

**Harvard School Committee  
Administrative Restructuring  
Subcommittee Report**

**December 12, 2011**

**Submitted by Patty Wenger, Kirsten Wright, & Joseph Connelly**

**I. THE CHARGE TO THE SUBCOMMITTEE**

Realizing Harvard Public Schools only consist of two schools with a total preK-12 enrollment of approximately 1200 students and the fact the superintendent of schools position was in transition with the resignation of Dr. Thomas Jefferson, the Harvard School Committee chose to use the 2011/2012 school year to study various alternative administrative structures. The Harvard School Committee identified four administrative options to be investigated by an appointed subcommittee consisting of Patty Wenger, Kirsten Wright and Interim Superintendent of Schools Joseph Connelly.

The four administrative options included the following:

- A. Superintendent/Principal Model  
One administrator would serve as principal to one of Harvard's two schools while also serving as Superintendent of Schools.
- B. Part-Time Superintendent Model  
A superintendent would be hired to serve as superintendent of the Harvard Public Schools with a part-time work year which would be based on a number of work days per week and/or per year. This person would be on-call seven days a week and would be available to respond to emergencies and/or critical needs on an as needed basis.
- C. School Union/Job Share Superintendency Model  
One person would be hired to serve as the shared superintendent to Harvard and a neighboring school system that agreed to form a school union with Harvard. Boxborough Elementary School District has been identified as the most likely neighboring school district to merge with Harvard. A school union superintendency also encompasses the job/cost sharing of other district wide administrative positions and the cost sharing of other agreed-upon functions.
- D. Full-Time Superintendent Model – Status Quo  
It was agreed the benefits of remaining with the current full-time superintendent model being used in Harvard would also be considered.

**II. SUMMARY OF INVESTIGATIVE RESEARCH CONDUCTED BY  
THE ADMINISTRATIVE RESTRUCTURING SUBCOMMITTEE**

By contacting Massachusetts Association of School Committees (MASC), Massachusetts Association of School Superintendents (MASS) and the Massachusetts Department of Elementary and Secondary Education (DESE), the following list of

Massachusetts School Districts currently operating with a part-time superintendent or a superintendent/principal model were identified and contacted:

School	Model	Enrollment	Grade Structure
Norfolk Public Schools	Superintendent/Principal	1011	PreK-8
Carlisle Public Schools	Superintendent/Principal	672	PreK-8
Nahant Public Schools	Part-Time Superintendent	240*	PreK-6
Provincetown Public Schools	Part-Time Superintendent	125	PreK-12
Farmington River Regional School District	Part-Time Superintendent	160*	PreK-6
Truro Public Schools	Superintendent/principal	146	PreK-6
Boxborough Public Schools	Superintendent/principal	484	PreK-6
Tri-Town School Union-Topsfield/Boxford/Middleton	School Union Model	2334	PreK-6

School Committee members SusanMary Redinger, Kirsten Wright, Patty Wenger and Interim Superintendent of Schools Joseph Connelly met directly with representatives of these school districts or conducted joint telephone conference sessions. A pre-prepared list of questions was used with each meeting/telephone conference call (See Appendix A). Information gained from these in-depth discussions helped the Administrative Restructuring Subcommittee to develop a list of advantages and disadvantages to the Harvard Public Schools for the implementation of each model.

### III. ADVANTAGES AND DISADVANTAGES

#### A. Superintendent/Principal Model

##### **Advantages:**

1. Administrator being assigned this role would most likely be an experienced in-house administrator who already possesses a working knowledge of the Harvard School Community and its stake holders
2. This model would reduce the cost of one full-time administrator (school principal). This savings would be approximately \$120,000
3. The superintendent/principal would be available on a full-time basis to the Harvard School Community.

##### **Disadvantages:**

1. All school systems investigated that had used this model or were currently using this model felt the model was insufficient. It was largely being used in school districts with extremely small K-12 or K-6 enrollments. Harvard, with two schools and a total K-12 student population of 1260 was felt to be too large for this model to be effective.

2. Competing responsibilities of the two merged positions constantly results in each position being compromised. Everyone interviewed felt the building principal responsibilities of this dual assignment were not being met due to the daily demands of the superintendency.
3. The potential salary savings of \$120,000 did not justify the lost coverage at both levels, especially at the school building level.
4. It was the general opinion of everyone interviewed that a secondary principal model such as what Harvard currently has in place with administrative responsibility to a relatively large middle school and high school student/staff population could not also function effectively as a superintendent of schools
5. The Harvard School Community, especially parents and residents, are accustomed to having access to a full-time superintendent and principal. Response time to issues, which is now almost immediate, could be delayed one to three days depending upon work schedule of the superintendent/principal and when a need develops.
6. Superintendent's hands-on, direct involvement in major school district initiatives may be compromised and require more delegation to middle management due to his/her dual roles.
7. One administrator serving as both principal and superintendent could complicate established response protocol available to personnel when dealing with performance and/or disciplinary issues.
8. Potential for perception to develop that suggests preferential treatment being received by school where the superintendent also serves as principal.

**B. Part-Time Superintendent Model**

**Advantages:**

1. School systems that are using a part-time model report it can be effective as long as in-house administrative procedures and systems are well established and up-to-date.
2. Current administrative support staff in Harvard is experienced and very knowledgeable of their job expectations and the needs of the Harvard School Community. This generates a high level of confidence that most administrative issues could be effectively addressed in the absence of the Superintendent of Schools.
3. A part-time superintendent model would reduce the administrative cost of a superintendent by approximately \$80,000.

4. Under this model, night meetings and other school community obligations could be built into the part-time superintendent's work schedule. Work hours and days could be very flexible so that days worked could be maximized for the greatest benefit.

5. Important: Under a part-time superintendent model many retired superintendents under Massachusetts Teacher Retirement System (MTRS) regulations would still be eligible to work. This would potentially provide Harvard with a stronger pool of experienced candidates. A critical shortage waiver may not be required.

6. Utilizing a part-time superintendent model promotes greater delegation of administrative duties that can help prepare building administrators for a superintendent position.

7. Part-time superintendent's greater use of delegation increases building level administrators understanding and appreciation of system wide issues.

**Disadvantages:**

1. The Harvard School Community, especially parents and residents, are accustomed to having access to a full-time superintendent. Response time to issues, which is now almost immediate, could be delayed one to three days depending upon work schedule of the superintendent and when a need develops.

2. Part-time status would not allow the superintendent to be as visible in each Harvard school. Work expectations would most likely require much of the superintendent's time being spent in the Central Office.

3. Superintendent's hands-on, direct involvement in major school district initiatives may be compromised and require more delegation to middle management due to his/her part-time status.

4. Financial savings (\$80,000) generated from a part-time superintendent model would not generate a substantial budget savings.

5. Some school systems currently using this model with some success, employ a superintendent that lives in the community and is only minutes away from the central office if needed. This would most likely not be the case in Harvard.

C. School Union Superintendency Model

**Advantages:**

1. Current administrative structure in each community is unchanged. All existing positions continue to function.

2. The formation of a "school union" operation model has no impact on the general staff and student body of a school system.

3. Each school community involved in a “school union” partnership maintains local control over all aspects of their school operation. All local school operations continue to be under the control of the locally elected school committee and appointed Superintendent of Schools.
4. All financial oversight for school department spending continues to be monitored by the school business office and the Town Financial Director’s office.
5. Each member community determines which salary and non-salary expenses will be cost shared and negotiate the apportionment of expenses with the other member school district at the time the school union is formed.
6. Mechanism is in place, through a School Union Committee to review and amend “school union” operations and apportionment of expenses on an annual basis.
7. The cost sharing of several administrative positions as well as other functions can substantially reduce each member town’s operational school expenses. The proposed Boxborough/Harvard school union model is projected to produce a cost savings of \$198,960 to \$357,842 depending upon what apportionment of expenses is approved. (FY12 dollars)
8. A “school union” model also allows two or more small communities to share resources and other school betterment efforts such as professional development opportunities and related curriculum development initiatives.
9. Both Harvard and Boxborough are in a position where all administrative positions being considered for cost sharing are currently being held by interim administrators or administrators with contracts that expire in a manner that would not create any obstacle and/or additional financial obligations. This is highly unusual and a major benefit to implementing a Boxborough/Harvard “school union” operation.
10. By cost sharing school district expenses Harvard and Boxborough could be eligible for regionalization incentive grants being offered by the state.

**Disadvantages:**

1. “School Union” model requires two or more school committees to agree to form a school union and to share identified school operational costs. A single school committee can not implement a “school union” management plan.
2. The one neighboring school community (Boxborough) that appears to be the best candidate to investigate a “school union” merger has requested the necessary mutual study of this proposed school union be delayed until the 2012/2013 school year. If Harvard School Committee agrees to this delay it will need to extend its

current interim/transitional central office coverage from one year (2011/2012) to a two year (2011/2013) time frame.

3. A “school union” organization increases the work responsibilities of designated cost shared administrative positions. The Superintendent and Special Education Director are the two positions most impacted by this expansion of duties. The Superintendent becomes responsible to a second, independent school committee. His/her job functions now require all state, federal and legal reports and documents to be completed separately for each school community. The Special Education Director oversight and implementation responsibilities for children on IEPs expands to include all special needs children in the two member communities.
4. All shared administrators work responsibilities are increased to cover the management and oversight of a third school.
5. Complexities and perceived workload generated by a “school union” model could potentially limit the superintendent candidate pool.

**D. Full-Time Superintendent Model (Status Quo)**

**Advantages:**

1. Harvard Public Schools’ current administrative structure consisting of a full-time superintendent and strong building level administrative teams is effectively meeting the needs of the school community
2. Stake holders, including system administrators, teachers and parents strongly support retaining a full-time superintendent model either as a separate school system or as a member district of a school union.
3. Current administrative structure is capable of accomplishing all required day to day routine administrative tasks including identified goals and initiatives associated with Harvard’s Strategic Plan and each schools’ School Improvement Plans.
4. Harvard’s FY12 Central Office budget totaling \$302,940\* equals 2.66 percent of the total Harvard Public School operating budget. Typical state average central office costs are in the 4 to 6 percent range.

*\*Line items not associated with central office expenses have been removed, including system wide employee benefits and regular school bus transportation costs.*

**Disadvantages:**

1. Some public perception in Harvard suggests current level of administration at the Central Office and at the building level is excessive for the existing preK-12 student population.

**IV. COST IMPLICATIONS OF EACH MODEL**

**A. Part-Time Superintendent Model**

A superintendent hired to work a half-time work week/work year schedule would work 130 days per year minus prorated vacation days and holidays. This would result in an approximate savings of \$85,000.

	<u>Full-Time</u>	<u>Part-Time</u>
Base Salary	\$145,000	\$72,500
<u>Health Insurance/Other Benefits</u>	<u>\$25,000</u>	<u>\$12,500</u>
<b>Total Compensation</b>	<b>\$170,000</b>	<b>\$85,000*</b>

**Savings \$85,000**

*\*Actual number of work days assigned to the part-time superintendent would impact the above calculation. Greater number of workdays would produce lesser potential savings.*

**B. Superintendent/Principal Model**

A combined superintendent/principal model would eliminate the cost of one administrative position with the principal compensation package being eliminated from the Harvard operating budget. Current associate principals and adequate secretarial coverage in each Harvard School would not require additional building level staffing. This model would produce approximately a \$120,000 budget savings.

<u>Current: Two Separate Positions</u>		<u>Combined Positions</u>	
Supt Base Salary	\$145,000	Supt/Prin Base Salary	\$155,000
Supt Health Ins & other benefits	25,000	Supt/Prin Health Ins & other benefits	<u>25,000</u>
Principal Base Salary	110,000		
<u>Prin Health Ins &amp; other benefits</u>	<u>20,000</u>		
<b>Total Compensation</b>	<b>\$300,000</b>		<b>\$180,000</b>

**Savings \$120,000**

**C. School Union Superintendency (Shared Costs)**

If Boxborough agreed to form a school union organization with Harvard, the Boxborough/Harvard School Union would consist of three (3) schools. Boxborough has indicated an interest in cost sharing seven positions, plus the non-salary cost of running the central office. (See Appendices B and C)

Position	Salary	Benefits	Total Compensation
1. Superintendent	\$161,397	24,503	185,900
2. Admin. Assistant	58,366	17,510	75,876
3. Dir of Special Ed	103,140	20,000	123,140
4. Admin Asst to Spec Ed	43,200	12,960	56,160
5. Facilities Director	72,900	21,870	94,770
<u>6. Data/Trans. Clerk</u>	<u>20,100</u>	<u>8,850</u>	<u>28,950</u>
Harvard Total Salary	\$459,103	\$105,693	\$564,796
7. Food Service Director	82,800*	24,840*	107,640*
Total Shared Salary Costs			\$672,436

\*not included in Harvard Operating Budget

#### Non Salary Central Office Costs

Heat/Utilities	\$ 5,754
Maintenance	1,000
Supplies/Equip	<u>36,993</u>
	\$43,247

#### **Total Shared Costs \$715,683**

(See Appendices D and E)

Apportionment of School Union Expenses would need to be negotiated.

<u>Possible Apportionment Strategies</u>	<u>Harvard</u>	<u>Boxborough</u>
• By enrollment	1260 (prek-12) 72.2%	484 (prek-6) 27.8%
• By numbers of schools	2 66.6%	1 33.4%
• Shared Equally	50%	50%

Negotiated apportionment cost for Boxborough would most likely be in the 27.8% to 50% range.

#### Savings to Harvard – Range

\$715,683 x 27.8% = \$198,960

\$715,683 x 33.4% = \$239,038

\$715,683 x 50.0% = \$357,842

#### **V. IMPLEMENTATION TIME LINE**

A. Superintendent/Principal Model

If a currently employed Harvard principal was selected for this position the School Committee could negotiate the terms of employment during the 2011/2012 school year with July 1, 2012 being the effective date of implementation.

If an outside candidate was needed, Harvard School Committee would need to delay the appointment of the Superintendent/Principal until the current multi-year term of each Harvard principal had expired, which would be July 1, 2014 or July 1, 2015.

B. Part-Time Superintendent

This appointment could be made effective July 1, 2012. January-March 2012 would be used to conduct the search for the Part-Time Superintendent.

C. Superintendent School Union Model

Meetings between representatives of the Boxborough Elementary School Committee and representatives of the Harvard School Committee proved to be very informative. After three meetings, in which educational and operational cost benefits were identified and discussed it was mutually agreed a potential Boxborough/Harvard School Union Superintendency was viable and worth investigating. Boxborough representatives further indicated their School Committee was currently committed to an Acton-Boxborough preK-12 regionalization study and as a result could not participate in a school union study with Harvard until school year 2012/2013.

If the Harvard School Committee wishes to pursue this “school union” model with Boxborough the study and potential implementation would be delayed one year.

**VI. STAKEHOLDER COMMENTS AND OBSERVATIONS  
CONCERNING FOUR ADMINISTRATIVE MODELS**

**A. Harvard Public School Administrators**

- Delay of one year in selecting which administrative model to implement will provide adequate time for a thorough search process to be developed and executed.
- Full time superintendent model preferred. Superintendent’s availability to respond to community issues and demands allows building level administrators to remain focuses on building leadership issues.
- Full time superintendent has time to interact and support building level administration. Fear part-time model of any design would negatively impact strong connection between leadership team.
- Full time superintendent model works best and provides the most support for site based principals.
- Superintendent/principal model would prove to be much more work than one person could effectively handle.

- Definitely against superintendent/principal model. My experience with this model indicates it does not work.
- Dollar savings resulting from merger with another school system would not be worth the savings.
- Part-time model could work in Harvard due to availability of strong building level administrative teams. But parental expectation for constant access to superintendent could make this model challenging.
- Part-time superintendent may be feasible if someone had very effective leadership and vision. Concerned with superintendent remaining visible in the schools while dealing with workload of a superintendent.
- Find school union and superintendent/principal options to be the most complex, with the highest degree of risk.
- Full-time superintendent model appears to be needed. Job is too demanding, with all of the state and federal mandates, for a part-time person.
- School union merger: it would be important to retain one of the current superintendents to assist with the transition to this model.
- Superintendent/principal model: I am not sure anyone can balance those roles in this day and age as both jobs take so much time and energy to do correctly.
- I feel even though Harvard is a small school system, a full-time superintendent is needed.
- As long as superintendent has enough time to fulfill his/her responsibilities, I could be comfortable with the part-time model.
- I do not support the superintendent/principal model. A principal is a vital position that needs to be full-time to supervise and support school staff.

## **B. Harvard Teachers**

- Concerned with half-time model resulting in superintendent not being present when needed. Difficult to predict.
- Also concerned part-time model may increase work load of building administrators.
- Concerned that the superintendent/principal model may be too demanding on both roles. Also concerned dual role could cause unavoidable conflict of interests.
- Success of “school union” model would depend on finding an administrator who could meet the needs of both communities. Each district may have different needs and be looking for different leadership strengths.
- With increased number of elementary students (2 elementary schools), It would be very important to find a leader who understands the needs PreK-12
- Concerned a “school union” model requiring a superintendent to work with 2 different teacher contracts and related commitments may be difficult.
- Full-time superintendent, although the most costly option, does provide the strongest leadership and potentially avoids the cost of outsourcing training and Professional Development costs.
- Full-time superintendent model lends itself to effective communication and a close working relationship with staff.

### C. Harvard Parents and Community Representatives

- Prefer either the part-time superintendent model or full-time superintendent model.
- Strongly opposed to the superintendent/principal model as I think it's too limiting for all concerned.
- Union/sharing model seems fraught with more questions than answers. Sharing some resources could work, but not the superintendent position in Harvard.
- Part-time model might allow Harvard to get a retired superintendent with much experience.
- Concerned if we decide to search for a full-time superintendent have we lost the prime search period.
- Superintendent/principal – both full-time jobs. Estimated cost savings of \$120,000 isn't worth trying this approach.
- "School union" model appears complicated but possibly doable. Benefits to model include professional development and inter-town collaboration.
- Full-time superintendent model works for Harvard. Superintendent position is a full-time job and money well spent.
- Prefer full-time superintendent as soon as possible (next year).
- Part-time superintendent less visible, less accessible and potentially too much work on Central Office staff.
- Concerned a "school union" model may discourage strong candidates and limit pool of superintendent candidates.
- Vehemently against shared superintendent/principal model. Compromises both positions. Given Harvard's experience with the combined superintendent/principal model I do not find this model viable.
- I see part-time superintendent model being viable. Part-time does not mean 50%, it could be 60% or 75% dependent upon what is needed.
- Union model also a possibility given it gives both school systems autonomy to run their schools.
- I would not be opposed if school committee were to leave the position full-time.
- Superintendent/principal model no longer a good fit for Harvard due to complexities of public education today (larger classes, middle school, MCAS, frameworks)
- Part-time model could work if it is the right person and the opportunity matched their personal goals. This person would need to be an experienced superintendent.
- Don't think unionizing with Boxborough will be a long term solution for Harvard. Boxborough will continue to be pressured to K-12 regionalize with Acton.
- As a parent who has been extremely involved in the schools and town for many years, I feel strongly that we should keep the same model that we have.

- Part-time model – Harvard parents’ and teachers’ standards and expectations for their superintendent would not be met under a part-time model.

Appendix A	Questions
Appendix B	Harvard Admin Flow Chart
Appendix C	Boxborough Admin Flow Chart
Appendix D	Harvard Admin Costs
Appendix E	Boxborough Admin Costs

Harvard Public Schools  
Administrative Organization Study

Conference call/site visit questions

Part-Time Superintendent Position

1. How long have you used this model?

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2. This current model – did you recruit from within your district, or did you seek candidates from outside your district?

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3. Do you have prior experience using other administrative models?

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4. Reasons for operating with a part-time superintendent.

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5. Describe how the part-time model works.

- works days per year/per week

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- coverage at night meetings

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- and other required obligations/school events( Town meetings, Finance Committee)

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6. Describe administrative structure within your schools that allows this system to be successful.

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7. How much support staff exists within the Superintendents/Central Office and are they full-time or part-time?

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8. Identify problems that have arisen, on occasion, due to this part-time capacity of your superintendent, if any.

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9. Why do you believe this model is appropriate for your school system?

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10. Have you ever done a cost savings analysis of this model?

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11. Size of school system

- Enrollment

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- number of staff

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- number of schools – grade level structure

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- Administrative Flow Chart

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Harvard Public Schools  
Administrative Organization Study

Conference Call/Site Visit Questions

Superintendent /Principal Combined Position

1. Do you operate from two different work/office locations?

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2. How is your superintendent /principal time apportioned?

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3. What administrative support staff exists for each role?  
Superintendent;

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Principal;

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4. Which position, if any, is compromised the most by this dual administrative position?

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5. Why do you think this model is best for your school district?

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6. How long has this model been used and does your district have experience with other models?

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7. Examples of where the model has worked especially well, and examples of where it has generated some difficulties.

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8. School Committee performance evaluation of this person – Does it present any difficulties with the building principalship aspect of the job?

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9. How does this dual assignment work from the parent and staff perception?  
Example: issues with principal would go directly to School Committee

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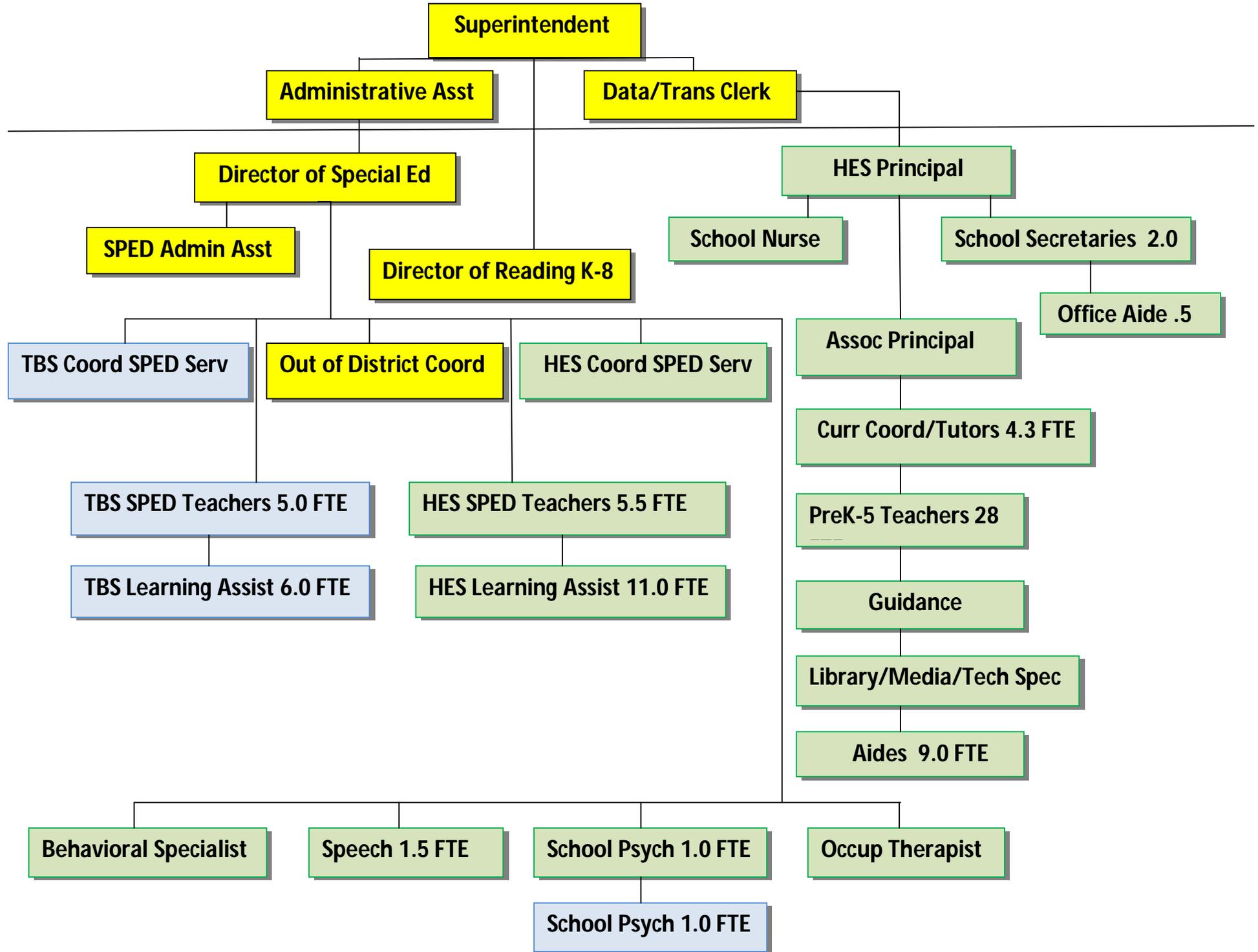
10. This current structure – did you recruit from within your district or seek candidates from outside the district?

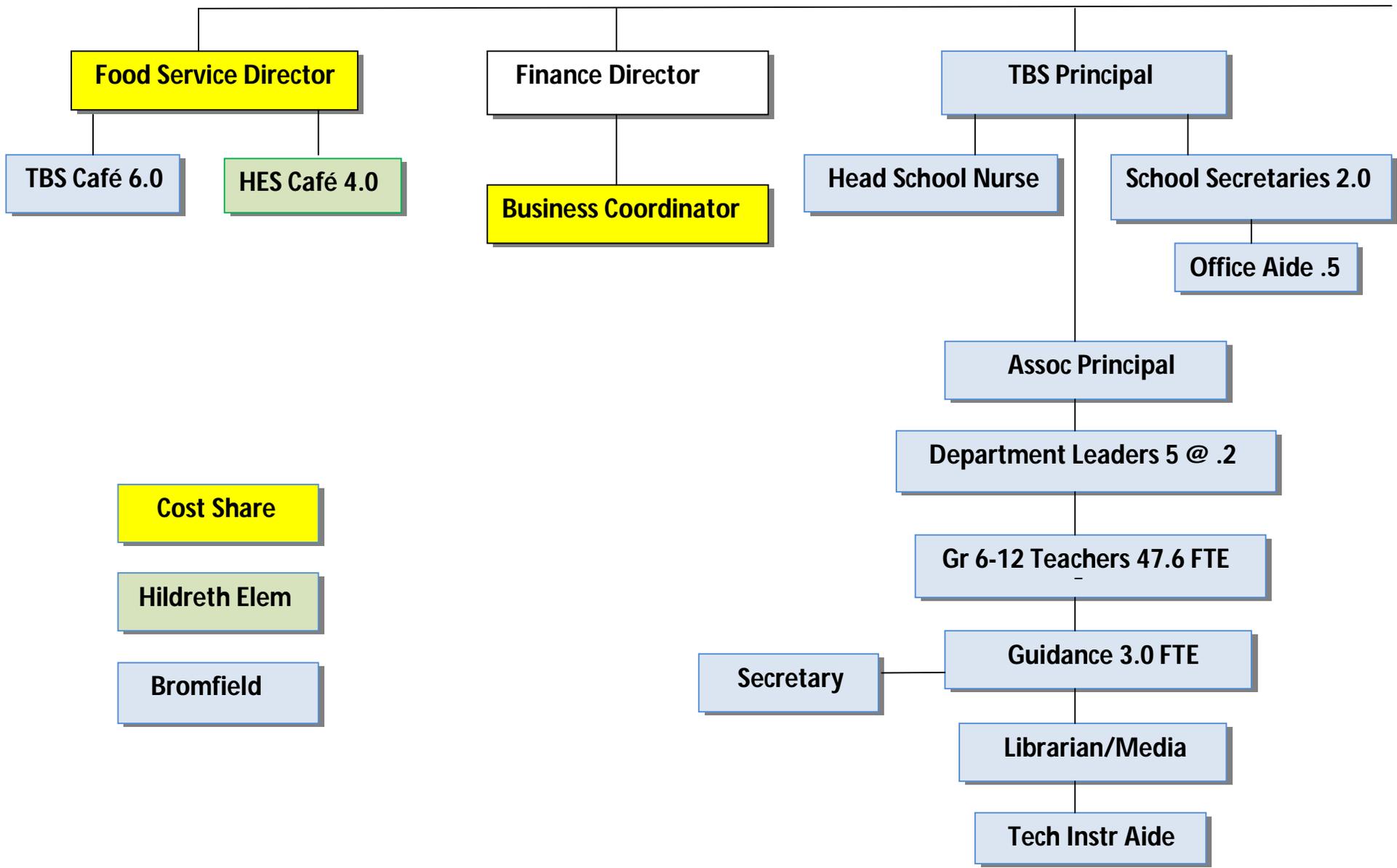
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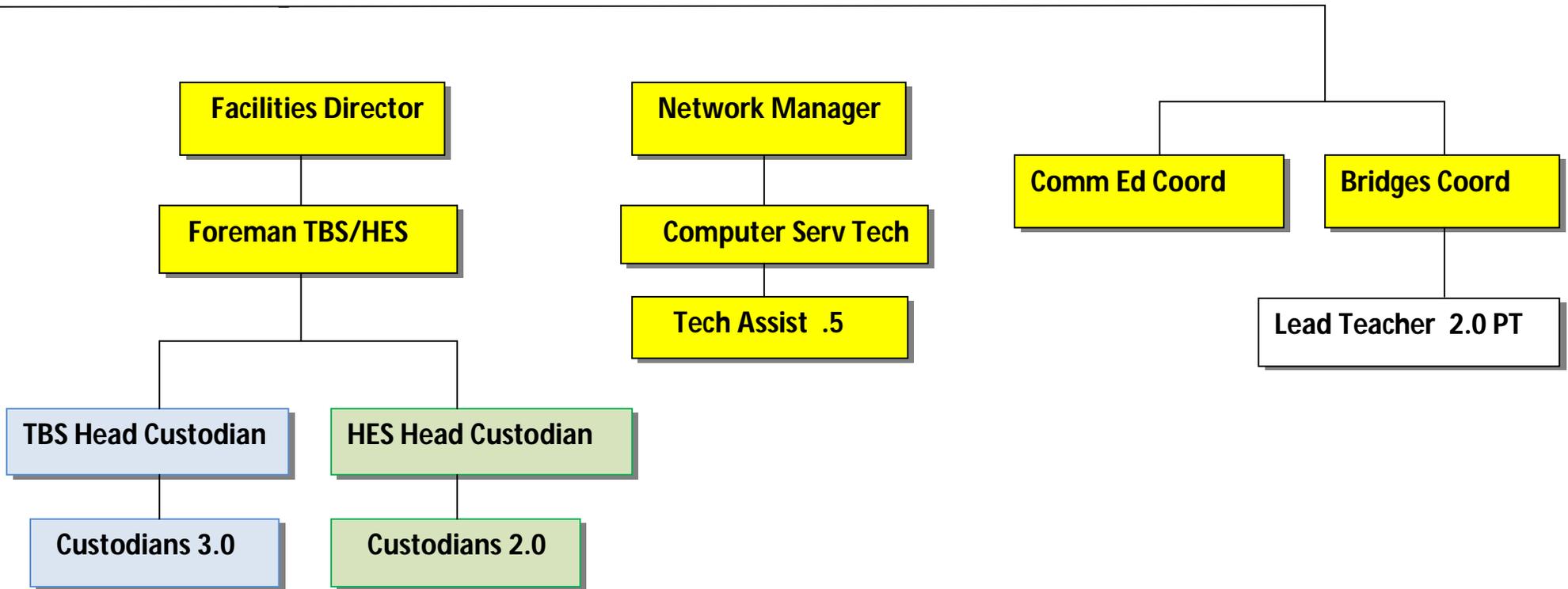
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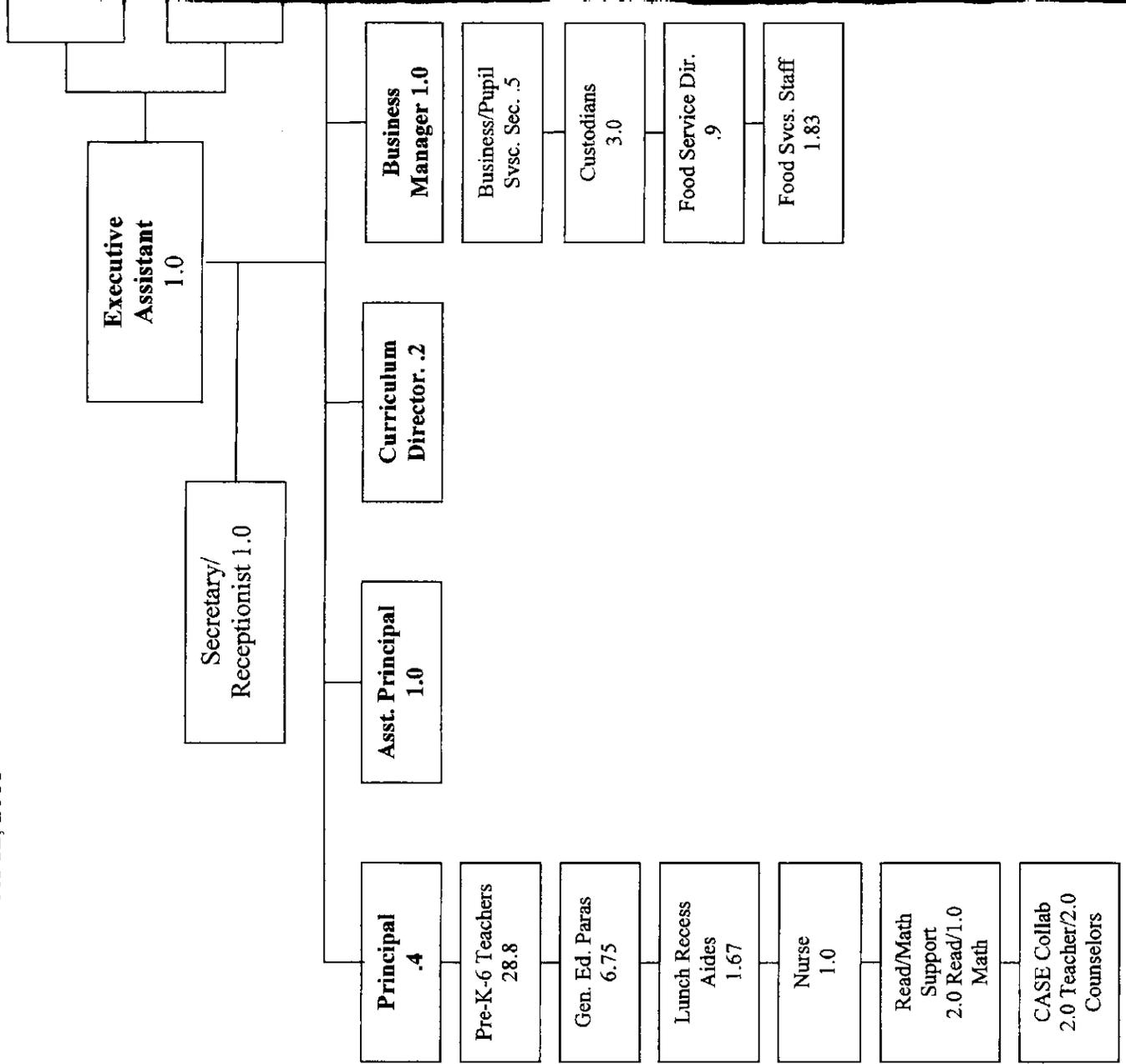
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Appendix C  
 Harvard Administrative Restructuring Subcommittee Report  
 December 12, 2011



**Boxborough  
School Committee**

**Superintendent**  
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**Pupil Services  
Director**

**Business/Pupil Svcs  
Sec. .5**

**Spec. Ed. Team  
Leader/OO Coord.  
.8**

**Spec. Education  
Teachers 3.0**

**Behavior Spec.  
1.0**

**Guidance  
Counselor 1.0**

**Psychologist  
.6**

**Spec. Ed. Paras  
10.0**

Liza Huber  
A/B Dir. Pupil  
Svcs.

**Instructional  
Tech Spec. 1.0**

**Technology  
Council**

**Network/TT  
Tech. .5 Town/  
.5 School**

**Speech/Lang.  
2.2**

HARVARD PUBLIC SCHOOLS  
 ADMINISTRATIVE COSTS  
 2011/2012

<b>I. SALARIES</b>	<b>ANNUAL FY12 SALARY</b>	<b>TOTAL BENEFITS</b>	<b>TOTAL COMPENSATION</b>	<b>PER .1</b>
Superintendent	143,000	42,900	185,900	18,590
Admin Assistant	58,366	17,510	75,876	7,588
Data/Trans Clerk (part-time)	20,100	8,850	38,350	3,835
<b>Sub-total</b>	<b>221,466</b>	<b>69,260</b>	<b>300,126</b>	<b>30,013</b>
Finance Director	N/A	N/A	N/A	N/A
Business Coordinator	45,000	13,500	58,500	5,850
<b>Sub-total</b>	<b>45,000</b>	<b>13,500</b>	<b>58,500</b>	<b>5,850</b>
Special Education Director	103,140	30,942	134,082	13,408
Special Education Secreatry	43,200	12,960	56,160	5,616
<b>Sub-total</b>	<b>146,340</b>	<b>43,902</b>	<b>190,242</b>	<b>19,024</b>
Facilities Director	72,900	21,870	94,770	9,477
Foreman Facilities	48,421	14,526	62,947	6,295
<b>Sub-total</b>	<b>121,321</b>	<b>36,396</b>	<b>157,717</b>	<b>15,772</b>
Network Manager	69,900	20,970	90,870	9,087
Computer Services Tech	41,600	12,480	54,080	5,408
Tech Assit (.5 FTE)	16,218	4,865	21,083	2,108
<b>Sub-total</b>	<b>127,718</b>	<b>38,315</b>	<b>166,033</b>	<b>16,603</b>
Food Service Director	82,800	24,840	107,640	10,764
<b>II. NON-SALARY COSTS</b>	<b>FY 12 Cost</b>			<b>Per .1</b>
Heat/Utilities	5,754			575
Maintenance	1,000			100
Supplies/Equip	36,493			3,649
<b>Sub-total</b>	<b>43,247</b>			<b>4,324</b>
<b>Section I Total Salaries</b>	<b>744,645</b>	<b>226,213</b>	<b>980,258</b>	<b>98,026</b>
<b>Section II Total Non-Salaries</b>	<b>43,247</b>			<b>4,324</b>
<b>Combined Total</b>	<b>787,892</b>	<b>226,213</b>	<b>980,258</b>	<b>102,350</b>

**Harvard and Boxborough Compensation for Potential Job Sharing Positions**

Position	Harvard				Boxborough			
	Salary	Benefits	Tot Comp	Per .1	Salary	Benefits	Tot Comp	Per .1
Superintendent	\$ 143,000	\$ 42,900	\$ 185,900	\$ 18,590	\$ 161,397	\$ 2,371	\$ 163,768	\$ 16,377
Director of Special Education	\$ 103,140	\$ 30,942	\$ 134,082	\$ 13,408	\$ 96,663	\$ 1,402	\$ 98,065	\$ 9,807
Food Service Director	\$ 82,800	\$ 24,840	\$ 107,640	\$ 10,764	\$ 38,792	\$ 11,638	\$ 50,430	\$ 5,043
Facilities Director	\$ 72,900	\$ 21,870	\$ 94,770	\$ 9,477			\$ -	\$ -
Administrative Assistant	\$ 58,366	\$ 17,510	\$ 75,876	\$ 7,588	\$ 57,122	\$ 17,694	\$ 74,816	\$ 7,482
Data/Transportation Clerk	\$ 20,100	\$ 8,850	\$ 28,950	\$ 2,895	\$ 32,609	\$ 474	\$ 33,083	\$ 3,308
SPED Administrative Assistant	\$ 43,200	\$ 12,960	\$ 56,160	\$ 5,616	\$ 44,996	\$ 668	\$ 45,664	\$ 4,566

Questions/Comments:

1. Harvard Data Clerk is part-time, what is FTE salary/benefits?
2. For Boxborough Food Service Director I did not have benefits, so I assumed 30% of salary for now.