

## Hull Public Schools Frequently Asked Questions

- 1. How much is our school budget and what percent of the total town budget does it represent? How does this compare to neighboring communities?** The FY15 school budget was approved at town meeting for \$14,016,485. This represents about 39% of our total town budget, which is \$35,522,806. The total town budget includes the costs of health insurance, pension, and debt service. If these costs are removed, then the Town Manager’s FY 15 “Operational Budget” is about \$23,754,831 and the school’s budget is about 59% of that grouping of expenditures.

Budgeting procedures vary from town to town. One way to compare actual spending is to use a report from the State Department of Revenue’s Division (DOR) of Local Services for actual General Fund Expenditures by cities and towns. There are twelve different categories of expenditures with separate categories for the annual expenditures of a city or town including operating debt service and health insurance costs, some of which are attributable to the school department, but are kept separate for accounting reasons. Those costs can vary greatly from one municipality to the next for many reasons, but the allocations are reported the same way across the state. The DOR’s education related expenditures are in the chart below.

Schools’ Percentage of Total Town Expenditures – FY14			
Town	Town Actual	School Actual	Schools % of Total Expenditure
Marshfield	80,698,385	42,580,025	52.8%
Scituate	60,815,365	32,409,817	53.3%
Norwell	45,664,811	23,302,196	51.0%
Cohasset	\$37,486,512	16,449,298	43.9%
Hull	35,313,596	13,775,940	39.0%
State Totals	14,065,445,946	6,593,228,041	46.9%

(Source: DOR, Division of Local Services, Report on Actual Expenditures)

For additional information, a complete comparison of cities and towns expenditures in each of the twelve categories of spending can be found on the DOR website, <http://www.mass.gov/dor/local-officials/municipal-data-and-financial-management/data-bank-reports/municipal-actual-revenues-and-expenditures.html>. This website has information on, total expenditures per category, per capita expenditures per category, and each category’s % of spending by city or town.

- 2. What are the sources of money for the town budget?** There are three basic sources of revenue for any town budget. The majority comes from property taxes. The other primary source is state aid. The third source is local receipts, which include beach stickers, excise taxes, parking tickets, fees, etc.
- 3. How is the school budget allocated?** The school department is a service oriented labor intensive organization. Approximately 76% of the budget pays for direct salaries to staff. Much of the remaining 24% of the expense budget pays for contracted labor for services such as out of district special education placements and vocational education placements, school bus transportation, services for most maintenance activities, etc.
- 4. What does a level-service or maintenance budget mean?** Level-service or maintenance budget means budgeting the dollars necessary to keep the same level of service and programs from the previous year, taking into account inflation, contractual obligations, enrollment, etc. A level-funded budget means the same dollar amount as the

previous year – no provisions are made for inflation and cost increases – so services and programs may need to be reduced.

5. **How do we ensure level-service funding for the schools every year?** The simplest answer is to find ways to increase revenue to the town and to control the costs that cause the greatest increases, such as health insurance costs. The town is a member of the Mayflower Municipal Health Group, which jointly purchases health insurance with similar communities in the region to obtain competitive pricing. The school department participates in joint purchase groups for the purchase of natural gas, classroom, office, and custodial supplies. Prices for other goods and services are also procured via state contract and/or competitively bid. Every town and school budget is subject to the ups and downs of the economy. It is difficult to provide consistent, quality education when more and more dollars have to be spent to cover higher costs. This is a question to debate as a community, as well as with local and state elected officials.
6. **How much state aid do we receive for schools and how has this changed in the last 10 years?** Currently, our Chapter 70 aid is slightly more than the amount we received ten years ago.

	<b>Chapter 70 Aid</b>	<b>% Change from prior yr</b>
FY04	3,613,343	-20
FY05	3,613,343	0
FY06	3,687,093	2
FY07	3,756,143	1.9
FY08	3,823,493	1.8
FY09	3,482,560	-8.9
FY10	3,814,006	9.5
FY11	3,591,192	-5.8
FY12	3,610,471	0.5
FY13	3,654,871	1.2
FY14	3,681,846	0.7

7. **What have the school budgets been the last ten years?**

<b>SCHOOL DEPARTMENT BUDGET FY06 THROUGH FY15</b>		
<b>FISCAL YEAR</b>	<b>SCHOOL DEPARTMENT BUDGET</b>	<b>% CHANGE FROM PRIOR YEAR</b>
FY06	\$12,647,251	
FY07	\$13,105,919	3.6%
FY08	\$13,105,919	0.0%
FY09	\$12,770,000	-2.6%
FY10	\$11,876,872	-7.0%
FY11	\$12,500,000	5.2%
FY12	\$12,800,000	2.4%
FY13	\$13,049,658	2.0%
FY14	\$13,571,644	4.0%
FY15	\$14,016,485	3.3%

8. **What is the Massachusetts Proposition 2½ law and what does it mean?** Proposition 2½ refers to limitations on the amount of property tax a Massachusetts town can levy. The property tax ceiling cannot exceed 2½ % of the value of all taxable property in the

town; and the property tax levy limit cannot increase from year to year by more than 2½ %, except to allow for new growth.

9. **Is there a documented correlation between lower funding for education and school performance? At what levels?** This question has been studied often. In the 60's, the "Coleman Report" concluded that factors other than the quality of the school (funding) were more important to academic achievement (such as characteristics of the student and his/her family). In the 80's, economist Eric Hanushek used a statistical approach to determine "no systemic" relationship between funding and performance (Hanushek, 1989). More recently, University of Chicago researchers concluded that moderate increases in spending may be associated with significant increases in achievement." (Greenwald, Hedges, & Laine, 1996).
10. **What is the difference between an operating budget and a capital budget?** The operating budget reflects the day-to-day services and costs required to operate the schools. A capital budget generally covers anything that has a lifespan of greater than five years such as buildings and renovations, major repairs, technology investments, etc.
11. **Who is involved in building the school operating budget? How does it begin and what is the approval process?** Hull uses a combination of "zero based" budgeting and program budgeting. The school budget process begins in the fall of the previous year when principals, the Director of Student Services, and other school administrators prepare their respective budgets for the Superintendent. The administrative team reviews the preliminary budgets. The Superintendent communicates with the Town Manager about anticipated revenues for the town. The administration presents the budget to the School Committee. The School Committee votes a preliminary budget, which is presented to the Advisory Committee. The School Committee holds a public hearing on the proposed budget and then votes the final budget that goes to the voters for approval at Town Meeting in May. At any time in this process, the state aid projections can change.
12. **What does "Administrative Costs" mean?** The Hull Public Schools are administratively organized similar to other public schools of comparable size. Our Central Office structure includes: Superintendent, Assistant Superintendent of Curriculum, Instruction & Professional Development, Business Manager (half-time), Facilities Manager ( half-time), 1 secretary and 3 staff responsible for payroll, accounting, clerical services, human resources, student registrars, Department of Elementary and Secondary Education (DESE) and federal reporting requirements, teacher licensure, grants management, accounts payable and receivable, Massachusetts Teachers Retirement Board (MTRB) requirements, and bidding, legal expenses and settlements are also included in Hull's reporting of Administrative costs.

At Hull High School there is one principal, one assistant principal, one secretary in the main office, and one secretary in the guidance office. At Memorial Middle School there is one principal, one assistant principal, and one secretary. At Jacobs Elementary School there is one principal, one assistant principal and 1.5 secretaries. As mandated by federal and state regulations, there is one Director of Student Services who oversees special education and other student support services. A secretary is shared between the special education and curriculum offices. There are 2.6 employees who support and maintain all of the technology and the student and educator information management systems.

When comparing school districts, it generally is best to look at actual positions rather than some of the detailed analytical data produced by the DESE, which may be misleading since data are not reported consistently across school districts. For example, some districts include legal settlements in administrative costs; others do not. Also, administrative costs for legal expenses may vary significantly from year to year based on

specific issues related to collective bargaining and special education. This may have a tendency to distort the data on expended funds for administration.

13. **How does the Department of Elementary and Secondary Education compute the average “Per Pupil Cost” for school districts in Massachusetts?** Costs included in the per pupil expenditure vary widely from town to town. The calculation comes from the End of the Year Reports schools must submit to DESE each year. Some districts include retired teachers’ health insurance; others do not. Some examples of the costs charged to Hull’s per pupil expenditure are: employee benefits including health insurance for current staff and retired teachers; administrative costs of a portion of the time Town staff support school operations such as the Town Accountant, Treasurer, Collector; and tuition for students/residents of Hull who attend charter and vocational schools.
14. **What is the per pupil spending of Hull compared to the state? Why is our spending above the state average?** In FY14, Hull’s per pupil expenditure was \$16,639, which is above the state average of \$14,547 per pupil. As a small district, we do not have as many students to absorb the required costs, but we have to comply with the same state and federal mandates as all other districts.
15. **What is the spending requirement from the state on education? How do we compare to the state average for meeting or exceeding the spending requirement?** The State requires each school system to spend a minimum dollar amount each year on education, which is called the Net School Spending (NSS) requirement. NSS is determined by adding the state’s required local contribution for public education + the Chapter 70 aid received by the State. In FY14, Hull expended 18.1% above the NSS and the state average is 15.9% above the NSS.

Projections for FY15 show the state average for NSS is 19% above the requirement. Since Education Reform in 1993, most school systems have historically opted to budget and spend well above the minimum requirement by the state. Some of the poorest communities in Massachusetts struggle to meet the NSS requirement each year, but failure to meet the NSS can result in a reduction of Chapter 70 and possibly other sanctions.

Net School Spending Compared to State Requirement FY14		
	Net School Spending	% Over/Under State Requirement
Marshfield	\$45,548,324	4.5%
Scituate	\$35,729,040	22.9%
Norwell	\$26,895,154	29.6%
Cohasset	\$18,446,228	35.4%
Hull	\$16,057,270	18.1%
Avon	\$8,217,078	42.0%

16. **How may an individual make his/her opinions known?** The school budget procedure is an open process. One may voice opinions and provide input at any point through communication with School Committee members, at School Council meetings, at School Committee meetings, and at the Public Hearing. One may also provide input through

written surveys conducted periodically by the School Councils. Finally, thoughts and values may be shared by participating in Town Meeting and voting on the budget every May.

17. **Where may I obtain information on the school budget?** The main page of the school website, [http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_schools/index](http://www.town.hull.ma.us/Public_Documents/HullMA_schools/index) includes information for the current budget year and the School Committee page, [http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_SchoolComm/homepage](http://www.town.hull.ma.us/Public_Documents/HullMA_SchoolComm/homepage) includes information for the proposed budget as it becomes available. The town also publishes a comprehensive Annual Report each year.

18. **Where can I find information on the district's goals?** Annual district goals and indicators can be found on the School Committee's website.

[http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_SchoolComm/homepage](http://www.town.hull.ma.us/Public_Documents/HullMA_SchoolComm/homepage)

The annual school improvement plan for each school is located on the individual school building's page, as follows:

**Hull High School -**

[http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_HighSchClass/homepage](http://www.town.hull.ma.us/Public_Documents/HullMA_HighSchClass/homepage)

**Memorial Middle School -**

[http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_memClass/homepage](http://www.town.hull.ma.us/Public_Documents/HullMA_memClass/homepage)

**Jacobs Elementary School –**

[http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_JacobsClass/homepage](http://www.town.hull.ma.us/Public_Documents/HullMA_JacobsClass/homepage)

19. **How much does student transportation cost?** In FY14, the school expended the following: Regular Education Transportation: \$572,418, Special Education \$307,984 and Vocational Transportation \$24,019 for a total transportation expenditure of \$904,421.

20. **How much money are we reimbursed by the State for transportation?** Hull does not receive any reimbursement for regular or special education transportation. The state has funded reimbursements for out of district vocational transportation and homeless transportation at varying percentages of reimbursement. In FY14, Hull received partial reimbursements of \$16,017 for vocational transportation and \$19,884 for homeless transportation, which were paid directly to the town's General Fund.

21. **If the schools only provided free transportation to students in grades K–6 who live more than 2 miles from school, (which is a state mandate), how much money would HPS save?** Approximately 65% of our K-6 students live beyond two miles from the schools. Most likely, we could reduce the number of buses to 7, which would result in a \$130,000 savings for the school department. We have estimated that N Street is 2 miles from the Jacobs Elementary School. The district has not pursued this savings due to serious safety concerns if these students were required to walk to the Jacobs Elementary School.

22. **What is an FTE? Does this factor in insurance?** An FTE in the school budget stands for one Full Time Equivalence and does not factor into insurance benefits until employees are eligible for benefits.

23. **What is the average cost of a new teacher? How much does insurance add to that?** Currently, the average cost of hiring a teacher in Hull is approximately \$54,096. Depending on individuals' previous experience and educational background. The salary range of a new teacher could be as low as \$47,183 for a Bachelors step 1 or as high as \$99,231 for a Doctorate step 12. All town and school employees are eligible for the same insurance benefits. Network HMO Blue, which the majority of school personnel are

enrolled in, costs the town approximately \$5,713 for a single plan and \$15,237 for a family plan. Insurance for all town and school employees is carried in the town budget.

24. **How do our insurance costs compare to other towns?** Hull previously had a 90/10 insurance plan with the town paying 90% of the premium, and on July 1, 2010, Hull moved to a 75/25 cost share plan. Hingham and Marshfield have a 50/50 plan with the town paying 50% of insurance costs. In Cohasset and Scituate, the town pays between 53% and 89% depending on the plan. In an effort to contain insurance increases, the town is part of the Mayflower Municipal Health Group, a joint purchase network made up of 37 towns and municipal districts.
25. **What have the Hull Public Schools done to reduce costs?** The Hull Public Schools have done the following to reduce costs:
- a. House seven South Shore Educational Collaborative classrooms in the Hull Public Schools, bringing in revenue of \$34,200 which offsets the building, maintenance and operational costs and avoids approximately \$22,000 in transportation costs
  - b. Charge student fees for participation in all sports, since FY10
  - c. Charge student fees for participation in drama, since FY10
  - d. Upgraded to more efficient lighting systems in the middle school and high school gymnasiums saving approximately \$5,000 annually
  - e. Installed demand control ventilation with occupancy sensors for the elementary gymnasium and cafeteria saving approximately \$6,500 annually
  - f. Installed a tankless hot water heating system at the middle school saving approximately \$3,000 in heating costs annually
  - g. Installed 11 LED light fixtures in the elementary gym and 14 LED exterior light fixtures, saving approximately \$2,000 annually. As other fixtures burn out, we will continue to explore the more efficient fixtures that are available.
  - h. Became a member of joint purchase group with 60 other school systems for paper, classroom, office, technology and art supplies enabling those line items to maintain level service with flat budget amounts from the prior year.

26. **What is being done to help control increasing maintenance and energy costs in the schools?** The school department has made great strides in the area of energy efficiency. The school department is a member of the South Shore Educational Collaborative and we purchase our natural gas in the open market. As a member of the collaborative, our purchasing power has increased resulting in a cost savings for the school department. New mechanical equipment has been installed in all three schools resulting in better energy efficiency. Mechanical equipment has been programmed to shut down at night, on weekends, and vacations resulting in decreased gas and electrical use. As part of the school building construction, motion sensors have been installed in all classrooms throughout the district to shut lights off when rooms are vacant.

The school department has hired an HVAC Technician/Energy Manager to work one day a week, at 30-35% less than the quoted contracted rates. In addition, he has made modifications to supplement the energy management system that have resulted in energy savings. Energy management is an ongoing effort to control and reduce energy costs through best practices and staff awareness.

The last two years we started reapplying a waterproofing sealant to exterior brick and block to sections of the high school and elementary school. We have also replaced sections of cracked window seams and caulking to help keep the water from getting into

our buildings. Exterior doors have been rehung at all buildings since construction and thresholds and weather stripping have been replaced where needed.

The energy management system controls were upgraded at the high school to be on par with the controls at the other two schools. The software for the controls at all three schools was upgraded in the summer of 2014.

We recently had the high school and middle school buildings commissioned for operational efficiency, the effectiveness of the building envelope, and a preventative maintenance plan for extending the useful life of the buildings and operating equipment. These buildings were not commissioned after construction/renovations were completed as part of the building project. However, bond counsel approved the use of the balance of the building project funds to pay for nearly all of this work. This gives the district professional recommendations on what should be done to extend the useful life of equipment and buildings.

27. **Is special education mandated?** Yes, these are mandated and important services. Nationally, more and more children are diagnosed with special needs every year and children with severe handicaps are living longer. Regardless of budget constraints, we are required by the Commonwealth of Massachusetts and Individual with Disabilities Education Act (IDEA) to educate all students in the least restrictive environment possible, from the ages of 3 to 22.
28. **How much do we spend on special education?** In FY14 we expended \$3,251,704 from the General Fund and \$395,108 in grants for total special education expenses of \$3,646,812. Special education expenses vary based on the number of students receiving services and the unique situations that arise during the year based on individual student needs related to their disabilities. State law mandates that districts provide a continuum of services to students so they can access the curriculum and make effective progress. The district is committed to educating students within the Hull Public Schools, maintaining quality in house programs and a continuum of services to support students, and to transition students from out of district placements back to their local community school as appropriate.
29. **What do we spend on special education out-of-district placements; how many students does this involve; what is the transportation cost?** In FY14 we expended approximately \$1,031,380 for out-of-district placements and expended 307,984 to transport these students (22 children). A continuum of resources and strategies are implemented in the least restrictive setting before the special education team considers an out-of-district placement. We strive to educate all students in the district whenever possible, but often, the specific needs of a child will necessitate an out-of-district placement. When feasible, we try to transition as many out-of-district placements back into the district. The Satellite Program, Team Based Learning and TIDES program are crucial to educating students in the district.
30. **How much did the school buildings cost?** The total project cost of rebuilding the three schools was \$58,709,192. The Massachusetts School Building Authority (MSBA) reimbursement to the town was \$36,866,413. The cost to the Town of Hull was \$21,842,779.
31. **In recent years, teacher salaries increased while some other departments in town did not receive a wage increase. Why did this occur?** The teachers, like the majority of other employees in town are part of a bargaining group. The Hull Teachers' Association and School Committee reached an agreement where for the school years 2011-12 through 2013-14, they would increase their work day by approximately 2.5% each year – which amounted to an additional 10 minutes to the school day each year.

They were compensated with an equal salary adjustment of 2.5%. This resulted in an additional 90 hours of instruction that is still in effect today.

**32. Is this additional thirty minutes of daily instructional time expected to be in future contracts? How is this additional time expected to help student performance?** The administration expects this additional daily instructional time will remain in future collectively bargained contracts. Research and practice indicate that adding time to the school day can have a positive impact on student achievement as well as a child’s entire educational experience. Expanding the school day benefits both students and teachers, enabling a more engaging academic experience and better preparing students for success in college and careers. This additional instructional time is essential to meeting new curriculum mandates by the Massachusetts Department of Elementary and Secondary Education and to prepare students for career and college readiness.

The impact of the additional instructional time as well as curriculum updates, instructional adjustments, teacher collaboration, professional development, on-going review of student data, and differentiation of instruction are monitored by educators, coaches and school leaders working together to analyze and reflect on student outcomes. This work is critical to sustaining a reflective education workforce focused on student success. Judgments about student success are based on multiple, high quality measures, including District Determined Measures, statewide assessments, advanced placement exams, SAT scores, drop-out rate, percentage of students attending college, and the high school 4-year completion rate. The district is committed to providing opportunities for focused, informed conversations about student learning based on data to help educators and school leaders make informed changes that will promote student growth.

**33. Is it true that a school administrator received a 31% raise to their salary over the last year or two?** No school administrator has received a raise of 31% or anywhere near that percentage.

**34. What is the enrollment of Hull students in the charter school?** 12 years of enrollment:

Year	Charter School Enrollment	Private Schools Enrollment	Public School Enrollment	% of Students Enrolled Charter	% of Students Enrolled Private	% of Students Enrolled Hull Public Schools
2003-2004	173	135	1279	11%	9%	80%
2004-2005	118	111	1360	8%	7%	85%
2005-2006	108	143	1286	7%	10%	83%
2006-2007	98	143	1265	7%	10%	83%
2007-2008	85	141	1246	6%	10%	84%
2008-2009	62	137	1238	5%	10%	85%
2009-2010	44	130	1222	3%	10%	87%
2010-2011	38	122	1186	3%	10%	88%
2011-2012	28	120	1121	2%	10%	88%
2012-2013	25	122	1101	2%	10%	88%
2013-2014	22	128	1087	2%	11%	87%
2014-2015	23	116	1057	2%	10%	88%

35. **How are athletics funded in the school budget?** Since funding for athletics was eliminated in FY10, excluding a ½ time Athletic Director, the district has worked to balance the funding of the program when funding has been available.

Name	Budget	User Fees	Donations	Total
<b>Fund</b>	<b>1</b>	<b>231</b>	<b>579</b>	<b>Athletic Spending</b>
<b>FY10</b>	\$ 33,642.00	\$ 51,890.61	\$ 136,186.54	\$ 221,719.15
<b>FY11</b>	\$ 60,892.00	\$ 54,199.58	\$ 75,042.85	\$ 190,134.43
<b>FY12</b>	\$ 75,678.00	\$ 46,457.21	\$ 108,857.42	\$ 230,992.63
<b>FY13</b>	\$ 102,023.00	\$ 52,273.73	\$ 113,544.08	\$ 267,840.81
<b>FY14</b>	\$ 139,478.44	\$ 48,401.05	\$ 58,420.56	\$ 246,300.05

% Source of \$ Paid	Budget	User Fees	Donations	Total
<b>Fund</b>	<b>1</b>	<b>231</b>	<b>579</b>	<b>Athletic Spending</b>
<b>FY10</b>	15.2%	23.4%	61.4%	100.0%
<b>FY11</b>	32.0%	28.5%	39.5%	100.0%
<b>FY12</b>	32.8%	20.1%	47.1%	100.0%
<b>FY13</b>	38.1%	19.5%	42.4%	100.0%
<b>FY14</b>	56.6%	19.7%	23.7%	100.0%

36. **Why is the school department looking into creating a daycare program for school employees? What will be the cost of this program to the taxpayers?** The school administration explored the feasibility of providing a self-funding daycare program to school employees as a way to keep and attract potential staff with young families. Self-funding, means the program would be solely funded with the fees charged to participants of the program, with no cost to taxpayers. Inadequate interest in the program has prohibited the self-funding daycare from being established.

37. **What approach is being used in the Pathways to College & Career Readiness for 21<sup>st</sup> Century Learners three-year strategic plan (2013 – 2016) to measure progress?** The school leaders plan to provide an update to the School Committee on each goal using concrete and measurable evidence. The district has established indicators with targets to measure success. The indicators are as follows: high school 4-year completion rate, drop-out rate, SAT scores, advanced placement scores, percentage of students attending 2-year and 4-year colleges, and state wide assessments.

38. **What are the responsibilities of the Assistant Superintendent, Instruction & Professional Development?** The Director of Curriculum, Instruction & Professional Development is responsible for curriculum and instruction, grants, professional development, English Language Education, Civil Rights, Title I, and assisting the Superintendent. Curriculum and instruction includes developing and updating district curriculum, improving the quality of the instruction, and analysis of all district-wide testing K-12. Grants management consists of finding and writing the grants, developing

and managing the budgets, writing any necessary amendments and updates, completing all final reports, and preparing for all audits. Professional development involves long-term vision and planning, development, procurement, and managing funding for all professional development. Providing quality professional development for our teachers and staff leads to high-quality instruction, the most significant factor in student achievement. English Language Education is a state-mandated program, which necessitates identifying, testing, and providing appropriate services to all English Language Learners. In addition, translations of meetings, handbooks, and announcements must be provided if requested by parents in their native language. All general education teachers who teach English Language Learners must receive Sheltered English Instruction endorsement which is mandated by the state. Finally, the Director of Curriculum, Instruction & Professional Development assists the Superintendent with such responsibilities as budget, personnel, evaluations, negotiations, and parent communication.

**39. What are the responsibilities of the K – 8 Coach? In addition to the K – 8 coaching model, how do leaders regularly monitor and support curriculum and instruction?**

The K - 8 Coach position is shared by two part-time employees (.6 and .4) whose responsibilities include working with administration to implement the overall vision of curriculum and instruction while working closely with teachers. With teachers, the coaches analyze the data collected from formal and informal assessments and District Determined Measures; monitor student performance, review student work samples, school progress; assist teachers in differentiating instruction, and make instructional shifts; collaborate consistently with teachers during the school day; design and implement professional development trainings; and work with families and teachers to develop strong links between home and school.

Principals and assistant principals frequently visit all classrooms, which allows for the monitoring of instruction. Collaboration time allows principals, assistant principals and instructional coaches to meet consistently with teachers to supervise instruction and monitor the implementation of curriculum. With the implementation of the new Massachusetts Educator Evaluation Tool, principals, assistant principals and teachers are consistently engaged in meaningful conversations regarding curriculum and instruction. The district affords teachers high quality professional development during the school day and in relevant summer institutes, to improve curriculum and instruction with consistent access to high quality consultants. Teachers have the opportunity to be members of the professional development committee to guide the professional development offerings. The district has a dedicated and coordinated focus on professional development to strengthen curriculum and instruction. Professional development overviews can be found on the Assistant Superintendent webpage,

[http://www.town.hull.ma.us/Public\\_Documents/HullMA\\_assistsuper/assistsuperhome](http://www.town.hull.ma.us/Public_Documents/HullMA_assistsuper/assistsuperhome)

**40. What are the responsibilities of the Assistant Principal at each school?** The Assistant Principal is responsible for assisting the principal in all aspects of leadership as well as curriculum instruction. Daily responsibilities include attendance issues, discipline/student behavior issues, scheduling, grade reporting, teacher/staff evaluations, attendance at Student Intervention Team and Student Assistant Team meetings, attendance at special education meetings, supporting the one-to-one Ipad initiative, and parent communication. The Assistant Principal coordinates substitute coverage, after school detention, lunch and bus duty, and assists with planning professional development, data collection, implementation of mandated testing, and collaborates with staff on curriculum and instruction.

**41. What are the responsibilities of the Athletic Director/Community Outreach Coordinator?** The Athletic Director is responsible for organizing, scheduling, and administering the overall interscholastic athletic programs and sports activities. He implements and upholds MIAA mandates; recruits, interviews, screens, recommends and supervises qualified athletic coaches and supervisors; hires officials, EMT's, trainers and police as required; arranges and schedules transportation to athletic events; and prepares and administers the athletic budget, including processing payroll and equipment. Without an Athletic Director, the district would be out of MIAA compliance and could not participate in sports competitions.

The general duties of the Community Outreach Coordinator include developing and overseeing the various out-of-building student internships for the district. These programs provide experiences outside of school and help students recover credits preventing them from dropping out of school. The coordinator provides vocational experiences for those students interested in the trades. He is responsible for the professional supervision, evaluation and development of internship sponsors who provide students with an overview of businesses and business behaviors. Satisfying students' vocational interest is key in saving the district expensive vocational placement tuitions. The coordinator also works with guidance staff to identify students who would benefit from in-house occupational education, developing valuable skills to make them more readily employable after high school. He also works to develop relationships in the community and provide information about the schools to local media outlets.

**42. What are the responsibilities of the Bookkeeper?** The Bookkeeper is responsible for the district accounting, which includes accounts payable, accounts receivable, student activity accounts, school lunch program account, and special funds. The Bookkeeper trains and supervises users of the accounting system and interacts with the town accountant. The Bookkeeper also receives and processes staff travel-on-school-time forms and course reimbursement forms. The Bookkeeper assists with budget implementation and year-end processes, sorts and distributes incoming mail for Central Office, maintains a current list of office equipment, and is the state agent for issuing working papers.

**43. What are the responsibilities of the Finance Coordinator?** The Finance Coordinator works with administrators to develop the fiscal budget. She also reviews, updates and monitors the budget throughout the year. The Finance Coordinator gathers data and completes the End of Year report (EOY) and the Student Information Management System (SIMS) for the Department of Elementary and Secondary Educations (DESE). The finance director collects, updates and monitors staff evaluations/observations, student migration, home schooling, staff professional development points and school attending children reports. She also is responsible for all aspects of Connect-Ed, including updating staff names and numbers, monitoring call list of bad numbers and making Connect-Ed calls to staff and students on a regular basis, informing them of upcoming events. The Finance Coordinator designs, updates, creates and monitors the school website. She also schedules the use of the school buildings. The Finance Coordinator is also the school committee policy coordinator who manages all aspects of the School Committee Policy Manual.

**44. What are the responsibilities of the Payroll/Human Resources Coordinator?** The HR & Payroll Coordinator's primary responsibility is preparing, documenting and maintaining accurate personnel and payroll files. This includes continuous file maintenance and updating to ensure all personal, payroll account, W-4 withholding, 403b contributions and other deduction information is accurate and complete. The HRPC processes all CORI reports and maintains secure, updated files containing CORI and

SAFIS (fingerprinting) results. The HRPC explains all new hire paperwork and benefits information to new employees. The HRPC reviews all employment documentation requirements with substitute teacher candidates and maintains the district substitute teacher list. The HRPC continuously responds to questions from new and existing employees regarding benefits and life changes. The HRPC follows up to ensure all required documentation is submitted and all corresponding payroll deduction changes are made. The HRPC ensures that new hires and existing employees undergo regular State ethics training and receive the required Civil Rights training. All new hires are entered into payroll and also entered into Aspen. The HRPC is responsible for EPIMS (Education Personnel Information Management System) which is a required State report done two times each year. All verifications of employment and MTRS credible service requests are completed by the HRPC. The HRPC enrolls all newly hired teachers in MTRS, reports any event changes and reconciles monthly MTRS reports to ensure all deductions are accurately recorded. The HRPC also maintains a district-wide attendance database; tracks Good Health benefit eligibility and longevity payments. The HRPC prepares and distributes monthly custodial overtime reports and helps manage custodial coverage.

45. **What are the responsibilities of the Technology Department?** The Technology Department is made up of 2.6 employees and is responsible for the development, installation, and maintenance of all information technology systems and networking infrastructures. The department manages all technical aspects of the Hull Public Schools including data and voice IP networks, backup, storage, and retrieval functions; development and maintenance of WEB applications; HPS Community Television; digital phone systems, voice mail system, PA systems and clock systems; and LANs and WANs. The department negotiates and contracts with consultants, technical personnel, and vendors for services and products, and with management to analyze computer system needs for school operations. The department maintains and tests disaster recovery plans and reviews all hardware and software purchases. The Technology Department is also responsible for training and documentation of systems and programs, hardware and software technical support, including digital systems design, audio systems, and video systems maintenance and repair. The department monitors network backup, storage and retrieval, internet connectivity, and the district's security systems. The department services and repairs all hardware (computers, printers, routers, etc.) and provides technical support for HPS staff. In addition, the department is responsible for recommendations and development of plans for future operations.

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We appreciated permission granted by Duxbury Public Schools to copy some of their materials in preparing this report for Hull.