

Southampton School Committee
Monthly Meeting
Wednesday, August 25, 2010
Richard Dragon Library-William E. Norris School
6:00 p.m.

AGENDA

- I. Call to Order- Kimberly Schott, Chair

- II. Routine Matters
 - A. Approval of minutes from June 15, 2010 regular meeting
 - B. Circulation of Warrants
 - C. Visitors
 - D. Tiger Talk
 - E. Other

- III. Items Requiring Action
 - A. School – Community Relations
 - B. Backboard replacement
 - C. Review 2010-2011 Student Handbook
 - D. Inclusion of nurse in teacher’s contract
 - E. Other

- IV. Budget
 - A. 2009-2010
 - B. 2010-2011
 - a. Bargained Salaries
 - b. Nonunion increases

- V. Policy
 - A. Bullying -- JICFB
 - B. Community Involvement in Decision Making (KCB)
 - C. Public Complaints (KE)
 - D. Public Complaints About School Personnel (KEB)

- VI. Superintendent

- VII. Reports
 - A. Principal
 - B. PTO
 - C. CES
 - D. School council
 - E. Hampshire Regional School Committee
 - F. Administrative Advisory

- VIII. Executive Session – MGL Chap. 39, 23B #3 – Preparation for negotiations with nonunion personnel.
- IX. Discussion of warrants
- X. Adjourn
- XI. Meetings:
 - A. School Committee: September 22, 2010
 - B. Southampton BOS All Boards: September 7, 2010 @ 7:00

Southampton School Committee
Monthly Meeting Minutes
Tuesday, June 15, 2010
Richard Dragon Library-William E. Norris School
6:00 p.m.

AGENDA

I. Call to Order- Kimberly Schott, Chair

Meeting called to order by Ms. Schott at 6:05

Attendees: Dr. Craig Jurgensen, Cynthia Landers, Ann Roy, Mr. Collins, Kim Schott, Lauren Carmichael, Don Abel and John Fitzpatrick

Absent: Julie Babyak

Visitors: Dave Croney, Luci Dalton

II. Routine Matters

A. Approval of minutes from May 27, 2010 regular meeting

Minutes of the May 27 meeting and the minutes of the May 27 Executive Session were approved on a motion (Abel/Carmichael) as written (3-0-1)

B. Circulation of Warrants

Warrants were distributed and signed without issue

C. Visitors

Mr. Dave Croney was introduced by Dr. Jurgensen and presented his reasons for appealing to the School Committee to release him of his liability for the broken basketball backboard in the gymnasium. Mr. Croney is the organizer for the Tuesday night adult group that has used the gym in the winter for recreational basketball for many years. In summary, Mr. Croney explained that:

- He had planned to cancel the basketball group that evening but when he arrived at the gym the janitor had already let his group in and they were warming up while he went to the cafeteria to see if the keys were with another user group
- He accepts that he has signed the liability documentation and would accept responsibility if he believed that the breakage was malicious
- He doesn't believe that his group should be held liable for what he believes is damage that occurred based on normal wear and tear and happened to occur while his group was using the gym
- Although he wasn't personally in the gym when the backboard was broken, he has interviewed his group and they agree that the backboard broke ~~when a shot was~~

~~_____~~ and that the person that took the shot is not capable of reaching the backboard or jamming the ball

- The backboard was shattered (like a windshield) while his group was there but did not come down while his group was still in the building
- The backboard was set at 10 feet when the backboard was broken

During discussion, Mr. Collins was asked the age of the backboard and he said that it was new with the Norris renovation in 1995. Mr. Collins was asked if a new backboard had been ordered and he advised the answered that it had and was being installed that evening. The Committee thanked Mr. Croney for presenting his appeal and on a motion (Fitzpatrick/Carmichael) voted unanimously to table the response to the appeal to a future meeting. (4-0-0) and requested that Mr. Collins provide detail from the new backboard's supplier about the expected lifespan of a backboard similar to the one that was replaced.

D. Tiger Talk

Mr. Fitzpatrick agreed to submit information for the next Tiger Talk.

E. Other

Ann Roy expressed thanks from the Board of Selectmen to the Norris Student Council and enthusiastically accepted their offer to hold a fundraiser for the Town Almoners.

III. Items Requiring Action

A. Tech Planning

Dr. Jurgensen shared that the Regional office will work over the coming months to coordinate a district technology plan. A handout was distributed including the Norris 2007-2012 technology plan and the Superintendent's office plan. Dr. Jurgensen offered that it is his desire to adopt a plan that each of the elementary schools and the Regional with buy in by each of the schools' principals and School Committees under the notion that some services may be able to be shared among the schools with centralized administration and lower costs.

In the coming months, Dr. Jurgensen will meet with the principals and technology support personnel, seek input on best practices from the Department of Education and will prepare to present findings and progress at our October meeting.

B. State Mandated Health Forms

On a motion (Fitzpatrick/Carmichael) the Committee voted to authorize the Chair to sign the yearly forms required by the State that allow for the nurse and staff to administer medications as permitted. Passed unanimously 3-0-1

IV. Budget

A. 2009-2010

Don Abel

Julie Babyak

Lauren Carmichael

John Fitzpatrick

Kim Schott

The FY 2011 budget status handout was reviewed and Cynthia Landers discussed outstanding balances and a yearend line item transfer request handout. At the time of the review, it appears that approximately \$21,000 will be returned to the Town unspent and that our School of Choice account balance will be approximately \$100,000 at yearend with \$75,000 anticipated to be added in FY11. On a motion (Fitzpatrick/Carmichael) the proposed line item transfer request was approved unanimously 3-0-1.

B. 2010-2011

There was no FY11 budget discussion as the budget was approved at the last meeting and no additional revenue or cuts were passed from the State since.

V. Policy

A. IHBAA, Observation of Special Education Programs

After a second reading and on a motion (Abel/Fitzpatrick) IHBAA was approved unanimously as amended (Director of Pupil Services removed from paragraphs 5 and 7) 4-0-0

C. Idling (Buses and Cars)

After discussion, it was agreed that the Vehicle/Bus Idling Law passed by the State will not require a new policy because it is a law. Signs have been ordered and will be installed before the September opening in vehicle idling areas and a notice will be added to the Handbook and mentioned in Tiger Talk next year.

VI. Superintendent

- Dr. Jurgensen described a project that summer staff will work on to coordinate the how we use classroom data (MCAS etc.) across the District.
- Paperwork has been signed and submitted from Norris and the Regional office necessary to participate in the Federal Race to the Top program. Although the Teacher's association declined to participate in time for the initial submittal, Dr. Jurgensen notified the Committee that additional opportunities will be available and that with 2/3rds of the necessary forms submitted we are considered to be "in the queue" and can apply for funding as programs arise.
- An updated bullying policy will be ready for review at our July meeting

VII. Reports

A. Principal

- The textbook matrix handout was reviewed and will be updated as necessary
- A School of Choice update was given and the enrollment handout was reviewed
- Recognition night is June 21

B. PTO

Don Abel

Julie Babyak

Lauren Carmichael

John Fitzpatrick

Kim Schott

- Raised over \$1000 on the golf tournament
- The Apple Pie Festival was discussed at the last PTO meeting. The Festival will be held, but based on the discussion, it is anticipated that a number of changes will be implemented.

C. CES

- No update this period

D. School council

- No meeting this period (adjourned for the year in May)

E. Hampshire Regional School Committee

- Final budget was passed at the last meeting and will result in an increase for Southampton over the budget passed at Town Meeting

F. Administrative Advisory

- The first 15 minutes of the first Board of Selectmen meeting every month will be reserved for discussions with Department heads (although they are welcome to any BOS meeting).

VIII. Discussion of warrants

Warrants were signed as presented

IX. Adjourn

Calendars were reviewed and the meeting schedule for the next 4 months was agreed:

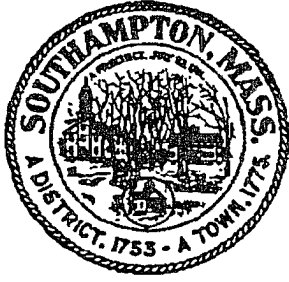
July 28, 6:00 PM (tentative)

August 25, 6:00 PM

September 22, 6:00 PM

October 27, 6:00 PM

On a motion (Carmichael/Abel) it was unanimously agreed at 8:20 PM to adjourn 4-0-0



TOWN OF SOUTHAMPTON

P.O. BOX 397

Southampton, Massachusetts 01073

BOARD OF SELECTMEN

COPY

May 10, 2010

MAY 14 2010

RE: FY 2011 Budget Decisions

Dear Department Heads, Employees, & School Committee Members:

I wanted to give you the background on some difficult decisions that the Select Board made regarding the FY 2011 budget that will be presented to the Town Meeting on May 18 for voting.

We were faced with the decision to fund either wage increases or expenses for the various departments. We made the decision to fund expenses as we were able, and to level fund wages relative to last year's amounts- this equates to a 0% wage increase. Funding both would likely have resulted in the need for layoffs, which is an action that we want to avoid. Based on economic indicators at the State level, it's possible that FY2012 revenues will improve, however it will take several years for the Town to recover and rebuild reserves.

Balancing this year's budget within these guidelines required the use of \$204,000 in Free Cash, leaving us with about \$15,000 as a reserve. Working together with the Finance Committee, we funded as much as we could of the expenses requested by the Departments.

We intend to ask the unions to re-open their Agreements, with the intent of arriving at wage or other concessions that are in line with the fiscal realities that we face. Formal requests to the union representatives will be forthcoming.

In the months ahead, the Select Board will be working very closely with the Finance Committee and the Departments to look for the best ways to get the necessary work done and maintain realistic expense and staff budgets. As always, we invite and need your participation in this process - ideas are welcome. We will have regular meetings with Department Heads to brainstorm and consider how we will get through this difficult time. We will get through this and emerge as a stronger town.

Regards,

Jess Dods
Chair Select Board

cc: BOS, Finance Committee



TOWN OF SOUTHAMPTON

P.O. BOX 397

Southampton, Massachusetts 01073

BOARD OF SELECTMEN

June 29, 2010

RE: Union Contract with William E. Norris Teachers & Paraprofessionals

Dear Superintendent Jurgensen and Chairwoman Schott:

We are writing to follow up our discussion about the funding of wage increases in FY11 as included in the FY10-FY12 union contract currently in place. We understand that upon our request, you approached the Union to ask if they would be willing to forgo increases in FY11 so that potential workforce reductions and other cutbacks could be avoided and their response was that they would not consider this request.

While we appreciate this attempt and understand your inability to forgo the contract, we want to emphasize our concern about funding for Norris in FY11 in light of the possibility of additional decreases in local aid and Chapter 70 from the State. If State revenues continue to decline in FY11, we will be forced to pass along those reductions in full to the elementary school budget. Further, we stress that we not in a position to restore any funding during the year. Although we are uncertain of what type of reductions you may be contemplating, we ask that you consider the possibility that even less money may become available.

Although the lack of willingness of the teachers and paraprofessionals at Norris to work with your administration and the Town on this issue is disheartening, we applaud your efforts. The Board of Selectmen will continue to work with the other unions in hopes of a more realistic outcome given the economic situation.

Respectfully,
SOUTHAMPTON SELECT BOARD

Jess Dods, Chair

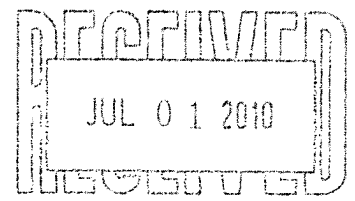
Ann Roy

David McDougall

Douglas Blanchard, Vice-Chair

Michael Phelan

cc: Finance Committee



SOUTHAMPTON PUBLIC SCHOOLS - W E NORRIS ELEMENTARY
EXPENSE REPORT
FOR THE PERIOD JULY 1, 2010 TO AUGUST 24, 2010

	BUDGET	YTD EXPENDITURES	PERCENT EXPENDED	ENCUMBERED EXPENDITURES	TOTAL EXPENDITURES	UNENCUMBERED	PERCENT EXPENDED & ENCUMBERED
GENERAL FUND BUDGET							
#1 CONTRACTS - NON MAINTENANCE							
TECH SUPPORT - TECHNICIAN	0	0	0.0%	0	0	0	0.0%
PROFESSIONAL DEVELOPMENT	11,620	6,270	54.0%	170	6,440	5,180	55.4%
SPED CONTRACT SERVICES	5,000	53	1.1%	100	153	4,847	3.1%
ADMIN SOFTWARE MAINTENANCE	6,757	6,757	100.0%	0	6,757	0	100.0%
OTHER	12,375	5,140	41.5%	500	5,640	6,735	45.6%
TOTAL CONTRACTS	35,752	18,220	51.0%	770	18,990	16,762	53.1%
#2 MATERIALS							
COPIER LEASE	0	0	0.0%	0	0	0	0.0%
OFFICE SUPPLY	11,206	627	5.6%	10,505	11,132	74	99.3%
CLASS SUPPLIES	19,800	2,651	13.4%	6,138	8,789	11,011	44.4%
CLASS SUPPLIES - TECHNOLOGY	2,000	688	34.4%	0	688	1,312	34.4%
NEW EQUIPMENT - TECHNOLOGY	0	0	0.0%	0	0	0	0.0%
TEXTBOOKS	18,000	11,719	65.1%	0	11,719	6,281	65.1%
CLASS EQUIP - MISC	500	39	7.8%	0	39	461	7.8%
CLASS SUPPLIES - GENERAL	7,271	101	1.4%	1,464	1,565	5,706	21.5%
BUSINESS MGR FINANCIAL SOFTWARE	6,497	6,497	100.0%	0	6,497	0	100.0%
CURRICULUM SUPPLIES	7,756	0	0.0%	394	394	7,362	5.1%
OTHER	1,600	-1	-0.1%	-1	-2	1,602	-0.1%
TOTAL MATERIAL	74,630	22,321		18,500	40,821	33,809	
#3 MAINTENANCE CONTRACTS							
RUBBISH REMOVAL	3,750	243	6.5%	5,457	5,700	-1,950	152.0%
BOILER MAINTENANCE/TEMP CONTROL	10,500	0	0.0%	10,500	10,500	0	100.0%
PLUMBING/ELECTRIC	9,500	0	0.0%	1,741	1,741	7,759	18.3%
FIRE EXT	613	60	9.8%	290	350	263	57.1%
ALARM SYSTEM	4,200	54	1.3%	162	216	3,984	5.1%
SEPTIC	5,100	0	0.0%	5,100	5,100	0	100.0%
CONTRACTS - CUSTODIAL	6,187	525	8.5%	1,267	1,792	4,395	29.0%
MAINTENANCE OF EQUIP CONTRACTS	7,000	603	8.6%	400	1,003	5,997	14.3%
MAINTENANCE OF EQUIP SUPPLIES	7,500	0	0.0%	112	112	7,388	1.5%
IMPROVEMENTS	0	0	0.0%	0	0	0	0.0%
TOTAL MAINTENANCE CONTRACTS	54,350	1,485		25,029	26,514	27,836	

SOUTHAMPTON PUBLIC SCHOOLS - W E NORRIS ELEMENTARY
EXPENSE REPORT
FOR THE PERIOD JULY 1, 2010 TO AUGUST 24, 2010

	BUDGET	YTD EXPENDITURES	PERCENT EXPENDED	ENCUMBERED EXPENDITURES	TOTAL EXPENDITURES	UNENCUMBERED	PERCENT EXPENDED & ENCUMBERED
GENERAL FUND BUDGET							
PROFESSIONAL SALARIES	2,784,619	52,147	1.9%	2,720,676	2,772,823	11,796	99.6%
OTHER SALARIES/SUBSTITUTES	534,121	20,627	3.9%	455,955	476,582	57,539	89.2%
CONTRACT SERVICES							
TRANSPORTATION - REGULAR	170,476	-	0.0%	168,967	168,967	1,509	99.1%
TRANSPORTATION - SPED	-	-	0.0%	-	-	-	0.0%
OTHER (PG 2 #1)	35,752	18,220	51.0%	770	18,990	16,762	53.1%
MATERIALS (PG 2 #2)	74,630	22,321	29.9%	18,500	40,821	33,809	54.7%
MAINTENANCE							
SALARIES (PG 2 #3)	140,319	14,389	10.3%	118,805	133,194	7,125	94.9%
CONTRACTS	54,350	1,485	2.7%	25,029	26,514	27,836	48.8%
MATERIALS	15,000	1,543	10.3%	1,652	3,195	11,805	21.3%
FUEL	75,000	217	0.3%	51,783	52,000	23,000	69.3%
UTILITIES	84,816	3,002	3.5%	60,423	63,425	21,391	74.8%
OUT OF DISTRICT TUITIONS	71,345	1,345	1.9%	69,800	71,145	200	99.7%
OTHER COSTS	7,222	86	1.2%	231	317	6,905	4.4%
TOTAL BUDGET	4,047,650	135,382		3,692,591	3,827,973	219,677	
GRANTS							
FEDERAL	97,479	2,049	2.1%	94,594	96,643	836	99.1%
STATE	31,761	-	0.0%	31,761	31,761	-	100.0%
OTHER	13,400	13,400	0.0%	-	13,400	-	0.0%
REVOLVING FUNDS							
PRE-SCHOOL	55,763	595	1.1%	55,168	55,763	-	100.0%
SCHOOL CHOICE	211,694	11,034	5.2%	198,866	209,900	1,794	99.2%
CAFETERIA - PAYROLL	98,417	-	0.0%	94,853	94,853	3,564	96.4%
OTHER	15,782	9,313	0.0%	6,469	15,782	-	0.0%
TOWN CAPITAL PLAN	17,054	-	0.0%	15,654	15,654	1,400	91.8%
VOCATIONAL TUITION							
VOCATIONAL TRANSPORTATION	605,500	-	0.0%	-	42,822	605,500	0.0%
	50,000	-	0.0%	-	42,822	7,178	85.6%

CDL
8/25/2010

COMMUNITY INVOLVEMENT IN DECISION-MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee.

Residents, who are specially qualified because of interest, training, experience, or personal characteristics, will be encouraged to assume an active role in school affairs. From time to time, these people may be invited by the Committee to act as advisors, either individually or in groups.

The Committee and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, particularly from those individuals and groups they have invited to advise them regarding specific problems, but will use their best judgment in arriving at decisions.

SOURCE: MASC

CROSS REF.: BDF, Advisory Committees to the School Committee

PUBLIC COMPLAINTS

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

SOURCE: MASC

LEGAL REFS.: 603 CMR 26:09 and 26.10

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit his complaint in writing. Anonymous complaints will be disregarded.

Whenever a complaint is made directly to the School Committee as a whole or to a Committee member as an individual, it will be referred to the school administration for study and possible solution.

The Superintendent will develop, for approval by the Committee, procedures that assure prompt and fair attention to complaints against school personnel. The procedures will require that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint, or the employee involved may request an executive session of the Committee for a formal hearing and decision. Statutory restrictions on executive sessions will be observed.

SOURCE: MASC

LEGAL REFS.: 603 CMR 26.09 and 26.10

CROSS REF.: BEC, Executive Sessions

PUBLIC COMPLAINTS ABOUT SCHOOL PERSONNEL

The following procedures are established to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation will be restricted in meaning to that criticism of particular school employees by a citizen of the School District which includes or implies a demand for action by school authorities. Other comments and suggestions will be referred informally to affected personnel.

1. If a complaint comes first to the person against whom it is directed, he/she will listen courteously and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee will refer him/her to the building Principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member will immediately inform his/her supervisor of the complaint.
2. If a complaint comes first to the Principal or other supervisor of the person criticized, he/she should listen courteously or acknowledge a letter promptly and politely, but should make no commitments, admissions of guilt, or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the person criticized and should inform that person immediately of the complaint.

If the complainant has already met with the person criticized and remains unsatisfied, the supervisor should invite the complainant to file his complaint in writing and offer to send him the appropriate form regarding a school employee's behavior, character or qualifications.
3. If a complaint comes first to any other school employee, that employee will refer the complainant to the person criticized or his immediate supervisor and immediately inform both.
4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.
5. When a written complaint form is received, the Principal or other supervisor will schedule a conference with himself, the complainant, the person criticized, and if advisable, the department chairman or other personnel that either the supervisor or the person criticized feels could contribute resolution of the problem.
6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

7. Should dissatisfaction remain after the above steps have been taken, the matter will be placed on the agenda for the next regularly scheduled Committee meeting. The decision of the Committee will be communicated in writing to all interested persons.

SOURCE: MASC

LEGAL REFS.: 603 CMR 26.09 and 26.10

NOTE: Regulations pertaining to public complaints about school personnel should have the official approval of the School Committee.

SCHOOL/COMMUNITY RELATIONS GOALS

The School Committee believes that the public schools belong to the people who created them by consent and support them by taxation, and the support of the people must be based on their understanding of and their participation in the aims and efforts of the schools. Therefore, the Committee declares its intent:

1. To keep local citizens regularly and thoroughly informed through all available channels of communication on the policies, programs, problems, and planning of the school system, and to carry out this policy through its own efforts, those of the Superintendent, and such information officers as may be appointed.
2. To solicit the studied counsel of the people through advisory committees selected from the community and appointed to consider problems that vitally affect the future of our children.

SOURCE: MASC

SCHOOL/COMMUNITY RELATIONS GOALS

The School Committee believes that the District is an integral part of the community and that community support is necessary for the District's operation and achievement of excellence. The School Committee and District staff members recognize that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the District is committed to sustaining:

Effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools.

Volunteer programs that provide mutually enriching experiences for our students, staff, and community volunteers.

Recognition programs that publicly honor the contributions of our students, employees, and community partners and express pride in our individual and collective accomplishments.

Community service efforts which enable the District's staff and students to express their commitment to the community.

SOURCE: MASC

Policy
Code ~~KL~~ KE

School-Community Relations

Communications and Complaints

It is the policy of the School Committee to be responsive to community members who share information, concerns, or complaints about the operation of the schools according to lines of communication listed in the enclosed procedures. It is School Committee policy to answer questions and resolve issues quickly and fairly with all involved parties, so as to alleviate concern, keep lines of communication open, and to minimize interference with the educational program.

Approved by Southampton School Committee: July 28, 1993

School-Community Relations

Communication and Complaints

The School Committee requests that individuals or community members communicate with the school on important matters by bringing information, issues or complaints forward within a reasonable time so that they can be handled or responded to in an efficient and timely manner.

The administration or employees will promptly acknowledge communication from members of the community, usually within five school days, and will ultimately communicate with these individuals as to responses, actions or resolutions taken, if any.

1. Whenever possible, the individual should communicate with the staff person believed to be most directly related to, or responsible for the situation in question.
2. If an understanding or resolution is not reached, the individual is encouraged to meet directly with the principal. The principal will notify the staff person about the situation or concern, and if necessary, will schedule a meeting with parties involved in order to render an informed decision to resolve the matter.
3. If the action taken by the principal does not result in a clear understanding or resolution of the issue, the individual is encouraged to contact the Superintendent of Schools for further investigation.
4. If action taken by the Superintendent does not resolve the situation, the individual may request to meet with the School Committee. If such a meeting is scheduled, it will be conducted under "Open Meeting Law" guidelines governing elected bodies in Massachusetts. The School Committee will take action or make a final decision as it sees appropriate, or will empower the administration to take final action as they see fit.

Nothing in these procedures is meant to circumvent the right of an interested party to obtain and use legal counsel to have his or her issue handled according to due process.

HAMPSHIRE AND CHESTERFIELD-GOSHEN
REGIONAL SCHOOL DISTRICTS
AND THE PUBLIC SCHOOL DISTRICTS OF
SOUTHAMPTON WESTHAMPTON WILLIAMSBURG

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Phone (413)527-7200 Special Education (413)527-7202 FAX (413)529-9497

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Health Education Coordinator
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To: Elementary Teachers and Staff

From: Craig Jurgensen

Re: District Professional Development – August 30 and August 31, 2010

Date: August 16, 2010

On Monday, August 30 and Tuesday, August 31 all elementary teachers and staff will participate in district professional development. The schedule and location of this professional development is as follows:

Monday, August 30 A.M.	Bullying Prevention as mandated by the new Anti-bullying legislation
<i>HRHS Auditorium</i>	8:30-9:45 Cyberbullying. Presenter: Cynthia Boyle from the D.A.'s office 10:00-11:15 Overview of bullying and bullying prevention/intervention. Presenter: Amy Scully, HRHS Guidance Counselor
	<i>Lunch on your own</i>
Monday, August 30 P.M.	Standards Based Instruction and Assessment – Grade Level articulation of standards and initial consideration of National Common Core Standards (Please read the included DESE press release)
<i>Tentative Locations:</i> <i>NHRS – Pre K - 2</i> <i>WES - Grades 3 – 6, Specialists</i>	1:00-3:00
<i>HRHS Library Conference Rm.</i>	1:00-3:00 Bullying Victim Identification and Intervention. Presenter: Nina Zinan (Nurses, Counselors, Psychologists)
Tuesday, August 31 A.M.	8:30-9:45 Student Anxiety in the Classroom. Presenter: Dr. Jim Levine
<i>HRHS</i>	10:00-11:15 Communicating with Parents: Sharpening Skills. Presenter: Johanna Hammer
	<i>Lunch on your own</i>
Tuesday, August 31 P.M.	Building Based Professional Development
<i>School</i>	1:00-3:00 Suggested topics include: RTI, Curriculum Initiatives, Data Analysis, MCAS

*Paraprofessionals are to attend AM sessions; principals to assign building duties during PM sessions.

PRINCIPAL'S REPORT TO SOUTHAMPTON SCHOOL COMMITTEE

Richard Dragon Library

August 25, 2010

1) Enrollment

SOC
FY11

Grade	Residents August	SOC 2008 2009	SOC 2009 2010	SOC 2009 2010	Average Class Size Current	Out of District Placement	Total Aug 2009	Total Sep 2009	Total Oct 2009	Total Nov 2009	Total Dec 2009	Total Jan 2010	Total Feb Mar 2010	Total Apr 2010	Total May 2010	Total June 2010	Total Aug 2010
PreK M,W,F AM	10					0	14	14	13	13	13	13	13	13	13	13	10
PreK T,Th AM	12					0	13	13	13	13	13	13	14	14	14	14	12
PreK M,W,Th PM	12					0	12	12	12	13	13	13	13	14	14	14	12
PreK All AM	4					0	1	2	2	2	2	2	2	2	2	2	4
Kinder-garten	47	6	8	13	15.00	0	70	71	71	71	71	71	71	71	71	71	60
Grade 1	63	10	8	10	18.25	0	67	66	66	66	66	66	66	66	66	66	73
Grade 2	62	13	10	11	18.25	0	77	75	75	75	75	78	78	78	77	77	73
Grade 3	65	6	12	10	18.50	0	73	74	74	74	74	74	74	74	74	74	75
Grade 4	65	0	6	11	19.00	0	75	75	75	75	75	76	76	76	76	76	76
Grade 5	70	3	0	6	19.00	2	81	82	82	82	83	84	83	84	84	84	76
Grade 6	86	7	4	0	21.50	0	77	78	78	78	79	78	78	78	78	78	86
Total	496	45	48	61	18.50	2	560 +2	562 +2	561 +2	562 +2	564 +2	568 +2	568 +1	570 +1	569 +1	569 +1	557

2) Student updates

- a. Diabetic Students - staff training
- b. 5th grade Student - day placement at the Cutchins School = \$49,500
 - i. OOD tuition line
 - ii. 760 grant under supplemental services
- c. English Language Learners (ELL) - 3 new Russian-speaking students
 - i. 12 Total ELL students with 3 additional monitors

3) Staffing updates

- a. Tracy Dale, School Nurse (full-time) - to replace retirement of Barbara Midura
- b. Jillian Plourd - Preschool/Grade One, to replace Pauline Webster, who is covering Cheryl Salomão's TIR leave
- c. TBD, School Nurse (part-time), to replace Carla McAvoy
- d. Michael Janik, paraprofessional, RIF (\$17,298) hired in Williamsburg
- e. John McCarthy, paraprofessional, - not replaced
- f. Missy Rogers, paraprofessional - reduced hours (filled internally)

4) Curriculum - social studies materials

5) Wellness - High Fructose Corn Syrup

6) Technology

- a. Epson Projectors - grade 3 & grade 4
- b. 3 Activotes & 1 Activexpression
- c. Norris on Facebook
- d. Teacher Websites by October 15th

7) Handbook update

8) Next TigerTalk - Week of September 6th

Respectfully Submitted
August 25, 2010

William E. Collins
Norris School Principal

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July 27, 2010

The Case for \$320,000 Kindergarten Teachers

By DAVID LEONHARDT

How much do your kindergarten teacher and classmates affect the rest of your life?

Economists have generally thought that the answer was not much. Great teachers and early childhood programs can have a big short-term effect. But the impact tends to fade. By junior high and high school, children who had excellent early schooling do little better on tests than similar children who did not — which raises the demoralizing question of how much of a difference schools and teachers can make.

There has always been one major caveat, however, to the research on the fade-out effect. It was based mainly on test scores, not on a broader set of measures, like a child's health or eventual earnings. As Raj Chetty, a Harvard economist, says: "We don't really care about test scores. We care about adult outcomes."

Early this year, Mr. Chetty and five other researchers set out to fill this void. They examined the life paths of almost 12,000 children who had been part of a well-known education experiment in Tennessee in the 1980s. The children are now about 30, well started on their adult lives.

On Tuesday, Mr. Chetty presented the findings — not yet peer-reviewed — at an academic conference in Cambridge, Mass. They're fairly explosive.

Just as in other studies, the Tennessee experiment found that some teachers were able to help students learn vastly more than other teachers. And just as in other studies, the effect largely disappeared by junior high, based on test scores. Yet when Mr. Chetty and his colleagues took another look at the students in adulthood, they discovered that the legacy of kindergarten had re-emerged.

Students who had learned much more in kindergarten were more likely to go to college than

students with otherwise similar backgrounds. Students who learned more were also less likely to become single parents. As adults, they were more likely to be saving for retirement. Perhaps most striking, they were earning more.

All else equal, they were making about an extra \$100 a year at age 27 for every percentile they had moved up the test-score distribution over the course of kindergarten. A student who went from average to the 60th percentile — a typical jump for a 5-year-old with a good teacher — could expect to make about \$1,000 more a year at age 27 than a student who remained at the average. Over time, the effect seems to grow, too.

The economists don't pretend to know the exact causes. But it's not hard to come up with plausible guesses. Good early education can impart skills that last a lifetime — patience, discipline, manners, perseverance. The tests that 5-year-olds take may pick up these skills, even if later multiple-choice tests do not.

Now happens to be a particularly good time for a study like this. With the economy still terribly weak, many people are understandably unsure about the value of education. They see that even college graduates have lost their jobs in the recession.

Barely a week seems to go by without a newspaper or television station running a report suggesting that education is overrated. These stories quote liberal groups, like the Economic Policy Institute, that argue that an education can't protect workers in today's global economy. Or they quote conservatives, like Charles Murray and Ramesh Ponnuru, who suggest that people who haven't graduated from college aren't smart enough to do so.

But the anti-education case usually relies on a combination of anecdotes and selective facts. In truth, the gap between the pay of college graduates and everyone else grew to a record last year, according to the Labor Department, and unemployment has risen far more for the less educated.

This is not simply because smart people — people who would do well no matter what — tend to graduate from college. Education itself can make a difference. A long line of economic research, by Julie Berry Cullen, James Heckman, Philip Oreopoulos and many others, has found as much. The study by Mr. Chetty and his colleagues is the latest piece of evidence.

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The crucial problem the study had to solve was the old causation-correlation problem. Are children who do well on kindergarten tests destined to do better in life, based on who they

are? Or are their teacher and classmates changing them?

The Tennessee experiment, known as Project Star, offered a chance to answer these questions because it randomly assigned students to a kindergarten class. As a result, the classes had fairly similar socioeconomic mixes of students and could be expected to perform similarly on the tests given at the end of kindergarten.

Yet they didn't. Some classes did far better than others. The differences were too big to be explained by randomness. (Similarly, when the researchers looked at entering and exiting test scores in first, second and third grades, they found that some classes made much more progress than others.)

Class size — which was the impetus of Project Star — evidently played some role. Classes with 13 to 17 students did better than classes with 22 to 25. Peers also seem to matter. In classes with a somewhat higher average socioeconomic status, all the students tended to do a little better.

But neither of these factors came close to explaining the variation in class performance. So another cause seemed to be the explanation: teachers.

Some are highly effective. Some are not. And the differences can affect students for years to come.

When I asked Douglas Staiger, a Dartmouth economist who studies education, what he thought of the new paper, he called it fascinating and potentially important. "The worry has been that education didn't translate into earnings," Mr. Staiger said. "But this is telling us that it does and that the fade-out effect is misleading in some sense."

Mr. Chetty and his colleagues — one of whom, Emmanuel Saez, recently won the prize for the top research economist under the age of 40 — estimate that a standout kindergarten teacher is worth about \$320,000 a year. That's the present value of the additional money that a full class of students can expect to earn over their careers. This estimate doesn't take into account social gains, like better health and less crime.

Obviously, great kindergarten teachers are not going to start making \$320,000 anytime soon. Still, school administrators can do more than they're doing.

They can pay their best teachers more, as Pittsburgh soon will, and give them the support they deserve. Administrators can fire more of their worst teachers, as Michelle Rhee, the

Washington schools chancellor, did last week. Schools can also make sure standardized tests are measuring real student skills and teacher quality, as teachers' unions have urged.

Given today's budget pressures, finding the money for any new programs will be difficult. But that's all the more reason to focus our scarce resources on investments whose benefits won't simply fade away.

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