOCUMENTS AND EXHIBITS

Superintendent's Goals Progress Update, dated April 3, 2013 (3 pages)

USED AT THIS MEETING:

School Committee Goals 2013-2014 (updated, undated) (5 pages)
District Improvement Plan 2013-2014 (updated 4/3/2014) (18 pages)
PowerPoint flow chart re curriculum, assessment, instruction, and data
(1 slide)
Current HWRSD Organizational Chart 2013-2014 (1 PowerPoint slide;
2 printed pages)
HWRSD Proposed Leadership Reorganization Chart (1 PowerPoint
slide; 2 printed pages)
FY2014-FY2015 Project Planning Template (re proposed
reorganization) (8 pages)
Job descriptions for 5 proposed curriculum director positions (19
pages)
Draft policies: Emergency Closings, Student Transportation Services,
School Bus Safety Program, Student Conduct on School Buses,
Student Transportation in Private Vehicles (5 pages)

Respectfully submitted,
Ann Sierks Smith



HAMILTON WENHAM EDFUND PROJECT GRANT APPLICATION FORM

Project grants are for projects of \$1,000 or more, and should be designed to influence or advance the school system's interest in areas such as curriculum, technology, teaching methods, special school projects or specific innovative interdisciplinary projects.

Name(s) of Application Contact(s): Danielle Petrucci

Submission date: 1/15/2014 Date approval needed: _____

Contact(s) phone number: 617-680-1005 Email: D.Petrucci@hwschools.net

Position or Title of Application Contact(s): Middle School Life Skills Teacher

Grant Title: Hydroponic Garden for health, science, and sustainable living.

School(s): Miles River Middle School Grade(s): 6-8

Amount requested: \$2,022.40 Recurring costs: \$183.75 yearly

Please address the following topics:

1. Has this grant been funded in the past? If yes, from what source?
2. Description of project and purpose.
3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwedfund.org/applications-criteria.htm>.)
4. Number of students and/or teachers to benefit.
5. Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, training, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list or other documentation of cost). The estimated ratio of dollars spent per student is taken into consideration.
6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.
7. Method of evaluating success of project (i.e. student feedback).

Additional Comments: Please See Attached

Signature(s) of Applicant(s): Danielle Petrucci Date: 10/23/13

Approval

Please submit grant application to your Principal for approval before sending to Donna Gourdeau at edfundgrants@gmail.com, Edfund Grants Committee Chair with a copy to Assistant Superintendent of Schools for Learning, Dr. Celeste Bowler at c.bowler@hwschools.net.

Principal: [Signature] Date: 1/15/2014

Revised 9/14/2012

Danielle Petrucci
Life Skills Teacher
Miles River Middle School
d.petrucci@hwschools.net
cell: 617-680-1005

Hamilton Wenham EDFUND Project Grant Application

1. Has this grant been funded in the past? If yes, from what source?

No, this grant has not been funded before and is a new request from Danielle Petrucci, Middle School Life Skills Teacher, in collaboration with Catherine Donovan, Food Service Director for Hamilton Wenham Public Schools.

2. Description of project and purpose.

This application serves as a request for grant funding a Hydroponic Garden System at Miles River Middle School. The Ebb & Flow hydroponic system will serve to raise student interest in sustainable agriculture, promote eating healthy locally grown produce, and utilize the hydroponic garden as an engaging learning tool in the Life Skills course. Hydroponics is the science of growing plants without soil where the plants thrive on the nutrient-water solution and are provided an abundance of light to maximize growth and yield. The growing station acts as a support for the plants and their root systems while the solution provides the necessary nutrients for optimal plant growth. The hydroponic system is an indoor garden, which has the flexibility to grow fruits, vegetables and herbs all year long without using pesticides and can provide a local and organic food source. The garden will be located in the Life Skills classroom, room 223.

3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwedfund.org/applications-criteria.htm>.)

Increase Student Learning

The main purpose for the hydroponic garden is to increase student's 21st Century Skills. Practicing higher order thinking skills is necessary to improve student's ability to solve problems, primarily in the fields of math, science, and wellness. The system will increase student involvement by providing students a hands on opportunity to work with the tools the professionals use. Students in the 8th grade Life Skills course will use the system as part of their nutrition unit; learning about the body's need for nutrient rich foods and the benefits of locally grown organic fruits and vegetables. Students in the 6th and 7th grade Life Skills course have the opportunity to use the hydroponic system as their focus for the required Service Learning project. The steps include; analyzing the science behind the hydroponic garden, maximizing crop yield, choosing which produce to grow for healthy menu options, and spreading awareness about solutions to these global problems to their



Grant Acknowledgement and Acceptance of Terms

PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Amy DeSimone at amydesimone12@gmail.com and
2. Hamilton Wenham Administration-Vincent Leone at v.leone@hwschools.net

We accept this grant from the **Hamilton Wenham Education Foundation** and agree to abide by the following associated provisions and obligations:

- 1) The purpose of the grant is to be accomplished as proposed. The project's current budget, as previously submitted to the Edfund with the grant proposal, accurately reflects the grantee's intentions to expend the amount of this grant. Expenses not included in the project budget must be approved in advance by the Edfund.
- 2) Any photos and student feedback will be provided to the Edfund within 30 days of the grant's implementation. If applicable, student feedback can be a handwritten paragraph reviewing their experience.
- 3) Funds not used for the express purposes described in the grant proposal that are not used by the end of the 2013-2014 school year (or a mutually agreed upon date) are to be returned to the Edfund.
- 4) It is not necessary to issue a tax receipt for this donation as the Edfund is a 501 (c) (3) public charity. Also, please keep in mind that public schools do not have to pay a sales tax.

The Grantee's deposit or endorsement of the enclosed check will also constitute its agreement to the terms and conditions set forth above.

School Name: Miles River Middle School

Name of Contact on the Edfund Grants Subcommittee: Donna Gourdeau

Title of Grant Application: Chromebooks and Carts-MRMS (English & History Departments)

Grant Amount Approved and Date Requested: \$18,546.00; 02.28.2014

Grant Requestor's Name: Robert Hickey & Kristen Borges Title: Curriculum Leaders (English & History Departments)

Email Address and Phone Number: r.hickey@hwschools.net and k.borges@hwschools.net Tel: 978-468-0411

Please attach a detailed budget with payment instructions below for District payment

Check should be payable to:

Please remit check to (contact name):

Address of where check should be sent:

Date by which check should be sent:

Date District requested funds of Edfund for reimbursement:

To: The Hamilton-Wenham EdFund

From: Bob Hickey, 6-12 ELA Curriculum Coordinator
Kristen Borges, 6-12 History and Social Sciences Curriculum Leader

Re: Grant Request for two class sets of Chromebook laptops and two mobile carts (one for social studies and one for English) to support innovative approaches to the teaching of writing and research at Miles River Middle School

Date: January 7, 2014

With the success of the Chromebook laptop program in the high school English Department and the possibility of getting additional Chromebooks for other departments at HWRHS, as curriculum coordinators for the humanities, we would like to expand this learning opportunity to include Miles River students. The goal of the 6-12 curriculum model is to create a continuum of learning that supports students, helps them to develop key skills, and prepares them for the next year of study. Since students are using the Chromebook cart successfully at the high school level, we would like to extend this learning opportunity to our sixth, seventh, and eighth grade students. With the high school moving forward with a 1:1 initiative for ninth and tenth graders, it makes sense to expose our students to the types of technology that will allow for a more seamless transition from the middle school to the high school. Even now, sixth and eighth grade English classes have used the high school Chromebooks to support student writing.

This grant proposal asks for your support in purchasing two class sets of Chromebooks and two mobile carts to be used by the Miles River Middle School English and Social Studies departments so the middle school teachers can begin to implement new strategies and lessons that encourage student growth in all facets of the writing and research process. Right now, the Miles River Middle School English and Social Studies departments do not have a computer lab of their own, nor do they have access to a laptop cart. One iPad cart is shared across the middle school. This does not allow for the kind of ongoing, instruction-based use of laptops that the Miles River Middle School English and Social Studies departments envision in order to promote stronger student writing and research.

The Chromebooks will help the Miles River Middle School English and Social Studies teachers facilitate interdisciplinary projects between the departments. Writing is an essential skill that is emphasized in both departments. Access to Chromebooks would help students easily share their writing between classes and disciplines. There is such potential for interdisciplinary connections between departments. Chromebooks could help teachers easily make these connections. For example, while studying the Justice Unit, 8th grade English classes could apply concepts centered on individual rights and responsibilities learned in their 8th grade Civics classes. Chromebooks have proven to be efficient, reliable laptops that not only allow for more direct instruction in all facets of the writing process, but also support students while they are actively working on a piece of writing. This is not unlike the new "flipped classroom" approach to learning in which classroom time is used for active student work, time when the teacher may support and guide students as they create a product at different paces.

Common Core Standards emphasize the need for students to write persuasively by using strong evidence to back up a particular point of view. Students also need to distinguish between multiple sources of information while conducting research. Given their almost unlimited access to information, students must learn how to judge the sources of the information they are receiving, as well as how to distinguish between multiple sources on a given topic by determining the suitability of these sources. Chromebooks will help to bring these learning opportunities into the classroom.

BUDGET

1. Fifty (25 x 2 departments) 11.6", 1.7 Ghz, 2GB RAM Samsung Chromebooks (Model XE303C12-A01US) @ \$249 each = \$12,450

2. Per Device License Cost = 50 x \$30 = \$1,500

3. Two Mobile Laptop Carts

Bretford Chromebook Cart (36 laptops) \$2,298.00 x 2 = \$4,596.00

TOTAL: \$18,546

Thank you in advance for considering this request. Please let us know if you would like additional information.

Sincerely,

Kristen Borges
6-12 History and Social Sciences Curriculum Leader
Hamilton-Wenham Regional School District
k.borges@hwschools.net

Bob Hickey
6-12 English Language Arts Curriculum Coordinator
Hamilton-Wenham Regional School District
r.hickey@hwschools.net



Grant Acknowledgement and Acceptance of Terms
PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Amy DeSimone at amydesimone12@gmail.com and
2. Hamilton Wenham Administration-Vincent Leone at v.leone@hwschools.net

We accept this grant from the **Hamilton Wenham Education Foundation** and agree to abide by the following associated provisions and obligations:

- 1) The purpose of the grant is to be accomplished as proposed. The project's current budget, as previously submitted to the Edfund with the grant proposal, accurately reflects the grantee's intentions to expend the amount of this grant. Expenses not included in the project budget must be approved in advance by the Edfund.
- 2) Any photos and student feedback will be provided to the Edfund within 30 days of the grant's implementation. If applicable, student feedback can be a handwritten paragraph reviewing their experience.
- 3) Funds not used for the express purposes described in the grant proposal that are not used by the end of the 2013-2014 school year (or a mutually agreed upon date) are to be returned to the Edfund.
- 4) It is not necessary to issue a tax receipt for this donation as the Edfund is a 501 (c) (3) public charity. Also, please keep in mind that public schools do not have to pay a sales tax.

The Grantee's deposit or endorsement of the enclosed check will also constitute its agreement to the terms and conditions set forth above.

School Name: Miles River Middle School

Name of Contact on the Edfund Grants Subcommittee: Donna Gourdeau

Title of Grant Application: Megan Meier Foundation-Cyberbullying Presentation

Grant Amount Approved and Date Requested: \$2,000.00; 03.20.2014

Grant Requestor's Name: Christy Reynolds-Assist. Principal; Jessica Clark-Guidance Counselor and Danielle Petrucci-Life Skills Teacher

Email Address and Phone Number: c.reynolds@hwschools.net; j.clark@hwschools.net and d.petrucci@hwschools.net
 Tel: 978-468-0362

Please attach a detailed budget with payment instructions below for District payment

Check should be payable to:

Please remit check to (contact name):

Address of where check should be sent:

Date by which check should be sent:

Date District requested funds of Edfund for reimbursement:

Hamilton Wenham Edfund Project Grant Application Form

1. Has this grant been funded in the past? If yes, from what source?

No, this grant has not been funded in the past.

2. Description of project and purpose.

Please see attached information sheet.

3. Describe how this grant meets the goals of the Edfund Grants Program.

We feel that there is a direct connection between this grant opportunity and the goals of the Edfund Grant Program. The Edfund has done so much for the district's schools in terms of providing technology. For example, as our middle school students enter the high school in the next few years, they will participate in a 1:1 environment through the use of iPads. In fact, there are 20+ ninth graders who are participating in the pilot program during this current school year through the generosity of the Edfund. With the increased use of technology and the ever-expanding menu of social media platforms comes the responsibility of learning to use them responsibly and respectfully. We feel strongly that the program offered by the Megan Meier Foundation will support us in our efforts to guide students to consider the person behind the computer or cell phone screen. It will also support the curriculum presented through our Life Skills classes at the middle school as well as our Olweus Bullying Prevention Program.

4. Number of students and/or teachers to benefit.

All students (440) from Miles River Middle School will attend this assembly. The entire Miles River faculty will also attend. In addition, all 9th grade students (164) from Hamilton-Wenham Regional High School will attend with their teachers, counselors, and assistant principal.

A presentation will also be offered to all district parents (elementary, middle and high school) as well as community members on April 29th at 7 p.m. in the Ferrini Auditorium. We will advertise this opportunity heavily through flyers, ConnectEd messages, Tweets and newsletters.

5. Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, training, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list, or other documentation of cost). The estimated ratio of dollars spent per student is taken into consideration.

The total cost to bring the Megan Meier Foundation speaker to our school district is \$4,000. We are requesting a \$2,000 grant from the Edfund. We are also asking the Friends of Miles River and Hamilton-Wenham Regional High School for the same dollar amount.

The speaking fee is a donation to the Megan Meier Foundation, 501(c) (3) non-profit.

Itemized Costs:

- The fee includes two presentations (Grades 6/7 and Parent/Community) with one breakout session for students at no additional charge: \$2,500
- One additional presentation (Grades 8/9) with one breakout session for students at no additional charge: \$500
- Travel and hotel accommodations for one night: Estimated Cost of \$1,000

Requesting from Edfund: \$2,000

Requesting from Friends of MRMS/HWRHS: \$2,000

Total Cost: \$4,000

6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.

We do not anticipate any future expenditures.

7. Method for evaluating success of project (i.e. student feedback).

There are multiple ways in which we plan to evaluate this program:

1. Olweus Class Meeting Data: Our students will be attending an Olweus Class Meeting immediately following the presentation to debrief and discuss. During this time, we will be asking students to reflect in writing about the impact of the program and their responsibilities with social media.

2. During the breakout sessions, students will be charged with creating ways to keep the message of the Megan Meier Foundation alive. The product of these breakout sessions will serve as a data point.

3. Parents and community members will be encouraged to complete an evaluation form after attending the Parent/Community Assembly on April 29th.

4. Results from the Fall 2015 administration of the annual Olweus Anti-Bullying Program survey will inform us about any changes in the number of students who have been cyberbullied.

Thank you for your consideration! Please let us know if we can answer any questions.

Christy Reynolds, Jessica Clark and Danielle Petrucci

Hamilton Wenham Edfund Project Grant Application Form

1. Has this grant been funded in the past? If yes, from what source?

No, this grant has not been funded in the past.

2. Description of project and purpose.

Please see attached information sheet.

3. Describe how this grant meets the goals of the Edfund Grants Program.

We feel that there is a direct connection between this grant opportunity and the goals of the Edfund Grant Program. The Edfund has done so much for the district's schools in terms of providing technology. For example, as our middle school students enter the high school in the next few years, they will participate in a 1:1 environment through the use of iPads. In fact, there are 20+ ninth graders who are participating in the pilot program during this current school year through the generosity of the Edfund. With the increased use of technology and the ever-expanding menu of social media platforms comes the responsibility of learning to use them responsibly and respectfully. We feel strongly that the program offered by the Megan Meier Foundation will support us in our efforts to guide students to consider the person behind the computer or cell phone screen. It will also support the curriculum presented through our Life Skills classes at the middle school as well as our Olweus Bullying Prevention Program.

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- Travel and hotel accommodations for one night: **Estimated Cost of \$1,000**

Requesting from Edfund: **\$2,000**

Requesting from Friends of MRMS/HWRHS: **\$2,000**

Total Cost: \$4,000

6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.

We do not anticipate any future expenditures.

7. Method for evaluating success of project (i.e. student feedback).

There are multiple ways in which we plan to evaluate this program:

1. Olweus Class Meeting Data: Our students will be attending an Olweus Class Meeting immediately following the presentation to debrief and discuss. During this time, we will be asking students to reflect in writing about the impact of the program and their responsibilities with social media.

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Thank you for your consideration! Please let us know if we can answer any questions.

Christy Reynolds, Jessica Clark and Danielle Petrucci



Grant Acknowledgement and Acceptance of Terms

PLEASE COMPLETE AND RETURN BY EMAIL TO THE FOLLOWING:

1. Edfund-Amy DeSimone at amydesimone12@gmail.com and
2. Hamilton Wenham Administration-Vincent Leone at v.leone@hwschools.net

We accept this grant from the **Hamilton Wenham Education Foundation** and agree to abide by the following associated provisions and obligations:

- 1) The purpose of the grant is to be accomplished as proposed. The project's current budget, as previously submitted to the Edfund with the grant proposal, accurately reflects the grantee's intentions to expend the amount of this grant. Expenses not included in the project budget must be approved in advance by the Edfund.
- 2) Any photos and student feedback will be provided to the Edfund within 30 days of the grant's implementation. If applicable, student feedback can be a handwritten paragraph reviewing their experience.
- 3) Funds not used for the express purposes described in the grant proposal that are not used by the end of the 2013-2014 school year (or a mutually agreed upon date) are to be returned to the Edfund.
- 4) It is not necessary to issue a tax receipt for this donation as the Edfund is a 501 (c) (3) public charity. Also, please keep in mind that public schools do not have to pay a sales tax.

The Grantee's deposit or endorsement of the enclosed check will also constitute its agreement to the terms and conditions set forth above.

School Name: Buker, Cutler and Winthrop Elementary Schools

Name of Contact on the Edfund Grants Subcommittee: Josh Holbrook

Title of Grant Application: Elementary School iPads

Grant Amount Approved and Date Requested: \$35,500 approved immediately and \$18,089 is approved subject to the EdFund netting \$10,000 from its May 3rd fundraiser. Approved on April 1, 2014

Grant Requestor's Name: Chris Heath, Brian O'Donoghue and Jennifer Clifford Title: Principals (Winthrop, Buker and Cutler Schools)

Email Address and Phone Number: c.heath@hwschools.net; b.odonoghue@hwschools.net; j.clifford@hwschools.net
tel: 978-468-5340

Please attach a detailed budget with payment instructions below for District payment

Check should be payable to:

Please remit check to (contact name):

Address of where check should be sent:

Date by which check should be sent:

Date District requested funds of Edfund for reimbursement:

HAMILTON WENHAM EDFUND PROJECT GRANT APPLICATION FORM

Project grants are for projects of \$1,000 or more, and should be designed to influence or advance the school system's interest in areas such as curriculum, technology, teaching methods, special school projects or specific innovative interdisciplinary projects.

Name(s) of Application Contact(s): Jennifer Clifford, Brian O'Donoghue, and Christopher Heath

Submission date: February 2014

Date approval needed: _____

Contact(s) phone number: 978-468-5340

Email: c.heath@hwschools.net

Position or Title of Application Contact(s): H-W Schools Elementary Principals

Grant Title: iPads Initiative for the Primary Grades

School(s): Buker, Cutler, Winthrop

Grade(s): K-2

Amount requested: _____

Recurring costs: none

Please address the following topics:

1. Has this grant been funded in the past? If yes, from what source?

This is a new request. The EdFund granted each elementary school 10 iPads as part of a pilot program in 2011. This grant is built on the experience we have built with the devices. Over the years, we have discovered the power of individual devices at the primary grades rests in using a small group model. Instead of managing an entire class of devices, teachers and students are more frequently interacting with the devices in groups of 5 or 6.

2. Description of project and purpose.

In order to best utilize the devices at the primary grades, we look to establish a grade level set of 10 iPads in each building, K-2. Grade levels will house the devices, appropriate applications will be loaded for each grade level, and small groups of students will interact with them throughout the day in literacy, math, and other class times.

3. Describe how this grant meets the goals of the Edfund Grants Program (see Edfund Grant Guidelines and Criteria at <http://hwedfund.org/applications-criteria.htm>).

***Specific EdFund grant goals with direct connections.**

- **Encourage and support innovative projects in teaching and learning that are consistent with Hamilton Wenham's district-wide goals and priorities beyond the scope of the regular school budget**
-This initiative will help bring about innovative instructional and learning elements to the students day at each of the elementary schools.
- **To encourage leadership and creativity from teachers and administrators**
-Teachers will have an opportunity to expand their knowledge and expertise in the area of digital learning platforms.
- **To support grants that impact a significant number of students**
- This grant opportunity would benefit 354 students in K-2
- **To support grants that have a lasting benefit to Hamilton Wenham regional school system**
-Students embarking on this kind of digitally supported learning environment at an early age will be able to take these 21st century learning skills with them through all of their H-W Schools learning years.
- **To encourage cross-school, cross-grade, and cross-curricular collaboration**
-Teaching professionals will work with grade level teams across district to incorporate new technology into instructional practices

4. Number of students and/or teachers to benefit.

- *All kindergarten, first, and second grade students and teachers will benefit at each school. This district wide initiative will help significantly to expand our learning opportunities within the classroom. This will result in a high student contact of integrated technologies into learning practices.*

5. Budget Detail (Please list or attach itemized sheet of all costs for speaker, guest performer, training, consultant, equipment, materials, etc. and include when appropriate, photocopy of catalog page, price list or other documentation of cost). The estimated ratio of dollars spent per student is taken into consideration.

Updated Numbers

- \$5,790 for a 10 pack of iPad Airs (\$17,370 per school) Total \$52,110
- Bretford PowerSync Tray for iPad with Retina display (Lightning) \$1199.95 per school (\$3599.85 total)
- iPad Air Smart Case - Brown: 2370.00 per school for 30 (\$7110.00 total)
- \$1000 voucher for apps per school

TOTAL: \$63,820

6. Possible future expenditures linked to this project (i.e. maintenance, parts replacement, professional development, etc.) including timeframes.

- Works within the existing classroom space, function and usage.

7. Method of evaluating success of project (i.e. student feedback).

- parent survey
- student interviews
- teacher feedback reviews

Signature(s) of Applicant(s): _____

Date: _____

Approval

Please submit grant application to your Principal for approval before sending to Donna Gourdeau at edfundgrants@gmail.com, Edfund Grants Committee Chair with a copy to Assistant Superintendent of Schools for Learning, Dr. Celeste Bowler at c.bowler@hwschools.net.

Principal: _____ Date: _____

Revised 9/14/2012

AUTHORITY, RESPONSIBILITY AND ACTIONS OF THE SCHOOL COMMITTEE Reference Sheet

Excerpted from *Massachusetts General Laws*

Annual Report on Conditions of Schools	The school committee must file this each year by April 30th. <i>Chapter 72, Section 4</i>
Providing Group Retirement Annuities for Employees	Within 90 days of the opening of the school year, the school committee can set up an annuity account for an employee or group of employees, as long as contributions do not exceed the annual salary(ies). <i>Chapter 71, Section 37B</i>
Control of the School Athletic Programs and other Organizations	The school committee can choose to supervise and control any and all athletic programs associated with the school, including awards. Money earned from athletic events may be placed in a separate account and anything spent from that account must be approved by the school committee. The school committee also authorizes any expenditures for the hiring of coaches and regulates the student activity accounts. <i>Chapter 71, Section 47</i>
Regulations of School Attendance	The school committee controls and enforces all attendance within the school district, including approving absences to attend private school, experimental school, or absences due to work necessity. The school committee has the responsibility of ensuring that any other school attended by the student meets state education requirements. The school committee must also provide transportation to the extent and distance that the student would receive for public school if requested. Approval must not be unreasonably withheld. <i>Chapter 76, Section 1</i>
Awards for Seniors	The school committee has the authority to spend money to award students for meritorious performance in Art, Debating, Distributive Education, Music, Science, Social Studies or Languages. <i>Chapter 71, Section 47</i>
Admission of Children into Bilingual Education	The school committee must determine no later than the 1 st day of April the number of children of limited English-speaking ability within the school system, and shall classify them by grade and according to the language of which they possess a primary speaking ability. <i>Chapter 71A, Section 3</i>
Public Hearing on Proposed Budget	Prior to approving the school budget for the next year, the school committee must advertise a hearing in the newspaper, and then conduct it at least 7 days later. At the hearing, citizens may address concerns for any part or all of the budget. A copy of the budget shall be available for the public at least 48 hours before the hearing. <i>Chapter 71, Section 38N</i>

Charting the Course

Budget Review and Approval	The school committee shall review the budget for the school district, and is the approving authority for that budget, prior to municipal review. <i>Chapter 71, Section 37</i>
Budgetary Control Appropriation	The vote of the legislative body of a municipality shall establish the total appropriation for the schools, but may not limit the line item authority of school committees within the total appropriation. <i>Chapter 71, Section 34</i>
Business Demonstration Projects	The school committee may authorize business demonstration projects of an educational nature to be operated by students as an educational service. These projects can generate revenue. If food sale is involved, proceeds after expenses must go to the school lunch or food service program for that school. <i>Chapter 71, Section 37K</i>
Collective Bargaining	The school committee represents the employer in all collective bargaining actions. The school committee may choose a designee. <i>Chapter 150E, Section 1</i>
Contracting of the Superintendent	The school committee may employ a superintendent or a school business administrator under contract not to exceed six years. The contract may be renewed. After three years, the school committee may employ the superintendent at its discretion (tenure). <i>Chapter 71, Section 41</i>
Establishment of Goals and Policies for the School District	The school committee establishes the educational goals and policies for the school district consistent with law and the standards established by the Board of Education. <i>Chapter 71, Section 37</i>
Exclusion of Students	The school committee must provide on request a written explanation for the exclusion of any student from the public schools, and any member may be examined as to such actions. <i>Chapter 76, Section 16</i>
Exhibition of School Work	The school committee may decide to exhibit school work at any state, national or foreign exposition showing the character, standing or work of its public schools. <i>Chapter 71, Section 51</i>
Extended School Services	The school committee may determine need and provide extended services for students ages 3-14 of working parents, with approval of the selectmen or city council. <i>Chapter 71, Section 26A</i>
Display of Flags	The school committee shall provide for each school to have a flag displayed outside the schools, in each classroom and at assemblies. <i>Chapter 71, Section 69</i>

Acceptance of Gifts	The school committee may accept any gift offered to the schools by federal, state, county and municipal governments, charitable foundations, and private corporations. Any amounts received are expended by the school committee. <i>Chapter 71, Section 37A</i>
Holiday Guidelines	The school committee may set the guidelines for the celebration of Christmas and other festivals observed as holidays for the purpose of furthering the educational, cultural and social experiences and development of children. <i>Chapter 71, Section 31A</i>
New Horace Mann Schools	<p>Both the local school committee and the local collective bargaining agent of a district in which a Horace Mann charter school is located must approve a Horace Mann school's charter, although the school is otherwise operated and managed by a board of trustees independent of the school committee. The local school committee, however, remains the employer for collective bargaining purposes under Chapter 150E.</p> <p>When developing the district's annual school budget, the school committee must also act on the budget request submitted by a Horace Mann school. Each Horace Mann charter school shall receive in response to its budget request not less than it would have under the district's budgetary allocation rules.</p> <p>The school committee is also responsible for developing a plan to disseminate innovative practices of said Horace Mann charter schools to other public schools within the district subject to the provisions of any contract between the Horace Mann charter school and any third party provider. <i>Chapter 71, Section 89</i></p>
Granting Leaves of Absences	A school committee may grant an unpaid leave of absence for study or research, or for service to a statewide professional education organization, and shall grant a leave of absence for services an elected state official or selected mayor, to a school superintendent under the same terms and conditions as are described above for leaves granted to other professional staff. <i>Chapter 71, Section 41A</i>
Lectures	The school committee may employ competent persons to lecture on natural sciences, history, and kindred subjects, including providing pamphlets or cards giving the titles and authors of books of reference on the subject matter of lectures contained in local libraries. <i>Chapter 71, Section 27</i>
Legal Counseling for Collective Bargaining	The committee may employ legal counsel for the purposes of collective bargaining with employee organizations. Amount spent cannot exceed \$25,000, without prior approval of the municipality. <i>Chapter 71, Section 37E</i>
Legal Counsel for General Purposes	The school committee may employ legal counsel for the general purposes of the school committee. <i>Chapter 71, Section 37F</i>
Appointment of School Nurse	The school committee shall appoint one or more registered nurses, assign them to schools, and provide facilities for the performance of their duties. <i>Chapter 71, Section 53</i>

Charting the Course

Orders and Contracts

After the annual appropriations are made by the town, the school committee may order materials, supplies and equipment and may contract for services for the public schools, provided that no payment shall be made prior to the commencement of the ensuing fiscal year.

Chapter 71, Section 49A

Appointment of School Physicians

The school committee shall appoint one or more physicians, assign them to schools, and provide facilities for the performance of their duties.

Chapter 71, Section 53

Establishment of Performance Standards for Teachers

The school committee shall establish performance standards for teachers and other school district employees upon the recommendation of the superintendent. These performance standards shall be established by conducting a public hearing and then entering into collective bargaining for a reasonable period of time. If no agreement is reached, binding interest arbitration shall be used.

Chapter 71, Section 38

Racial Imbalance

Each year the school committee shall submit to the commissioner of the Board of Education information on white and non-white pupils in the district, and in each school. If the board finds an imbalance exists, the board will notify the school committee in writing for further action.

Chapter 71, Section 37D

Register of Daily Attendance

The school committee shall cause the registers of daily attendance of children to be kept under the direction of the superintendent who shall make the due return thereof to the school committee, or designee.

Chapter 72, Section 8

Registration of Children

The school committee shall ascertain and record the names, ages and other information required by the department of education of all minors in the town between ages 5 and 16, and all minors over 16 who do not meet the requirements for the completion of 6th grade; and the number of pupils, regardless of age, whose parents are residents and who are enrolled for full-time attendance, in kindergarten up to grade 12, in public, and vocational schools and classes in the commonwealth and non-public schools anywhere.

Chapter 72, Section 2

Revolving Funds

The school committee can receive funds generated from adult education courses, adult physical fitness programs, school athletic programs, band activities and events, community school programs, continuing education, culinary arts programs, nonresident student tuition, student organizations, summer school programs, use of school property, and vocational technical programs and place those funds in revolving accounts. The money in these revolving accounts is then authorized for expenditure by the school committee.

Chapter 71, Sections 16D ½, 17A, 47, 71C, 71E-F

Chapter 74, Section 14B

Publication of Rules and Regulations for Students and Teachers

Once the school committee establishes policy in this area, the superintendent shall publish it. The high school principal shall ensure that each high school student receives a handbook containing the rules pertaining to the conduct of students.

Chapter 71, Section 37, 37H

School Building Committee	At least one member of the school committee or its designee shall serve on any school building committee the town creates. <i>Chapter 71, Section 68</i>
General Charge of School Buildings	The school committee, unless the town otherwise directs, shall have general charge of the school houses (buildings) as it relates to maintenance and upkeep, fuel, etc. <i>Chapter 71, Section 68</i>
Community Use of School Property	The school committee may conduct educational or recreational activities on and in school property, and shall allow the use thereof by individuals and associations for educational, recreational, social, civic, philanthropic, and like purposes as it deems for the interest of the community. Affiliation with a religious organization shall not disqualify such association from being allowed such use for such purpose. Assemblage of citizens to hear candidates for public office shall be considered a civic purpose. <i>Chapter 71, Section 71</i>
Advisory Committee on Sex Education	If the town accepts this section, the school committee shall meet at least once every other month with an 11 member advisory school committee on materials used in the conduct of sex education. Members are appointed by the school committee each year. <i>Chapter 71, Section 380</i>
Special Education: Circuit Breaker	<p>For each school district the department shall review and approve the per pupil instructional costs that are eligible for reimbursement. The cost of the program shall be reimbursed at 75% of approved costs that exceed 4 times the state average per pupil foundation budget.</p> <p>The school committee's budget recommendation shall exclude any such instructional costs eligible for reimbursement under this program. Upon receipt of such reimbursements paid to the municipal or district treasurer, they shall be recorded by the municipality or district as additional appropriations to the school committee, without any further action being required on the part of the local appropriating authority. This provision became effective July 1, 2004. <i>Chapter 71 B, Section 5A</i></p>
Student Advisory Committee	The school committee shall meet not less than once every other month during the months that school is in session with a five member student advisory committee. The five members are elected from the student body prior to June 1 st each year. One member is then elected chair and becomes an ex-officio nonvoting member of the school committee. <i>Chapter 71, Section 38M</i>
Summer School	The school committee may establish summer school during the summer vacation. Attendance is not compulsory, or considered part of the school attendance required by law. <i>Chapter 71, Section 28</i>
Superintendent of Schools	The school committee has the power to select and to terminate the superintendent of schools. <i>Chapter 71, Section 37</i>

Charting the Course

Textbooks

Textbooks used in schools may be changed by a two-thirds vote of the full committee. Notice of the intended change must be given at a previous meeting.
Chapter 71, Section 50

Special Education: Placement

The school committee may not refuse any child with special needs without prior written approval from the Department of Education. During the administrative process, a court may change the child's placement, including removing the child from school, if the school committee shows the child's behavior poses the substantial likelihood of injury to himself or others. Such action shall not be construed as disciplinary in nature.

Within five days of a regular education student being referred for special education, the school committee shall notify the parents/guardians of the referral, the evaluation procedure to be followed and the child's right to an independent evaluation, and the appeal process. Within 30 days after this notification, the school committee shall provide an evaluation. The written record and clinical history from the evaluation shall be provided to the parents. Upon appeal, there will be a hearing by the Department of Education on such evaluation. The hearing officer shall order a placement. If the parents reject the placement and the parents desire a regular education placement, the school committee shall provide such placement. If such a placement seriously endangers health or safety, or substantially disrupts the appropriate education, the school committee can proceed to superior court.
Chapter 71B, Section 3

Special Education: Appointment of Administrator

The school committee appoints the administrator of special education. With Department of Education approval, the school committee can enter into an agreement with any other school committee to jointly appoint an administrator of special education.
Chapter 71B, Section 3A

Special Education: Agreement between School Committees

School committees can agree to jointly maintain their special education programs. The Department of Education must approve the joint venture. Every school committee, where feasible, shall be associated with an educational collaborative.
Chapter 71B, Section 4

Special Education: Payment for Special Education Obligations

If the school committee has a special education program, it must fund the costs of the program. Medically necessary costs may be paid by a third party payer, but in the event there is no third party payer available, the school committee must pay these expenses as well. Additionally, if a special needs student or parent moves to a different school district on or after July 1st, the school committee must pay for that child's costs in the new school district for the rest of the fiscal year, if such a move occurs between April 1st and June 30th the former community of residence shall pay the costs from April 1st through the next fiscal year.
Chapter 71B, Section 5

Transportation

If the school committee refuses transportation to a student who lives more than two miles from the school, and the nearest bus stop is more than a mile away, the (K-6) parent may appeal to the Department of Education, who may require the town to furnish transportation. If the student lives more than three miles away and a school in an adjoining town is less than three miles away, and the school committee refuses to pay tuition and transportation to the other school, the department may again intervene on behalf of the parent (K-6). The school committee is not required to provide transportation on a private way. Regional schools must provide transportation to pupils, who qualify, from K-12. For transportation not required by law, a school committee may charge fees up to an amount sufficient to cover the costs of the district, except for low income students. A school committee may choose to exempt families at other income levels as it may determine.

Chapter 71, Section 68

School Choice

No later than May 1st, the school committee shall submit a report to the Department of Education stating the school capacity for the following year, number of students expected to attend, number of school choice students attending the district's schools in the current year, and the number not expected to return in the following year and the number of available seats. The school committee can withdraw from school choice provided that, prior to June 1st, a public hearing is conducted and a resolution is adopted by the school committee to do so for the following year.

Chapter 76, Section 12B

Revised June 2005

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: April 3, 2014
2nd Reading: April 17, 2014
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

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 cover all topics discussed in the "Safe Riders Handbook" and should take place the first week of the school year, the period between the month of September and January, and the period between the month of January and the end of the school year.
5. School bus safety instructions for students and parents will be provided each year in all student handbooks.

LEGAL REFS.: M.G.L. 90:1 et seq.; Highway Safety Program Standard No. 17: Pupil Transportation Safety

Policy Review: 1st Reading: April 3, 2014
2nd Reading: April 17, 2014

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.

Students are expected to follow the codes of conduct contained in their Student Handbook while on school buses. The Student Handbook for each school will provide specific guidance for expectations for student conduct on buses.

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.

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.

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

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 transportation services, will comply with all applicable state laws and regulations, including but not limited to: governing buses, drivers, inspections and licensing.

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.

603 CMR 51.00 (Criminal History Checks for School Employees)

M.G.L. Chapter 71, § 38R

McKinney-Vento Homeless Assistance Act

LEGAL REF: M.G.L. 71:7A, B and C; 71:68; 71B:5; 71B:8; 74:8A; 76:1; 76:12B1

FIRST READING: SECOND READING: ADOPTED:

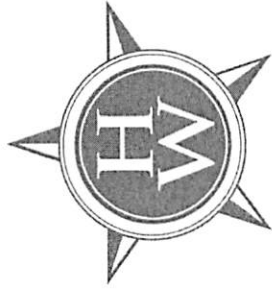
January 26, 2010 May 22, 2012 May 22, 2012

Policy Review: 1st Reading: April 2, 2014
2nd Reading: April 17, 2014

Policy Adopted:

Vote:

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



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

FY15 & FY16 Reorganization Plan

School Committee Meeting

April 17, 2014

Prepared by:

Dr. Michael Harvey, Superintendent of Schools



FY15 Reorganization Plan

Phase 1 - Elementary: For FY15; effective 7/1/14

Recommending the creation of the positions (3) of Elementary Curriculum Coordinators for English Language Arts (ELA), Mathematics, and Elementary Special Education.

Phase 2 – Middle & High School: For FY16; In Process

Will make final recommendations to the School Committee regarding the Grade 6 – 12 Curriculum Leadership Reorganization in January 2015, with a planned implementation date of July 1, 2015.



FY15 Reorganization Plan

Phase 1 - Elementary

Elementary Math Coordinator Position

To provide leadership and curriculum instruction, supervision, and quality program development in the Mathematics Department serving students in grades PreK – 5 across the District's 3 elementary schools:

- Reports to the Assistant Superintendent for Learning
- Supervises all Mathematics teachers District-wide in PreK – 5 and all curricular, co-curricular, and extra-curricular Math programs
- Works closely with Building Principals in all aspects of teaching and administration
- Ensures District-wide written Mathematics curriculum
- Develops curriculum goals and improvement plans
- Mentors and provides instructional leadership for Math teachers in the area of classroom instruction, assessment, and curriculum

This is a 10 month + 20 day position that requires at least 5 years of Teaching experience. A Valid MA DESE Certification as an Administrator is mandatory.



Results of Math Model

Elementary School MCAS Rankings, 2013			
Math Rankings N=approx. 900	Buker	Cutler	Winthrop
Grade 3 Math	372	49	21
Grade 4 Math	5	148	16
Grade 5 Math	155	24	241
ELA Rankings N=approx. 900	Buker	Cutler	Winthrop
Grade 3 ELA	328	9	238
Grade 4 ELA	185	377	217
Grade 5 ELA	267	118	253



FY15 Reorganization Plan

Phase 1 - Elementary

Elementary ELA Coordinator Position

To provide leadership and curriculum instruction, supervision, and quality program development in the ELA Department serving students in grades PreK – 5 across the District's 3 elementary schools:

- Reports to the Assistant Superintendent for Learning
- Supervises all ELA teachers District-wide in PreK – 5 and all curricular, co-curricular, and extra-curricular ELA programs
- Works closely with Building Principals in all aspects of teaching and administration
- Ensures District-wide written ELA curriculum
- Develops curriculum goals and improvement plans
- Mentors and provides instructional leadership for ELA teachers in the area of classroom instruction, assessment, and curriculum

This is a 10 month + 20 day position that requires at least 5 years of Teaching experience. A Valid MA DESE Certification as an Administrator is mandatory.



FY15 Reorganization Plan

Phase 1 - Elementary

Elementary Special Education Coordinator Position

To provide special education leadership that creates, implements, maintains, and enhances achievement for students with disabilities in grades PK – 5 across the District's 3 elementary schools:

- Reports to the Director of Student Services
- Develops cohesion with special education and regular education programming
- Assists in effective and efficient transitioning to the Middle School
- Supervises all Special Education teachers District-wide in PreK – 5 and related programs and services
- Works closely with Building Principals in all aspects of teaching and administration
- Chairs Team Meetings
- Develops curriculum goals and improvement plans
- Mentors and provides instructional leadership for Special Education teachers in the area of classroom instruction, assessment, and curriculum

This is a 10 month + 20 day position that requires at least 5 years of Teaching experience. A Valid MA DESE Certification as an Administrator of Special Education is mandatory.

HAMILTON WENHAM REGIONAL SCHOOL DISTRICT**JOB DESCRIPTION**

POSITION: ELEMENTARY ELA 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.
- 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.

- 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 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.