



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, June 5, 2014

RETIREE RECEPTION 6:15 PM – 7:00 PM

REGULARLY SCHEDULED SCHOOL COMMITTEE MEETING 7:00 PM

1. **Call to Order** 7:00
2. **Pledge of Allegiance**
3. **Presentation of Retirees** 7:05
4. **Citizens' Concerns** 7:30
5. **Chair's Report** 7:45
6. **Superintendent's Report** 7:55
 - a. Moratorium on NEASC Activities, visit in 2016 Exhibit K
 - b. Graduation
 - c. Master Planning Presentation
7. **Consent Agenda** 8:00
 - Minutes of May 15, 2014 Exhibit A
8. **Old Business** 8:15
 - Policies 2nd Reading
 - Bonded Employees & Officers Exhibit B
 - Energy Conservation Exhibit C
 - Food Service Management Exhibit D
 - Food Service Program Exhibit E
 - Free & Reduced Cost Lunch Exhibit F
 - Passing Buses on School Property Exhibit G
 - Recycled Product Procurement Exhibit H
9. **New Business** 8:30
 - a. Presentation PARCC/MCAS Choice Exhibit L
 - b. Policies 1st Reading
 - Recyclable Materials Exhibit I
 - Transportation for Student Eligible for Special Education Services Exhibit J
 - c. Subcommittee changes – SEPAC, Facilities, Communications
10. **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.



THE PUBLIC SCHOOLS OF BROOKLINE
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BROOKLINE, MASSACHUSETTS 02445

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Office of the Superintendent of Schools
William H. Lupini, Ed.D.

March 17, 2014

Janet D. Allison, Director
Committee on Public Secondary Schools
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, Massachusetts 01803-4514

Dear Janet:

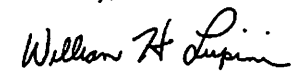
As you know, the Public Schools of Brookline recently joined superintendents and high school principals from the EDCO Collaborative to express serious concerns regarding the New England Association of Schools and Colleges (NEASC) accreditation process for public secondary schools.

In the months following this communication, I have had extensive conversations with Brookline High School Headmaster Deborah Holman about these concerns and potential next steps. While we recognize the positive role that the accreditation process has played in this system, we also believe that the current process needs significant reform in order to bring value to Massachusetts high schools and school systems. These specific concerns were detailed in our letter and in subsequent meetings between Commission staff and many Massachusetts Superintendents and Principals.

On Thursday, March 13, 2014, the Brookline School Committee accepted my recommendation that our system immediately suspend participation in NEASC until significant changes to the accreditation process are made. Specifically, Brookline High School will not submit any NEASC related documentation, including our two-year progress report, at this time. This temporary suspension of involvement in the process will be re-evaluated on October 1, 2014 in order to assess any progress made by NEASC in consideration of our concerns. However, we intend to maintain our membership for the 2014-2015 school year.

Both Ms. Holman and I stand ready to assist your staff and the Commission in creating an accreditation process that will better meet the needs of high schools throughout the Commonwealth.

Sincerely,


William H. Lupini, Ed.D.
Superintendent of Schools

**NEASC's NICHE:
An Innovation Alternative in the Era of Accountability
Next Steps in Reforming the Accreditation Process**

We envision an important role for NEASC in the increasingly top down, mandate-driven, accountability oriented climate in which we find ourselves, one that redefines its mission as a progressive alternative to standardization and centralization. In this brief position paper, we outline a positive vision for a more flexible accreditation process and hope to enlist your support to request a moratorium on any further self-studies or accreditation activities until substantive changes are made.

VISION

While various discrete components of the new educator evaluation system, the Common Core, and the impending PARCC assessments have significant value, the education reform philosophy and theory of change that drive these mandates are highly problematic. Importantly, these mandates are pushing districts to identify and systematically address the needs of their struggling learners and to place 21st Century skills at the center of instruction. But as top-down initiatives that aren't accompanied by strategic leadership, bottom-up vision development, and a genuinely collaborative and dynamic professional culture committed to self-reflection, problem-solving, and innovation, these mandates are more likely to engender superficial compliance than deep seated cultural change.

These school change characteristics depend upon an important degree of local control and grassroots solutions to locally understood learning challenges, however these may reflect broader social trends. The energy and sense of ownership that come from the activation of a faculty's creative energies, its collaborative sharing in a common mission-driven venture, and its predicating its actions on information/data that is locally derived, are invaluable to the school improvement process, and they cannot be replaced by the implementation of top-down, one size fits all mandates.

In this context, NEASC could play a useful role, as a promoter of the kind of collaborative, innovative and self-reflective culture, generated by strong, strategically-focused, visionary leadership that the school reform movement ironically advocates for charter schools but then ignores for the mainstream. In broad outline, this would include:

1. Broad standards that districts/schools can meet in their own creative ways
2. E.g., Mission driven, Higher Order Thinking (21st Century Skills Curriculum), Student Centered Learning, Achievement Gap Closing/Equity, Personalization ..
3. A key standard for a collaborative, self-reflective, innovative professional culture
4. A key standard for strategic, visionary leadership
5. A pre-qualification process with a focus on the new Professional Culture standard
6. A shorter and less expensive self-study process
7. A clearinghouse of ideas from districts as to how they meet the standards
8. Targeted rather than laundry list recommendations for improvement
9. Support for districts that have to build their collaborative, self-reflective and innovative professional culture

NEXT STEPS: A Moratorium

Following upon NEASC's receipt of our original NEASC letter in March, a series of meetings have occurred between the original signatories and NEASC commission and staff members and CEO, and between Tom Scott and the NEASC CEO as well. Currently, five districts have suspended

their participation in the process, but remain as members, paying dues and contributing to the reform conversation: Newton, Reading, Ludlow, Wayland and Bedford. Following the panel discussion at the July MASS Executive Institute, we created an Ad Hoc NEASC Reform Committee that represents a much broader demographic than the original EDCO-based communities. This vision and recommended next steps is the work of that committee.

At the same time, and largely as a consequence of these efforts, both Cam Staples, NEASC CEO, and Janet Allison, CPSS Executive Director, have taken steps towards establishing committees to contribute to a review of NEASC's accreditation process. Mr. Staples has set in motion a "plan to re-examine our accreditation process with an eye toward addressing the alignment of accreditation with the government requirements, as well as ensuring that the cost, time and documentation requirements of our process are streamlined in a manner that maximizes their value and minimizes their burden." As of this date, you will have received an invitation from Mr. Staples, forwarded by Tom Scott, to attend a meeting of Massachusetts superintendents at the NEASC office on January 22. We encourage you to attend.

We are encouraged by these steps and want to support them by:

- Ensuring that both superintendents and principals from member districts play key roles at each stage of these committees' work
- Ensuring that the time and resources devoted to the work reflects the sense of urgency that the member districts are feeling

To this end, our ad hoc NEASC Reform committee recommends that NEASC affect a moratorium on all self-studies and related accreditation activities until such time as an alternative process is created. Given the complexity of the task, the mandate-driven urgency of getting it done, and the overly time-consuming and prescriptive nature of the current process, we strongly believe that NEASC should suspend all accreditation activity and turn its time and energies to the task.

If you agree with the broad vision described above for a restructured NEASC accreditation process and you would like to add your voice to the call for a moratorium on all accreditation activities while the review and restructuring take place, please send an email to: NEASC REFORM COMMITTEE, c/o cdolan@edcollab.org by January 21. At that point we will send a copy of this position paper and call to action to the NEASC CPSS Commission and Executive Director and to the NEASC Board and CEO with a list of district endorsements.

Sincerely,

The Ad Hoc NEASC Reform Committee

Steven Mills, Superintendent, Acton-Boxborough Regional School District
Joanne Campbell, Principal, Acton-Boxborough Regional High School
Kathleen Bodie, Superintendent, Arlington Public Schools
Matthew Janger, Principal, Arlington High School
Jon Sills, Superintendent, Bedford Public Schools
Henry Turner, Principal, Bedford High School
Tom Kingston, Superintendent, Belmont Public Schools
Bill Lupini, Superintendent, Brookline Public Schools
Deb Holman, Principal, Brookline High School
Kevin Maines, Principal, Douglas High School
Maureen Sabolinski, Superintendent, Franklin Public Schools
Peter Light, Principal, Franklin High School
Paul Ash, Superintendent, Lexington Public Schools
Laura Lasa, Principal, Lexington High School

Bella Wong, Superintendent, Lincoln-Sudbury Regional School District
Todd Gazda, Superintendent, Ludlow Public Schools
Lisa Nemeth, Principal, Ludlow High School
Darrell Lockwood, Superintendent, Masconomet Regional School District
Laurie Hodgdon, Principal, Masconomet Regional High School
Thomas Bresnahan, Assistant Principal, Millbury High School
John Buckey, Superintendent, Nantucket Public Schools
David Fleishman, Superintendent, Newton Public Schools
Jen Price, Principal, Newton North High School
Joel Stembridge, Principal, Newton South High School
Joan Landers, Superintendent, North Middlesex Regional School District
John Doherty, Superintendent, Reading Public Schools
Cheryl Maloney, Superintendent, Weston Public Schools
Anthony Parker, Principal, Weston High School
Bill McAlduff, Superintendent, Winchester Public Schools
Tom Gwin, Principal, Winchester High School

Hamilton-Wenham Regional School District Committee

May 15, 2014

Minutes

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

Bill Wilson opened the meeting at 7:04 p.m. in the Buker Multipurpose Room. The Committee and others present rose for the Pledge of Allegiance.

PRESENT:

Jeanise Bertrand, Bill Dery, Deb Evans, Roger Kuebel, Barbara Lawrence, Sheila MacDonald, Stacey Metternick, Larry Swartz, Bill Wilson

ALSO PRESENT:

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

ABSENT:

No one

CITIZENS' CONCERNS:

Elaine Appel (Linden St., Hamilton) asked the Committee to provide information to the public about the PARCC test and discuss it thoroughly before deciding whether to participate in it during the 2014-15 school year. Dr. Harvey noted he would attend an information session for superintendents about this issue the week after this meeting.

CHAIR'S REPORT:

B. Wilson thanked A. Appel for alerting the Committee to a recent presentation in Peabody about PARCC and the Common Core, and remarked briefly on information he learned by attending. He encouraged Committee members to learn more, independently, before the Committee makes related upcoming decisions.

D. Evans briefly updated the Committee about the "turf committee" to which she is the Committee's liaison, and its ongoing assessment and planning for creation of additional athletic fields. She said extensive public fundraising is contemplated. She suggested the Committee invite a representative of this committee to provide a fuller update in June.

SUPERINTENDENT'S REPORT:

Dr. Harvey encouraged Committee members to attend the HWRHS graduation on June 1 at the Gordon College chapel, and two other events that lead up to it.

He also asked them to attend a presentation by the master plan steering committee on May 22 at 5:30 p.m. in the Buker multi-purpose room; it is to be posted as an official meeting of the Committee and is open to the public.

Dr. Harvey and B. Wilson thanked Chase Schaub for his service as student representative to the Committee.

CONSENT AGENDA:

Minutes of May 1, 2014

National History Day Field Trip

B. Dery asked why the Committee votes on some field trip proposals; the Committee and Dr. Harvey spoke briefly about the district policy that requires this for out-of-state overnight trips.

SHEILA MACDONALD MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE ALL OF THE ITEMS ON THE CONSENT AGENDA. THERE CAN BE NO FURTHER DISCUSSION OR AMENDMENT OF THIS MOTION. DEB EVANS SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY (9-0-0-0).

NEW BUSINESS:

SEPAC Presentation

Norman Cramer (Forest St., Hamilton) informed the Committee about the basic identity of the SEPAC and its recent bylaw changes. Margot Killoran (Sagamore Farm Rd., Hamilton) discussed the group's support of parents of students with special education needs, and its willingness to support teachers and administrators; SEPAC-sponsored workshops open to the public; and collaboration with teachers, administrators and organizations within HWRSD. She also discussed the SEPAC's objectives and priorities, liaisons with various individuals and departments, and recent consolidation of its board functions into a smaller leadership team. (Their PowerPoint presentation is appended to these minutes.) She asked the Committee to appoint a member as liaison to the SEPAC regarding issues around special education. R. Kuebel noted that the SEPAC is officially linked to the district and Committee, and has the official role of advising the Committee about special education. M. Killoran said the group has traditionally reported to the Committee twice a year. Discussion touched on issues including education of gifted children, and membership in the SEPAC.

M. Killoran presented the Special Educator of the Year Award to Cutler Elementary integrated first-grade classroom teacher Mary Adamik and read aloud parents' laudatory comments.

First Readings of Policies

B. Lawrence briefly explained the Policy Working Group's reasons for proposing the policies below. Some were noncontroversial; points of debate about others are noted below. (The draft policies are appended to these minutes.)

Bonded Employees and Officers

This draft acknowledges legal requirements.

Energy Conservation

B. Lawrence said this policy language is "generic" and intended as the basis for developing administrative procedures to address such issues. Discussion touched on topics including whether a policy is needed; if so, whether it should set the goal of minimizing energy use costs;

whether unnecessary use and expense currently takes place; and non-expense-related issues such as facility footprints, and educating students about resource conservation.

Food Service Management

Discussion touched on topics including possible variations in the current delivery system, and whether the draft language would preclude outsourcing.

Food Service Program

B. Lawrence said a key element of this draft policy is that the district participate in the National School Lunch Program. B. Dery said this and some other proposed and recently approved policies simply reiterate law, and suggested that instead of enacting such policies, the Committee list legal requirements and affirm it is in compliance.

Free and Reduced Cost Lunch

This draft policy states that a student whom a teacher believes is not properly nourished would not be denied food if a proper application has not been received from the child's parents/guardians.

Recycled Product Procurement

This draft calls for the district to purchase of recycled products when possible. B. Dery said production of recycled products uses more energy than initial production and objected to it being characterized as a conservation measure. B. Lawrence suggested the Committee revert to an earlier draft that omitted some material to which B. Dery objected, and consider only paragraph one of the text presented at this meeting. She invited B. Dery to provide information to members, via Dr. Harvey, to support his statements.

*Passing a School Bus on School
Property while it is Loading or
Discharging Students*

Discussion touched on language about whether drivers can pass a bus when its lights are not flashing, and police and Registry of Motor Vehicles employees' jurisdiction on school property. J. Sands said research by administrators indicated that the law was not being followed regarding procedures for busses loading or discharging students at the schools, and administrators took action with the bus company, but he said it would not hurt to have this policy in place.

*Policy—Second Reading
Student Transportation in Private
Vehicles*

Because the draft policy that members received in writing was not the version that the working group wished to put forward, a decision was deferred. Discussion touched on topics including whether a district policy should place any limits on driving by individuals 21 and older; students driving other students to offsite locations of athletic events and extracurriculars; whether school buses could be employed for such trips, and potential impact on user fees; and administrators' position that teachers and coaches should not transport students in their private vehicles.

Q3 Financial Report & EOY Forecast

J. Sands commented briefly on the written report he provided to the Committee prior to this meeting in the form of PowerPoint slides (which were not projected at the meeting). (The slides, which include

analysis by school, by department, and by DESE category, are appended to these minutes.) He said the forecast as of May agrees with the March projection that at the close of this fiscal year the district would have a balance of \$896,000 favorable to budget. Discussion touched on topics including the process of closing the books after the close of the fiscal year; forecasted variances in some budget lines and reasons for those variances; and details of healthcare accounts.

Massachusetts Curriculum Framework Presentation

Dr. Bowler gave a PowerPoint presentation on the Common Core (which is appended to these minutes). It touched on topics including the national Common Core Standards Initiative; how it relates to Massachusetts curriculum frameworks; the goals of the Common Core; college and career readiness; the review process prior to a state's adoption of some or all of the Common Core; source material used in drafting Core standards; whether the Core dictates how teachers can teach; what standards do, and do not do; how English language arts and mathematics frameworks are designed and organized; the timeline of adoption of the frameworks; and corresponding changes in standardized testing. She presented examples of specific Massachusetts frameworks and said the frameworks do not tell teachers how or what to teach, but rather describe the abilities students are expected to develop at specific grade levels as the outcome of instruction. She recommended that people investigate a range of sources of information about the Core, including the Massachusetts frameworks posted on the DESE website. She said she finds no state standards for skills and knowledge that she would not want children to master.

B. Wilson invited Committee members' questions and comments. He said the national standards set the minimum and the Massachusetts frameworks add rigor. He said the PARCC assessment should be considered separately, which Dr. Bowler reinforced. Discussion touched on topics including non-educators' ability to assess the standards; testing, and use of the resulting data to modify instruction; the PARCC field test some HWRSD students took this year; the MCAS versus the PARCC assessment; what the district's MCAS results have revealed that has been of practical use in improving instruction; and costs of meeting Core standards.

B. Wilson invited members of the audience to comment via email or at a future meeting.

Dr. Harvey said the district must decide by the end of June whether to participate in the PARCC field test or the MCAS in 2014-15.

COMMITTEE REPORTS:

Audit

None

Facilities

None

Negotiations	None
Policy	Policy proposals were discussed earlier in the meeting.
Warrant	None
Student Representative	Chase Schaub reported briefly on a student film festival and thanked Committee for allowing him to share his input this year.
Other	None

VOTE TO ADJOURN TO EXECUTIVE SESSION:

SHEILA MACDONALD MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN TO EXECUTIVE SESSION TO DISCUSS STRATEGY WITH RESPECT TO TEACHER NEGOTIATIONS AND NOT TO RETURN TO PUBLIC SESSION. ROGER KUEBEL SECONDED THE MOTION. A ROLL CALL VOTE WAS TAKEN:

J. Bertrand Y	R. Kuebel Y	S. Metternick Y
B. Dery A	B. Lawrence Y	L. Swartz Y
D. Evans Y	S. MacDonald Y	B. Wilson Y

THE MOTION PASSED 8-0-1-0.

The public session of the meeting adjourned to executive session at 9:24 p.m.

DOCUMENTS AND EXHIBITS USED AT THIS MEETING:

National History Day field trip request forms and supporting documents (15 pages)
 SEPAC PowerPoint presentation
 Draft policies on Bonded Employees and Officers, Energy Conservation, Food Service Management, Food Service Program, Free and Reduced Cost Lunch, Recycled Product Procurement, Student Transportation in Private Vehicles, and Passing a School Bus on School Property While It Is Loading or Discharging Students (8 pages)
 FY14 Forecast PowerPoint presentation dated May 15, 2014 (3 slides)
 An Overview of the Massachusetts Curriculum Frameworks Incorporating the Common Core State Standards (CCSS), PowerPoint presentation dated May 2014 (25 slides)
 Crosswalk of 2011 MA Mathematics Standards and MA 2000 Standards, Grade 1 (3 pages)

Respectfully submitted,
 Ann Sierks Smith

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT B
D4025

BONDED EMPLOYEES AND OFFICERS

The District Treasurer and Assistant Treasurer shall be bonded in their individual capacities. The cost of these bonds shall be paid by the District.

The District shall maintain a blanket-bond under its general insurance policy for all other employees. The cost of this blanket bond shall be paid by the District.

LEGAL REFS: M.G.L. 40:5; 71:16A

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT C

ENERGY CONSERVATION

The District shall promote the wise use of energy, water and other natural resources. To this end, the District shall:

1. Support conservation and efficiency in the use of electricity, gas, oil, water and other resources;
2. Maintain and enhance present resource conservation measures;
3. Develop initiatives to make infrastructure improvements that take advantage of technological advances to conserve resources;
4. Work to educate staff and students about the benefits of and opportunities for resource conservation and the use of alternative sources of energy.

Policy Review: 1st Reading: May 1, 2014
2nd Reading: June 5, 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

EXHIBIT D

FOOD SERVICE MANAGEMENT

The District will employ appropriate personnel to manage the operation of the food service program in accordance with state and local laws and regulations.

The Food/Service Director shall assign personnel and other resources as required to provide cafeterias at each school that serve lunches to students as required by state laws and regulations. He/she shall also develop procedures and accounting practices to ensure that the food services program receives maximum financial assistance from state and federal sources so that costs to students can be kept at a minimum.

Charges shall be consistent with state laws and regulations to make the school lunch program as self-supportive as possible.

Policy Review: 1st Reading: May 15, 2014
2nd Reading: June 5, 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

EXHIBIT E

FOOD SERVICE PROGRAM

The District shall maintain a food service program to provide well-balanced meals to all its students. The District participates in the National School Lunch Program to provide free and reduced price lunches to eligible students. The Superintendent shall ensure that the food services program conforms to all applicable federal and state laws and regulations and that notice of program eligibility guidelines and applications for free and reduced price meals are made available to all members of the school community.

The Nursing Coordinator will work with the Food Services Supervisor to accommodate those students with documented dietary restrictions who have a nursing health care plan.

Legal References:

42 U.S. Code – Chapter 13 – School Lunch Programs, §§ 1751j, as amended

42 U.S. code – Chapter 13A – Child Nutrition, §§ 1771-1793, as amended

Child Nutrition Programs administered by MA DESE

Policy Review: 1st Reading: May 15, 2014

2nd Reading: June 5, 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

EXHIBIT F

FREE AND REDUCED COST LUNCH

The District will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the District receive proper nourishment.

In accordance with guidelines for participation in these programs, and in accordance with the wishes of the Committees, no child whom a teacher believes is improperly nourished will be denied a lunch or other food simply because proper application has not yet been received from his parents/guardians.

As required by state and federal regulations, the School Committee approves a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS:

42 U.S. Code-Chapter 13-School Lunch Programs, §§ 1751 – 1769j, as amended

42 U.S. Code-Chapter 13A-Child Nutrition, §§ 1771-1793, as amended

M.G.L. 15:1G; 69:1C; 71:72

Policy Review: 1st Reading: May 1, 2014

2nd Reading: June 5, 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

EXHIBIT G

PASSING A SCHOOL BUS ON SCHOOL PROPERTY WHILE IT IS LOADING OR DISCHARGING
STUDENTS

While school buses or vehicles designated as such are loading or discharging students in school yards, the driver will illuminate the flashing red lights.

While these lights are on, no vehicle is permitted to pass the school bus or buses.

Staff members and bus drivers are not allowed to direct vehicles to pass school buses while the flashing red lights are illuminated.

In the event that a police officer or Registry of Motor Vehicles officer is present, the bus driver at the direction of the on-site officer may shut off the flashing red lights. The officer may direct vehicle traffic to pass a bus while it is loading or discharging students. This is the only time vehicles are allowed to pass a school bus while it is loading or discharging students.

Policy Review: 1st Reading: May 1, 2014
2nd Reading: June 5, 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

EXHIBIT H

RECYCLED PRODUCT PROCUREMENT

In recognition of the need to make more efficient use of our natural resources, create markets for the materials collected in recycling programs, reduce solid waste volume and disposal costs, and serve as a model for private and public institutions, the Hamilton-Wenham Regional School District is committed to purchasing products which are environmentally preferable and/or made of recycled materials whenever such products meet quality requirements and are available at reasonable prices and terms.

To the maximum extent practicable, the following standards should be adhered to:

For all purchases of printing and writing paper for in-house use or custom printed materials by professional printers, including copier paper, offset paper, forms, stationary, envelopes, tablets, notepads and file folders, the minimum content standards shall be no less than 30% post-consumer recycled materials to meet the current state and federal minimum standards.

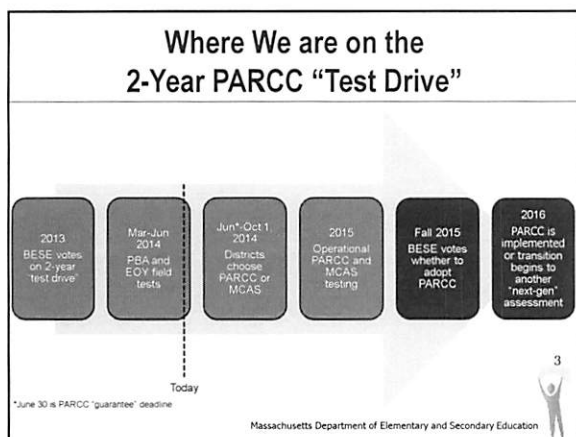
The District shall ensure that all contracts for printing require the inclusion of an imprint identifying the recycled content of paper whenever practicable, along with the recycling symbol.

Policy Review: 1st Reading: May 1, 2014
2nd Reading: June 5, 2014

Policy Adopted:

Vote:

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



Test Drive: Yr 1: 2014 Field Test Yr 2: 2015 Operational Test

- ★ 2014 Field Test: About 15% of students in grades 3-11 "tested the test" – assessing test items and online/paper test delivery
- ★ 2015 PARCC Operational Test: All students within a district that selects PARCC in grades 3-8 and possibly some in grades 9 & 11 will take the new assessments
 - ★ Each school will administer PARCC either online OR on paper in both English Language Arts and Mathematics
 - ★ Students in grades 5, 8, and high school will also continue to take the MCAS Science and Technology/Engineering tests.

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Massachusetts Department of Elementary and Secondary Education

What Is PARCC?

The Partnership for Assessment of Readiness for College and Careers

- Made up of multiple states (plus Washington, DC and US Virgin Islands); Massachusetts has a leading role
- Developing common, high quality **English language arts and Literacy (ELA)** and **mathematics** tests for **grades 3-11**
 - Linked to what students need to know for college and careers
 - Computer-based
- Includes two summative assessment components, for use starting in the 2014-15 school year:
 - Performance-Based Assessment (PBA)
 - End-of-Year Assessment (EOY)

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Massachusetts Department of Elementary and Secondary Education

What is PARCC?

PARCC Sessions	ELA	Math	Test Window
PBA	3	2	4 Weeks In March-April
EOY	2	2	4 Weeks In May

Estimated Testing Time	Minutes
PBA Est. Time	250-345
EOY Est. Time	230-270

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Massachusetts Department of Elementary and Secondary Education

Spring 2015 PARCC testing dates for MA

- ★ Performance-based assessment (PBA)
 - ★ March 16–April 10 for computer-based testing
 - ★ March 23–April 3 for paper-based testing
- ★ End-of-year assessment (EOY)
 - ★ May 4–29 for computer-based testing
 - ★ May 11–22 for paper-based testing

Remember that a school participating in PARCC must take both the PBA and EOY portions.

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Massachusetts Department of Elementary and Secondary Education

PARCC Field Test Update

- ★ Most schools in Massachusetts will participate
 - ★ Approx. 81,000 students in 1,050 schools in 345 districts
- ★ March 24 to April 11: Performance Based Assessment (PBA) window completed
 - ★ 41,000 students tested online
 - ★ 17,000 students tested with pencil and paper
- ★ May 5 to June 6: End of Year Assessment window
 - ★ Approx. 33,500 students expected to test online
 - ★ Approx. 14,500 students expected to test with pencil and paper

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Massachusetts Department of Elementary and Secondary Education

PARCC Field Test in the HWRSD

- ★ Administered to two classes in Grade 6 Math at MRMS and two fifth grade classes at Winthrop School.
- ★ Involved 4 teachers and approximately 85 students
- ★ EOY Test Only
- ★ Pencil and Paper Only
- ★ General feeling was that the PARCC was “just another standardized test.”

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Massachusetts Department of Elementary and Secondary Education



What did 37,000 Students Say about Taking PARCC Online?

- ★ The majority of students expressed a preference for the online tests over paper-and-pencil tests (74% ELA, 56% Math)
- ★ All or most test questions asked students about things they had learned in school this year (87% in ELA, 70% in math)
- ★ 28% reported that the ELA test was more difficult than their school work; 61% of students reported that the math test was more difficult
- ★ 83% (Math) to 94% (ELA) of students responded that they had enough time!
- ★ Two out of three of students took one or more practice tests on a computer or tablet to get ready

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Massachusetts Department of Elementary and Secondary Education



What did 37,000 Students Say about Taking PARCC Online?

- ★ Approximately 87% use a computer or tablet on at least a weekly basis at home
- ★ Approximately 60% use a computer or tablet on at least a weekly basis in school
- ★ The vast majority (87%) of students taking the ELA PBA found it “easy to type answers;” for math, 58% found typing “easy” – but 41% found it “hard”
- ★ Almost half of students (46%) reported a technology problem during the math test, compared to 31% in ELA
- ★ Students overwhelmingly found it easy to navigate and use the embedded “accessibility tools”

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371 Online PARCC Field Test Administrator Survey Highlights

- ★ 81% had never before administered a computer based test
- ★ Most students were able to complete the test without needing the additional time allotted (sessions were 40-80 minutes)
 - ★ 29% said **none** of the students in their class needed additional time; 44% said less than 1/3rd needed additional time; 28% said about half to the majority needed the additional time
- ★ 48% said the training did not prepare them to solve basic problems related to technology; 46% agreed that the training was adequate

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The PARCC/MCAS Choice: Why PARCC in 2015?

- ★ So why should a district elect to administer PARCC instead of MCAS in spring 2015?
 - ★ Students participating in PARCC will have a head start on experiencing a next generation assessment – the type of assessment that all schools must administer beginning with the 2015/2016 SY
 - ★ Districts that choose to administer PARCC in spring 2015 will be able to do so at “*NO RISK*” – they will have their 2015 accountability levels “held harmless”

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The PARCC/MCAS Choice: Why PARCC in 2015?

- ★ So why should a district elect to administer PARCC instead of MCAS in spring 2015?
 - ★ PARCC will provide both a paper and online version of its assessments next year.
 - ★ Students will take either PARCC or MCAS next year; generally speaking, there will be no double-testing
 - ★ PARCC will not cause any interruption in a district's ability to use student growth percentiles (SGPs) for educator evaluation.

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The PARCC/MCAS Choice: Why MCAS in 2015?

- ★ Our students already know the MCAS
- ★ Gives another year for us to align our curriculum to MA Frameworks
- ★ Gives another year for us to implement technology initiatives
- ★ Gives DESE and PARCC another year to work out implementation issues

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The PARCC/MCAS Choice: Why PARCC in 2015?

2014	May	<ul style="list-style-type: none"> • Early May First of weekly conference calls to give districts information about choice • May 19 M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
	June 30	<ul style="list-style-type: none"> • CHOICE 1st Deadline Districts interested in choice guarantee submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
	July	<ul style="list-style-type: none"> • One-day workshop for districts administering PARCC online in 2015
	October	<ul style="list-style-type: none"> • October 1 CHOICE Final Day Districts submit decision (PARCC or MCAS) for spring 2015, pending availability • October 31 Final decision for PARCC online or paper test administration
2015	Winter	<ul style="list-style-type: none"> • PARCC and MCAS trainings • Data uploads for online PARCC testing
	Spring	<ul style="list-style-type: none"> • PARCC and MCAS test administrations (see dates below)

MCAS 2015 Testing Dates


- ELA testing window: March 23-April 6
- Math and OSSE STE testing window: May 4-May 19
- HS STE testing window: June 2-5

PARCC 2015 Testing Dates (tentative)

- Performance-Based Assessment: March 16-April 10 for computer-based testing; March 23-April 3 for paper-based testing
- End of Year: May 4-29 for computer-based testing; May 11-22 for paper-based testing

* Grades 9 and 11 are optional and subject to appropriation

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Test Drive: Yr 1: 2014 Field Test Yr 2: 2015 Operational Test

	Spring 2014 PARCC Field Test	Spring 2015 PARCC Operational Test
Choice of PARCC or MCAS	Districts were randomly sampled to participate. Districts taking the Performance-Based Assessment had a choice to also take MCAS, or exempt students from MCAS.	Districts will choose either PARCC or MCAS, not both. Separate choices will be made for Grades 3-8 and for grades 9 & 11. Grade 10 MCAS continues to be required.
Student Participation	In participating districts, students from a small number of classrooms were randomly selected to take parts of the ELA or Mathematics test, not the entire test.	All students in grades 3-9 and 11 selected to participate will take the complete PARCC tests in both ELA and Mathematics.
Test Format	Schools were assigned to take either the paper version or the online version of the assessments.	Districts administering PARCC will have the opportunity to select whether students will take the paper or online version of the assessments.
Performance Results	No district, school, or student-level results were produced.	District, school, and student-level results will be produced and publicly reported.
Student Rosters	District or school personnel were required to load classrooms of students into PearsonAccess using the student data upload process.	The Department will upload all students enrolled as of the October 2014 SIMS. Schools will only need to add or remove any students who were not reported on the October 1 enrollment report.
Technology	Online delivery: TestNav 8.0 (1st administration)	Online delivery: TestNav 8.0 (with more functionality to enhance usability and accessibility)

"Hold Harmless" Approach for Schools Administering PARCC

★ Will accountability reporting be different in 2015?

★ Yes, but only for schools that administer PARCC. Their level will stay the same or improve from 2014, but cannot decline. Protocols will be followed that ensure PARCC 2015 results do not disadvantage school accountability classifications in 2016, 2017, and 2018 as well.

★ Schools administering MCAS will be classified into a level as usual, and will not be held harmless.

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"Hold Harmless" Approach for Schools Administering PARCC

★ Will data be reported for a school that chooses PARCC?

★ Yes, ESE will report assessment and accountability data for all schools, whether they administer MCAS or PARCC

★ Using a representative sample, ESE will use "equipercentile linking" to compare and publish achievement levels and CPI scores based upon 2015 MCAS and PARCC results for each school

★ ESE will calculate reliable student growth percentiles²⁰ (SGPs) for schools that administer PARCC

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"Hold Harmless" Approach for Schools Administering PARCC

★ What will hold harmless look like in practice?

★ Below are three hypothetical examples of 2015 accountability determinations for schools that participate in PARCC in spring 2015

	2014				2015			
	Cumulative PPI All students	High needs	School Percentile	Level	Cumulative PPI All students	High needs	School Percentile	Level - Effect without Hold Harmless
School A	78	76	45	Level 1	76	70	43	Level 2 (declines)
School B	85	68	24	Level 2	74	73	17	Level 3 (declines)
School C	73	70	19	Level 3	77	71	24	Level 2 (improves)

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PARCC: Anticipated Decision Criteria

★ RIGOR

★ First round: Fall 2014 based upon field tests

★ Second round: Fall 2015 – MCAS/PARCC comparison

★ QUALITY

★ Items are aligned with full range of standards and full continuum of student performance: Ongoing


★ Provides valid and reliable assessment of students’ knowledge, skills and abilities: Fall 2015

★ COVERAGE

★ Provides measures of student performance on all standards²² including the hardest to assess

+ TECHNOLOGY Readiness and Paper Option

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HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT I

Recyclable Materials Policy

In order to conserve natural resources and promote environmental responsibility, District Schools will recycle materials that would otherwise become waste, including paper, cardboard, bottles and cans from school buildings and grounds. This policy supports the Massachusetts Department of Environmental Protection's waste ban, which prohibits disposal of recyclable paper, cardboard, and paperboard, glass and metal containers and single-resin, narrow-necked plastic.

The implementation of this policy is the responsibility of everyone in the school community and all District personnel are expected to support recycling efforts throughout the schools.

The District encourages teachers to include educational lessons on recycling in the curriculum where appropriate.

Policy Review: 1st Reading: June 5, 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 J

Transportation for Students Eligible for Special Education Services

The Office of the Director of Student Services coordinates Special Education students' transportation needs and services. The determination about transportation and services is part of a special education student's annual Team Meeting. The Team will make all decisions in full compliance with state and federal regulations for specific requirements of team transportation determination.

The Superintendent shall seek reimbursement for transportation costs from the Commonwealth to the full extent allowed by law.

Legal Reference: 603 CMR 28.05(5)

Policy Review: 1st Reading: June 5, 2014
2nd Reading

Policy Adopted:

Vote:

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